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# TRABAJO FIN DE MÁSTER (MODALIDAD A)

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# **CONTENTS**

1. INTRODUCTION.....	3
2. LEARNING PROCESS AND EVALUATION OF THE ACQUIRED KNOWLEDGE.....	5
2.1 First semester modules.....	5
2.1.1. Contexto de la actividad docente .....	5
2.1.2. Interacción y convivencia en el aula.....	7
2.1.3. Procesos de enseñanza-aprendizaje .....	9
2.1.4. “Diseño curricular de las materias de Lenguas Extranjeras” y “Fundamentos de diseño instruccional y metodologías de aprendizaje en la especialidad de Lenguas Extrajeras” .....	10
2.1.5. Educación emocional en el profesorado .....	13
2.1.6. Prácticum I: Integración y participación en el centro y fundamentos del trabajo en el aula.....	14
2.2 Second semester modules .....	15
2.2.1. La comunicación oral en lengua inglesa .....	15
2.2.2. Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés ...	16
2.2.3. Evaluación e innovación docente e investigación educativa en Inglés .....	18
2.2.4. Recursos didácticos para la enseñanza de materias en lengua extranjera – Inglés	19
2.2.5. Prácticum II: Diseño curricular y actividades de aprendizaje en Lenguas Extranjeras – Inglés.....	21
2.2.6. Prácticum III: Evaluación e innovación de la docencia e investigación educativa en Lenguas Extranjeras – Inglés .....	22
2.3 Conclusions.....	24
3. FUTURE PROPOSALS.....	25
3.1. My research project.....	25
3.2. My future proposal.....	26
APPENDIX I: My Learning Unit of Work .....	27
APPENDIX II: My Research Project.....	75

# **1. INTRODUCTION**

Last year, when I was finishing my degree in English Philology, I began to think what I was going to do the following year. I have always been clear about wanting to be a teacher, because but my degree was not aimed at teaching and, therefore, my degree was not enough to become a teacher. In addition, I realised that I have acquired some knowledge on English language and English-speaking world – culture, history, literature – that I could pass on to my future pupils, but I did not know how transferring this knowledge to them. Because of all these reasons, I decided to do this master.

Then, I found that this master was divided into two parts, and that throughout this master we were supposed to achieve some more general objectives about the teaching profession and some more specific objectives about the English language teaching. Now, I am going to describe more in detail the objectives that we were supposed to achieve.

In the first part of this Master, we should achieve the following objectives: to know the structure of the educative centres (*contexto de la actividad docente*), to know the main law that regulates the education curriculum in Aragon (*contexto de la actividad docente*), to realise the influence of social and familiar context in the learning process (*contexto de la actividad docente*), to interact with students in a proper way and to make good groupings in the classroom (*interacción y convivencia en el aula*), to make a good use of ICT in connection with education (*procesos de enseñanza-aprendizaje*), to design a didactic unit and an annual lesson planning in a proper way (*diseño curricular de Lenguas Extranjeras, and Fundamentos de diseño instruccional y metodologías de aprendizaje en la especialidad de Lenguas Extrajeras*), to motivate and evaluate the students in an appropriate way (*procesos de enseñanza-aprendizaje*), to receive a good emotional training and control emotions in the classroom (*educación emocional en el profesorado*), and to make an approach to the documents we can find in an education centre (*practicum I*).

In the second part of this Master, we should achieve the following objectives: to use different approaches and to make activities in order to work the four macroskills (*Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés*), to know the segmental features and the suprasegmental features and to be able to create

activities in order to work these elements with the students (*la comunicación oral en lengua inglesa*), to know the concepts of evaluation, innovation and research, and to make a good research project (*evaluación e innovación docente e investigación educativa en Inglés*), to make a good use of different resources in order to give an English language lesson or to give lessons of other subjects using English language (*recursos didácticos para la enseñanza de materias en lengua extranjera – Inglés*), to create some activities and to implement them with real students and to make a good classroom management (*prácticum II*), to carry out a research project by using questionnaires and other materials (*prácticum III*).

As far as the structure of this dissertation is concerned, I have to say that, in the first place, I am going to make a brief introduction to the modules of the first semester of the master; then, I am going to talk more in detail of each module including the works we have done in each module, what I have learned with the module, the way in which the module has been evaluated and my personal reflection about the module. After that, I am going to do a brief introduction to the modules of the second semester of the master; next, I am going to talk more in detail of each module including the works we have done in each module, what I have learned with the module, the way in which the module has been evaluated and my personal reflection about the module. After this description of all the modules, I am going to talk about my research project and my future proposal. Finally, I am going to include two appendixes in with my learning unit of work and my research project.

## **2. LEARNING PROCESS AND EVALUATION** **OF THE ACQUIRED KNOWLEDGE**

### **2.1 First semester modules**

The modules in this first semester were common for all the students of this master's degree, regardless of their speciality. Because of this, these modules were taught in Spanish language. These modules were an approach to the education world in general; they dealt with things that have to be learned by a teacher of any subject.

#### **2.1.1. Contexto de la actividad docente**

This module was divided into two areas – area of sociology, and area of didactics and school organization – and each area was taught by a different lecturer.

**Area of sociology.** This area dealt with *the social and family context of the education process*, and it was approached through a combination of theoretical sessions and practical sessions. During the theoretical sessions, we focused on two main topics: society and education – social functions of education, multiple socializations, economy and education –, and family and education – inequality and education, academic failure. During the practical sessions, we analysed an article on education from a sociological perspective, we analysed and modified a questionnaire – which was completed by several groups of pupils in our first period teaching practice (*Prácticum I*) –, we looked for sociodemographic data in several web pages, and we analysed those data together with the results of the questionnaires.

**Area of didactics and school organization.** This area dealt with *the education centre: organisation, projects and activities*, and it was approached through a combination of theoretical sessions and practical sessions. During the theoretical sessions, we have focused on three main topics: principles and legislative development in the Spanish education system, the LOE and the organizing structure of the education centres, the Aragonese curriculum in the ESO (BOA, 9<sup>th</sup> May 2007). During the practical sessions, we approached the webpage <http://www.educaragon.org/> and the institutional documents (related to the *Prácticum I*) of the educational centres.

With this module, I have learned that the education process is influenced not only by some factors inside the school – teachers, resources, installations, etc. – but also by some factors outside the school – family, social context, economic level. I have also acquired some knowledge about the law (LOE) we have to obey, and about the main documents we can find in an educational centre.

The module was evaluated by using the following tools:

- A **final exam** (50%) which consisted of two different parts, one for each area.
- A **portfolio** (25%), made by pairs, in which we should include all the things we had done in all the practical sessions of the area of sociology. In addition, we also had to include the results of the questionnaires completed by several groups of pupils in our *Prácticum I*.
- A **group work** (25%), in which we had to choose one of the educational centres in which the members of the group had made their *Prácticum I*, and we had to tell about several aspects of that centre and to analyse one aspect of one institutional document from that centre. In addition, we could establish some comparisons with one of the other educational centres.

I consider that the contents of this module are very interesting, because they have offered us a good vision of the whole education system: the law in which this system is based, the factors involved in the education process – teachers, students, families, social and economic context –, and the structure and the main documents of the educational centres. However, in the area of didactics we have been required to read many things at home (this is good as a first approach), but then there wasn't a good explanation of these things in class, and when we arrived to the *Prácticum I*, we were not very sure about which documents we had to ask for. As far as the area of sociology is concerned, the only negative thing is that, in the practical sessions, we focused a lot on many different data and sometimes we got confused or lost with all these data.

### **2.1.2. Interacción y convivencia en el aula**

This module was divided into two areas – area of developmental psychology, and area of social psychology – and each area was taught by a different lecturer.

**Area of developmental psychology.** This area consisted of a mixture of theoretical sessions and practical sessions. During the theoretical sessions, we dealt with several topics: the adolescence (its stages and characteristics), the educational bond, the theories of learning, the figure of the tutor, the *Plan de Acción Tutorial*, personal aims, and competences. In addition, the lecturer proposed some topics – the mechanism of jokes – or some questions – is it possible to love someone more than you love yourself? – in order to make us thinking, reflecting and discussing. During the practical sessions, the lecturer proposed some debates – do people lie or not? – and some activities, in order to make us reflecting about several aspects related to them – such as our observing style and our guiding style – or about the fields in which some of these activities – such as the one about the wheel of life and the wheel of difficulties – can be applied. Moreover, the lecturer raised some cases of problematic children and we had to work in groups and to look for some possible solutions.

**Area of social psychology.** This area consisted of a mixture of theoretical sessions and practical sessions. During the theoretical sessions, we dealt with several topics: contributions of social psychology to the study of interaction and communication, interaction processes – the individual and the groups, interdependence, groups characteristics, groups tasks –, interaction in the classroom – communicative strategies, the group of learning. During the practical sessions, we had to present one classmate to the rest of the class, we watched a video about the district of Casablanca (Zaragoza), and we, by groups, prepared a didactic guide about the district of Casablanca focusing on some aspects of that district.

With this module, I have learned that in order to get a good interaction with your pupils, it is very important to make a good observation previously, to take into account the age of your audience, to be patient and understanding, and to set some limits. I have also realised that didactic guides can be a very useful tool to work certain aspects, and that if you (as teacher) want to establish groups of work, you have to take into account several things: the group should be heterogeneous – different points of view make the group more effective –, the members of the group should have more or less a good

relationship – this has repercussions on their degree of coordination, and therefore in their achievement –, and the group should not be very big – within big groups, the individual effort diminishes, and the group’s effectiveness diminishes too.

The module was evaluated in the following way:

- Area of developmental psychology. Two thirds of the final mark. This area was assessed by means of:
  - A **final exam** (60%). Exam of the two areas. Two thirds of the exam were devoted to the area of developmental psychology, and one third of the exam was devoted to the area of social psychology.
  - **Four reflections** (40%): one about our observing style, one about our guiding style, one about the fields in which the wheel of life and the wheel of difficulties could be applied, and one with the solutions we suggested for a case of a problematic child.
- Area of social psychology. One third of the final mark. This area was assessed by means of:
  - A **final exam** (60%). Exam of the two areas. Two thirds of the exam were devoted to the area of developmental psychology, and one third of the exam was devoted to the area of social psychology.
  - The **didactic guide** of the district of Casablanca (40%). This was a group work, and had to approach some aspects from the district of Casablanca.

I think that the contents of this module are very relevant, because they show you the aspects you have to take into account in order to get a good interaction with your students – which sometimes it is very difficult perhaps because of the age difference or because of the time limitations –, and in order to establish good groups of work – many times students are grouped following the criteria of nearness, and without taking into account their characteristics or if the group is going to be effective. I also consider that the activities proposed by the lecturer in the area of developmental psychology, are very useful in order to make us reflect about some things that can go unnoticed for us.



### **2.1.3. Procesos de enseñanza-aprendizaje**

This module was divided into three parts – curricular components of the teaching-learning process, the use of ICTs in the teaching-learning process, motivation and evaluation in relation to the teaching-learning process – and each part was taught by a different lecturer. The whole module was approached through a combination of theoretical sessions and practical sessions.

**Curricular components of the teaching-learning process.** This part dealt with the main differences between an annual lesson planning and a didactic unit, and with the curricular components of a syllabus – competences, objectives, contents, evaluation. During the practical sessions, we talked about the differences between good teachers and bad teachers, and about some key ideas and perceptions – the classroom is a system of interaction and communication, the teacher is a decisive element in the classroom, etc. –; and we began to make our didactic unit (group work).

**The use of ICTs in the teaching-learning process.** This part dealt with the social and educational impact of the audiovisual and digital culture, the incorporation of ICTs into the teaching, the educative multimedia materials, and the educational possibilities of the mass media and the internet. During the practical session, the lecturer explained us how to use a digital blackboard.

**Motivation and evaluation in relation to the teaching-learning process.** This part dealt with two big topics. On the one hand, it dealt with motivation: definition, structure, and types of motivation, factors involved in motivation, Maslow pyramid, Pygmalion effect, and sources of motivation. On the other hand, it dealt with evaluation: purposes, characteristics, and types of evaluation, evaluation tools. In addition, the lecturer devoted one theoretical session to the teaching-learning models (conductism, cognitivism and constructivism).

During the practical sessions, we watched two videos of two groups of students from the IES Ramón y Cajal in Zaragoza, who give their opinion about several questions: the things they like and the things they do not like about their teachers, what they would change if they were teachers, etc. Then we had to choose one of these groups, and make by groups a small project in which we have to suggest action proposals in order to solve the problems they raise.

With this module, I have learned that an annual lesson planning should be coherent and take into account the characteristics of the characteristics of the education centre and of the students, that a syllabus should consist of several elements (objectives, competences, etc), and that ICTs can very useful tool to transmit knowledge to the students and they are more attractive to this young audience. I have also discovered that motivation and evaluation are two key points in the teaching-learning process, that there are many factors (teachers, students, context) involved in motivation and a lot of sources of motivation (social value, rewards, etc), that there are a lot of types of evaluation (summative, initial, self-assessment, etc) and that the exam is not the only evaluation tool, but there are also other tools (one-minute paper, group work, etc).

The module was evaluated by using the following tools:

- A **final exam** (50%), covering the three parts of the subject.
- A **didactic unit** (50%), made in groups of four or five students. It had to include all the elements we had learned, and some developed activities.

I believe that the contents of this module are very useful because they make reference to several practical elements (syllabus, motivation, evaluation, etc) that we are going to face as future teachers. In addition, they show us that there are several ways of motivating the students (which sometimes is very difficult because you do not know how to do it), that there are many different types of evaluation (formative, statistical, students evaluation) we can use depending on the purpose we want to achieve, and that there are a lot of different evaluation tools we can use depending on the work or the content we are going to assess.

#### **2.1.4. “Diseño curricular de las materias de Lenguas Extranjeras” y “Fundamentos de diseño instruccional y metodologías de aprendizaje en la especialidad de Lenguas Extrajeras”**

I have decided to put these two modules together, because they were taught by the same lecturer and they were not taught at the same time, but one after the other – as if they were two parts of the same module.

**Diseño curricular de las materias de Lenguas Extranjeras.** This module was

approached through a combination of theoretical sessions and practical sessions. During the theoretical sessions, we focused on several topics: the Aragonese curriculum of secondary education, the laws or the orders of reference for the Aragonese curriculum of secondary education, the essential elements of a curriculum design, the general objectives of the secondary education, the specific objectives of the teaching of foreign language in secondary education, and the attention to diversity. During the practical sessions, we worked in groups of four students and we made a didactic unit step by step, including the different elements we were dealing with in the theoretical sessions. In addition, we presented our didactic units in front of the class several times, in order to show different stages of the process of creation of the didactic unit.

**Fundamentos de diseño instruccional y metodologías de aprendizaje en la especialidad de Lenguas Extranjeras.** This module was approached through a combination of theoretical sessions and practical sessions. During the theoretical sessions, we focused on several topics: methodologies – methodological approach and methodological strategies: types of processes (deductive, active, etc), and methods for the transmission of information (demonstrative, interrogative, etc) –, the elements which should be included in an annual lesson planning according to the BOA, the groupings in the classroom – types of groupings (homogeneous, heterogeneous, flexible), and characteristics (number of members, etc) and purposes (interaction, learning, etc) of the groupings –, and the communicative approach. During the practical sessions, we worked individually and we made an annual lesson planning – including the development of one of its didactic units –, incorporating progressively all the elements we had seen in class that an annual lesson planning should have.

With these modules, I have learned how to make a didactic unit and an annual lesson planning (the law in which they should be based, the elements I should include within them, etc), which is important for the competitive examination, and for my future as teacher. I have also realised that groupings are a very useful tool that I can use with my students, and that groupings can be made according to many different criteria, depending on the purpose I want to achieve. Finally, I have also acquired some knowledge about the communicative approach, and about the different methods I can use for the transmission of information to my students.

As far as evaluation is concerned, these two modules were assessed separately. Each module was evaluated in the following way:

- Diseño curricular. This module was assessed by means of the following tools:
  - **Individual portfolio** (30%). It had to include day by day the things we have made in all the sessions, and a brief student's reflection about the things we did in each session.
  - **Final exam** (30%), covering all the theoretical contents we saw.
  - **Didactic unit** (40%). An individual work, which had to incorporate all the elements we were dealing with in the theoretical sessions.
- Fundamentos de diseño instruccional. This module was assessed by means of the following tools:
  - **Individual portfolio** (20%). It had to include day by day the things we have made in all the sessions, and a brief student's reflection about the things we did in each session.
  - **Annual lesson planning** (80%). It had to be an annual lesson planning of the subject of English, for the level and the context of the education centre in which the student is going to do the *Prácticum I*.

From my point of view, the contents of these two modules are very interesting, because they have provided us with some knowledge about the law we should obey, and about the design of materials for our classes (this is a very fundamental aspect). These modules have also provided us with a lot of tools that we can use with our students: different kinds of groupings and which one we should use depending on the purpose of the activity; and different types of methods we can use in order to transmit information to our students. Moreover, I consider that this variety of methods is good for students (making always the same can be boring for them) and for teachers (they can use the more appropriate for the purpose they want to achieve).

### **2.1.5. Educación emocional en el profesorado**

This module is an optional module – in this case, the whole module was taught by the same lecturer –, which was approached through a combination of theoretical sessions and practical sessions.

Throughout all these sessions, we have used a lot of different resources – photocopies, activities, discussions, a video, reflections – in order to deal with many different topics: factors that bring about the happiness, psychological keys for motivation and academic achievement, avoiding negative effects of teacher's expectations, cognitive patterns, components of the emotional intelligence, what an inexperienced teacher should do, how to regulate the same, how to choose the answer to an oral attack, the anxiety, the burnout or the new teachers' disease, the way of happiness. Furthermore, we discussed about a video in which Enrique Rojas (a famous doctor) talks about things such as envy, love, intelligence and education.

With this module, I have learned a lot about the effect of emotions (such as happiness, envy, anxiety) in the teaching-learning process, and about the influence of some key concepts (regulation, teacher's expectations) in the same process. I have also acquired some knowledge about how facing certain conflictive situations with students, and about how trying not to be affected by this burnout or teachers' disease.

As far as evaluation is concerned, this module was assessed by means of the following tools:

- A **final exam** covering all the contents we had seen throughout all the sessions.
- Some **activities** we were handing in. The main one was a cognitive pattern we had to make about a topic.
- A **work** made by pairs or individually about a topic we chose.

In my opinion, the contents of this module are very interesting, because they have provided us with a lot of emotional tools and some psychological training, which we can put into practice in our classroom (such as the things related to motivation), and which can be very useful for us in order to face certain situations (a conflict with students, a meeting with the parents of a student, etc) in the future.

### **2.1.6. Prácticum I: Integración y participación en el centro y fundamentos del trabajo en el aula**

This module consisted of spending two weeks in a state assisted school (this was my case), in a high school or in an official school of languages. In addition, we had an assigned tutor in that education centre, and another assigned tutor in the university. The purpose of this practicum is observing the functioning of the education centre, integrating into the life of the school, and reading and analysing the most important documents we could find there.

With this module, I have learned a lot about the documents you can find in an education centre, and about the classroom management and the interaction between the teacher and the students – I was lucky and I could enter in some classrooms and observe some lessons. In addition, I can observe and put into practice some of the things I learned in the rest of this semester's modules.

The module was evaluated by the two tutors in the following way:

- Tutor in the education centre (50%). This tutor evaluated the student's compulsory attendance, and the student's attitude and interest in the different activities that students had made in the centre.
- Tutor in the university (50%). This tutor evaluated the student's attendance to the meetings with him or her. This tutor also evaluated the students by means of a report of the practicum. In this work, we should include the following things: a diary of the things we things we made day by day, a mindmap of the documents existing in this centre, a summary of one of these documents (I chose the "Plan de convivencia"), a mindmap of the main organs of the centre, an analysis of the good practices in the centre, and a personal reflection about what you have learned in those two weeks.

I think that this module is very interesting as a first approach to the education world and to the functioning of an education centre. However, these two weeks have seemed to me very few time, and this has left me wanting to give some lessons and to have more contact with the students.

## **2.2 Second semester modules**

The modules in this second semester were specific for each speciality of the master's degree. As I belong to the speciality of foreign languages – English, the subject were specific for this speciality, and because of this, these modules were taught in English language. These modules were an approach to the teaching of English as a foreign language, and they dealt with all the skills (writing, reading, listening, speaking, phonetics) that are involved in that kind of lessons.

### **2.2.1. La comunicación oral en lengua inglesa**

This module dealt mainly with English oral discourse and the teaching of oral skills in the classroom. Throughout the sessions (all of them taught by the same lecturer), we approached several topics: teaching and learning English oral skills in the Spanish Secondary Education and Official Language Schools curricula, how to teach English vowel and consonant phonemes, how to teach English suprasegmental features, the oral discourse in English, and teaching speaking and interaction. In addition, we made some activities in order to put all of this into practice.

With this module, I have learned a lot of things related to the teaching of English phonetics and English oral discourse – which sometimes is a bit forgotten in secondary education –, and related to the design of activities (which is a bit complex and difficult) with the purpose of teaching these elements. This module has also been for me a revision of the phonetics knowledge I acquired in the second year of my English philology degree.

As far as evaluation is concerned, this module was assessed by means of the following tools:

- An **activity on segmental features** (25%). This was a pair work, in which we should design an activity in order to teach some segmental feature. This should include: a lesson plan, all the materials used, a pair work report, and an individual report of each student.

- An **activity on suprasegmental features** (25%). This was a pair work, in which we should design an activity in order to teach some suprasegmental feature. This should include: a lesson plan, all the materials used, a pair work report, and an individual report of each student.
- The **implementation** of one of the previous activities (20%). After both activities had been assessed by the teacher and they had been given back to us, we had to decide which one we were going to implement in front of our classmates. Then, we implemented (put into practice) one of them.
- An **essay** with the critical analysis of an oral text (15%). This was a pair work (with a different classmate), in which we should choose an oral text and analyse its main features.
- **Class attendance and participation** (15%). We had to sign for assistance every day. In this part, it was also included the carrying out of two small tests we did in class, and of two small quizzes we did online.

I consider that the contents of this module are very well organised and they can be very useful for us as future teachers, because it has provided us with a lot of tools in order to teach phonetics and oral discourse (which sometimes is difficult for me). In addition, this module has allowed us to realise that lesson plans can be very useful for us as future teachers in order to follow an order in the things we make with our students during a lesson.

### **2.2.2. Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés**

This module was taught by two lecturers, and it can be divided into two parts (one bigger than the other). In the first part of the module, we dealt with myths and misconceptions about the learning of second languages, the beliefs and expectations of future language teachers, the effective teaching, and several approaches on teaching: communicative approach, task-based approach, etc. In the second part of the module, we dealt with the creation of activities in order to work with our students the four macroskills (reading, writing, listening and speaking), the things we had to take into



account in order to create these activities, and the different stages (pre, while, post) that these activities should include.

With this module, I have learned a lot about the creation of activities in order to work the four macroskills with my future students, and about the importance of the fact that these activities contain examples of real uses of language. I have also discovered that warm-up activities – we did one of them at the beginning of almost every lesson of the second part of the module – can be very useful for teachers and very pleasant for students, because they are sitting all the time and with these activities they had to move.

As far as evaluation is concerned, this module was assessed by means of the following tools:

- A **written reflection** (10%). It was an individual work in which we should express what we think about one of the topics – all of them had been approached in class – suggested by the teacher.
- A **learning unit** (40%). It was an individual work in which we should include the following elements: the formal elements of a didactic unit (objectives, contents, etc), an activity for working each one of the four macroskills, some activities for working vocabulary and grammar, the evaluation of the activities, and the materials used. This learning unit is included in the Appendix I of this dissertation.
- The **oral presentation** of the learning unit (25%). We had to present and defend our learning unit in front of the class and our two lecturers.
- **Individual portfolio** (15%). It was an individual work, and it had to include session by session the things we had made throughout the semester, and a brief student's reflection about the things we did in each session.
- **Participation** (10%). Participation in class activities.

From my point of view, the contents of this module are very well structured, because we have devoted more or less the same time to each one of the four macroskills. In addition, we have seen the application of many activities, and I think this is very positive because many times we deal with things in theory, but we cannot check if these things work in a proper way when they are put into practice. Finally, the fact of

presenting our learning units in front of the class has been very positive, because it has been a way of sharing ideas and learning from our classmates.

### **2.2.3. Evaluación e innovación docente e investigación educativa en Inglés**

This module dealt with the main topic of evaluation, innovation and research in the teaching of English. Because of this, the first thing we approached in this module was the definitions of the terms ‘evaluation’, ‘innovation’ and ‘research’. In addition, this module consisted of a series of sessions (all of them taught by the same lecturer), which can be divided into two parts. In the first part of the subject, after approaching the definition of these concepts (as I have said before), we made also an approach to the action research by means of the analysis of several samples. In the second part of the subject, we made a proposal of a research project – this research project had to be carried out in our education centres during the *Prácticum III* –, and we had to make an oral presentation of our project in front of the class and our lecturer.

With this module, I have learned how to do a research project – something that I have never done before –, and I have discovered that these research projects can be very useful in order to improve your teaching, because the surveys or the questionnaires you use in these projects can provide you with information about the preferences of the students, the things they change of your teaching, etc. Finally, I have realised that your project’s results can vary a lot depending on the group of students, and that some groups of students can be surprising (they provide you with better results than you expected).

As far as evaluation is concerned, this module was assessed by means of the following tools:

- A **research project** (50%). This was a group work, in which we had to make a research on a topic we chose. This research project is included in the Appendix II of this dissertation.
- The **oral presentation** of the research project (20%). We have to make an oral presentation of our research project in front of the class and our lecturer.

- The **class activities** (30%). These activities consisted of an individual definition of the terms ‘evaluation’, ‘innovation’ and ‘research’, the summary of sample (group work), and the project proposal.

I believe that the contents of this module are very interesting, because they have been something new for many of us. However, I consider that the theoretical part of this module did not go far enough, and we needed this theoretical base because it was something new for us, as I have said before. Another thing that should be mentioned is the fact of not having a final exam, which I think it is a good decision in the case of this module, because it makes much more sense showing that you are able to make a good research project than learning a lot of theory about this topic and answering questions about it in an exam.

#### **2.2.4. Recursos didácticos para la enseñanza de materias en lengua extranjera – Inglés**

This module is an optional module – in this case, the whole module was taught by the same lecturer –, which was approached through a series of sessions in which there was a combination of theoretical contents, practical activities and oral presentations. Throughout all these sessions, we have used a lot of different resources – articles, chapters from books, a video, and some power points – in order to deal with the content and language integrated learning (CLIL) and its application in the secondary education classrooms.

As far as the theoretical contents are concerned, we began these sessions by making a first approach to CLIL by having a look to its definition, the principles on which it is built, and the 4Cs (communication, content, cognition, culture) framework for CLIL. Furthermore, we have dealt with other topics: the different functions of teachers in order to promote language, the learning process as a process of negotiation for a collaborative construction of meaning, the IRF pattern – Initiation, Response, Feedback –, the kinds of questions we can ask our students, the types of feedback we can give to our students, and some characteristics of the classroom interaction.

As far as the practical activities are concerned, we dealt with several activities, resources or techniques – simplifying the text, mind maps, what did you hear?,

scaffolding, visual dictation, elastic sentences – which can be used in order to put CLIL into practice. Moreover, we saw examples of the implementation of CLIL in different countries (Finland, Spain, etc), and we listened to the personal experience of a teacher who makes CLIL in the IES Goya in Zaragoza. Finally, we attended to the oral presentation of the activities created by each classmate in order to put CLIL into practice.

With this module, I have learned what is CLIL (which is something new for me), and what is the IRF pattern (which is often used in classroom interaction). In addition, I have increased my knowledge about the feedback and the types of feedback I can give to my students. Finally, I have also acquired some knowledge about some resources or techniques, which can be used in order to implement CLIL in the classroom or in order to transmit the students many contents of many different subjects.

As far as evaluation is concerned, this module was assessed by means of the following tools:

- **Participation** (30%). Participation in class activities, drawing up of materials, analysis of transcripts.
- **Individual portfolio** (30%). It was an individual work, and it had to include session by session the things we had made throughout the semester, and a brief student's reflection about the things we did in each session. In addition, it had also to include all the activities made in class.
- **Oral presentation** (40%). It was an individual oral presentation of one activity we created in order to put CLIL into practice.

In my opinion, the contents of this subject are very interesting because we have learned a lot of resources or techniques, which can be used not only in order to teach other subjects (biology, mathematics, etc) in English language, but also in order to teach English as a foreign language; for instance, the technique of visual dictation can be used as a listening activity. However, I consider that there have been too many readings and that some more visual support and some more use of ICTs (PowerPoints, etc) can be useful for the subject more enjoyable. Finally, I consider that the fact of making oral presentations in front of the class is a very good way of sharing ideas and learning from other classmates.

### **2.2.5. Prácticum II: Diseño curricular y actividades de aprendizaje en Lenguas Extranjeras – Inglés**

This module consisted of spending four weeks in a state assisted school (this was my case), in a high school or in an official school of languages. In addition, we had an assigned tutor in that education centre, and another assigned tutor in the university (different from the tutor in the *Prácticum I*). The purpose of this practicum is preparing some lessons (a didactic unit more or less) and making some teaching practice. In fact, we had to be the teachers of a group of students at least during five hours. In my case, I was the teacher of the students in diversification of the fourth year of ESO, for five lessons or sessions. In addition, I could also give some lesson in one of the classrooms of the second year of ESO.

With this module, I have learned a lot about the difficulties and limitations (time, resources, curriculum, etc) you can find when giving a lesson in an education centre, and about the functions of a teacher inside and outside the classroom. I have also realised that a teacher should adapt his or her style of teaching to the characteristics (the size, the age, etc) of each group of students, and that this style of teaching should be mainly characterised by the use of different tools and different materials. Finally, I have discovered that teacher-students interaction is necessary in order to keep order in the classroom, to have a good working atmosphere, to involve the students in classroom activities, and to give instructions and commands to the students for them to make activities in a proper way.

The module was evaluated by the two tutors in the following way:

- Tutor in the education centre (50%). This tutor evaluated the student's compulsory attendance, the student's attitude and interest in the different activities that students had made in the centre, and the implementation of the activities designed by the students during the five lessons they act as teachers of one group of students.
- Tutor in the university (50%). This tutor evaluated the student's attendance to the meetings with him or her. This tutor also evaluated the students by means of two works:

- A **comparative essay**. It was a document in which we had to compare two groups of students from different levels, or two groups of students of the same level. As I did my teaching practice with the students in diversification of the fourth year of ESO, I observed the students in diversification of the third year of ESO, I decided to make my essay about these two groups.
- An **individual portfolio**. It was an individual work, and it had to include day by day the things we had made throughout the practicum, and a final reflection about what you had learned and what you took from this experience for the future. In addition, it had also to include all the activities we made with the students, how these activities worked, and a brief reflection about how you have found yourself.

I consider that this module has been very interesting, positive and useful for us, because it has given us the opportunity of realising that you can learn many things (most of them are too idealistic) in the master's degree, but only when you try to put them into practice is when you can see the possibilities, the difficulties and the limitations (time, space, curriculum) that you may find when working with a real group of students in a real school.

### **2.2.6. Prácticum III: Evaluación e innovación de la docencia e investigación educativa en Lenguas Extranjeras – Inglés**

This module consisted of spending two weeks in a state assisted school (this was my case), in a high school or in an official school of languages. In addition, we had an assigned tutor in that education centre, and another assigned tutor in the university (both tutors are the same than in the *Prácticum II*). The purpose of this practicum is carrying out the research project that we proposed for the module *Evaluación e innovación docente e investigación educativa en Inglés*, by giving the teachers and the students the questionnaires or the surveys that we have prepared, and by analysing the results once these questionnaires and surveys had been completed by them.

With this module, I have learned many things about the different stages of a research project, about how to make a good questionnaire, and about the difficulties that

the students can find in order to answer a questionnaire which is totally written in English language. As my research project was related to the materials the students use inside and outside the classroom for learning English as a foreign language, I have also learned a lot about the things the students would include in the English lessons, the things they don't like about English lessons, and the materials they would like to use; and this can be very useful for me as a future English teacher.

The module was evaluated by the two tutors in the following way:

- Tutor in the education centre (50%). This tutor evaluated the student's compulsory attendance, the student's attitude, interest and way of working in the process of carrying out the research project.
- Tutor in the university (50%). This tutor evaluated the student's attendance to the meetings with him or her. This tutor also evaluated the students by means of the following work:
  - An **individual portfolio**. It was an individual work, in which we had to talk about the whole process for carrying out our research project, and we had to make a reflection about the different stages of the process, and how the process was resulting. Furthermore, this portfolio had also to include a self-assessment about our teaching practice and our experience in the education centre during the *Prácticum II* and the *Prácticum III*.

I consider that this module has been very useful, because we have carried out our research project (this was necessary for one of the modules), and because the fact of making a self-assessment has made us realising what we needed to improve, what we did in a proper way, and all the knowledge that we had acquired with this experience, which for me was very positive because I learned a lot from my practice mates, from my mentor in the school and from the experience of giving lessons. Finally, I have to say that this experience has been very useful for me in order to reaffirm that I like 'being a teacher'.

## **2.3 Conclusions**

From my point of view, this Master is well structured from the most general knowledge (first semester modules) to the most specific knowledge (second semester modules). In addition, throughout the Master we have dealt with a wide range of knowledges: formal and legal issues, psychological and sociological issues, the teacher-students interaction, the classroom management, the motivation of the students, the design and evaluation of activities, didactic units and annual lesson plannings, issues related to investigation and innovation, and the acquisition of different resources and techniques. To sum up, it can be said that we have received a very completed training.

Further more, a very positive aspect of this Master has been that it has given to us the opportunity of putting into practice what we have learned in the different modules, by means of the time we have been allowed to spend in an education centre, knowing the functioning of an education centre, knowing the documents we can find there, having contact with the students and making some teaching practice. Finally, I consider that this is very important because I think you can learn more and acquiring a better learning by putting things into practice and experimenting things than by studying a lot of theory, although some theoretical basis is also important.



## **3. FUTURE PROPOSALS**

### **3.1. My research project**

In this section of the dissertation, I am going to talk about the research project that I did with other two classmates for one subject of the second semester of the Master called *Evaluación e innovación docente e investigación educativa en Inglés*. The purpose of our project was to know to what extent our students wanted to learn a second language, which types of materials they used inside and outside the classroom with this aim, and if they agreed with materials/methodology that the teacher used in class.

In order to all of this, we decided to create a questionnaire and give it to several groups of students of several ages. We created a questionnaire with six different sections in order to cover the whole range of materials we think they can use. The sections were: 1) materials used by the English teacher in class, 2) other resources used outside the classroom (reading), 3) other materials/resources used outside the classroom (listening), 4) mass media (radio and television) and cinema, 5) oral skills (speaking), and 6) real immersion in an English speaking context/ Extracurricular activities.

Then, we gave the questionnaires to several groups of students of different levels – First Intermediate level, first year of Bachillerato of social sciences, second year of ESO and the diversification group of the fourth year of ESO – in our three education centres – an Official school of languages in Zaragoza, a high school in Huesca and an a state-assisted school in Zaragoza. Once the questionnaires had been completed by students, we got the results and we analysed them individually by means of charts – writing on them the number of answers for each item of each question – and pie charts – giving a more visual representation of the results.

Finally, we had a meeting to put all the results in common, and we made the written version of our research project, including the following elements: theoretical basis, the purpose of our research, the methods (selection of participants, materials and procedures), the results (including charts and pie charts), a discussion of the results, the conclusions and an example of the questionnaire we had used.

### **3.2. My future proposal**

Taking into account the project's results and the students' needs, I have decided that a good future proposal can be carrying out "the week of the culture of the English-speaking countries". This would consist of a week in which each day is devoted to the culture of one or two English speaking countries or nations (England and Wales, Scotland, Ireland, USA, and Canada).

Each day, the students of one year of ESO (helped by the English teacher) would be in charge of the cultural elements of one of the countries. They would have already prepared these elements (except the food) in some of the previous lessons of the English language subject.

Then, all the teachers and all the students could read books, magazines and newspapers of that country. They could also listen to music from that country, watch films and TV programs of that country. In addition, they could have a brunch in which they would taste food and soft drinks of the corresponding country.

In order to finish this week, the English teacher would make a quiz by teams with each group of the students in order to check the things they have learned about each country. Finally, the teacher would give a short survey to the students, in order to see if they have liked that week's activities and which things they think can be improved.