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Facultad de Formación del Profesorado y Educación

**Máster en Formación del Profesorado de Educación
Secundaria Obligatoria, Bachillerato y Formación
Profesional**

**PROGRAMACIÓN DOCENTE DE INGLÉS PARA 1º
CURSO DE BACHILLERATO.**

**PI: LA METEOROLOGÍA COMO MEDIO DE APOYO
PARA UNA METODOLOGÍA COMUNICATIVA EN
INGLÉS DE 1º DE BACHILLERATO**

**TEACHING PLAN FOR YEAR 1 OF SCHOOL-
LEAVING.**

**IP: METEOROLOGY TO SUPPORT A
COMMUNICATIVE METHODOLOGY IN ENGLISH FOR
YEAR 1 OF SCHOOL-LEAVING**

TRABAJO FIN DE MÁSTER

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1. RESUMEN/ABSTRACT

El presente trabajo consta de tres grandes apartados en los que he procurado plasmar los contenidos asimilados en el Máster en Formación del Profesorado. El primero ofrece una breve reflexión sobre la formación recibida en el propio Máster, así como en mi periodo de prácticas. El segundo recoge el diseño de una programación docente correspondiente al curso de 1º de Bachillerato, en la que se incluyen quince unidades didácticas y una descripción en detalle de una de ellas. Por último, un proyecto de innovación parcialmente relacionado con dicha programación culmina estas páginas con la incorporación del enfoque comunicativo a través de la meteorología con el objetivo de fomentar mejores resultados y una mayor motivación de los alumnos en el proceso de enseñanza-aprendizaje.

This Master's Degree Dissertation consists of three main parts in which I have tried to present the contents acquired in this academic year. Part 1 is devoted to a brief consideration about the Teaching Training Master's Degree, as well as in my internship. Part 2 contains the design of a teaching plan for Year 1 of Post Compulsory Secondary Education, in which fifteen units and a full description of one of them are included. Finally, an innovation project, connected to the above-mentioned teaching programme, completes the document with the incorporation of Communicative Language Teaching (CLT) through meteorology aiming at promoting better results and greater motivation in the students along their learning process.

2. INTRODUCCIÓN

Estas páginas se sustentan en el conocimiento adquirido tanto en las clases en la Facultad de Formación del Profesorado y Educación como en el centro en el que he llevado a cabo mis prácticas. Esta experiencia me ha permitido elaborar un trabajo estructurado de la siguiente manera:

Primeramente, dedico una breve reflexión a la formación recibida en el Máster en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional en la que repaso los puntos más destacados de la misma, así como lo fructífero que ha resultado para mí el periodo de prácticas, acortado este curso por la pandemia de COVID-19.

A continuación, se inserta una programación docente elaborada para un grupo de 1º de Bachillerato. La conforman 15 unidades, las cuales se detallan brevemente en una tabla en la que se muestran aspectos como objetivos, contenidos, actividades y criterios de evaluación y que se organiza sobre la base de un enfoque nocional-funcional. Una de las unidades se desarrolla en profundidad. Precisamente he escogido la que más relación posee con el proyecto de innovación al que más abajo hago referencia, por lo que la programación se relaciona parcialmente con dicho proyecto. También hay cabida para hablar de una metodología basada en el enfoque comunicativo cuyo objetivo radica en dar valor a la producción oral en el aula. Se plantean, a su vez, aspectos como medidas de refuerzo para alumnos que no poseen un nivel de inglés adecuado al del correspondiente curso, actividades fuera del aula y actividades dedicadas al fomento de la lectura, a hablar en público o las nuevas tecnologías.

Por último, he querido combinar en un proyecto de innovación dos de mis grandes intereses: docencia y meteorología. Aprovechando mis conocimientos sobre esta ciencia y los adquiridos en el Máster, he diseñado un proyecto versátil que acerque el enfoque comunicativo, combinado con una ciencia sorprendente, a alumnos que comienzan el Bachillerato, cuya motivación se ve mermada por una metodología mucho menos dinámica que se centra en la preparación de la EBAU. En las páginas dedicadas a este proyecto escribo sobre la estación meteorológica que inspira numerosas actividades y la cual tengo instalada en mi propia casa, así como

sobre las fases de desarrollo del proyecto, su evaluación y los agentes implicados en el mismo.

3. SOBRE EL MÁSTER EN FORMACIÓN DEL PROFESORADO

Este Máster ha supuesto para mí un proceso de formación fructífera a distintos niveles. Las asignaturas impartidas a lo largo de estos nueve meses han contribuido en gran medida a ello, si bien el periodo verdaderamente enriquecedor de esta experiencia radica en el prácticum.

Uno de los aspectos que merece atención en estas líneas reside en la distribución temporal de algunas asignaturas. Hago referencia en este caso a Aprendizaje y Enseñanza, cuyos contenidos son altamente necesarios a la hora de enfrentarse al periodo de prácticas, momento en el que dicha asignatura da comienzo. También cabe destacar la descompensación existente entre la abundancia de contenido y el poco tiempo de ejecución de una asignatura de gran importancia como es la de Diseño y Desarrollo del Currículo, a la que solo se dedicó una hora lectiva a la semana.

El periodo de prácticas se vio eclipsado por la llegada de la pandemia mundial causada por la COVID-19, hecho que provocó que su finalización tuviese lugar más de un mes antes de lo previsto. No obstante, constituyó una etapa de gran aprendizaje en la que pude aplicar los conocimientos adquiridos en la facultad ya desde el primer día de prácticas, hecho que debo agradecer enormemente a mi tutor del centro. Aunque ya lo advirtieron los profesores del máster, el prácticum también me ha hecho tomar conciencia de lo esencial que es la figura docente para los alumnos, convirtiéndose para mí este periodo en un bonito reto diario en el que forjar un vínculo con los alumnos basado en un compendio de conocimientos y valores aptos para su desarrollo personal y académico.

En definitiva, y a pesar de los mencionados puntos débiles, el máster ha constituido en su conjunto un intenso proceso de preparación y formación de cara a mi futuro en la docencia: ha logrado prepararme para poder enfrentarme a una clase, programarla, conocerla y diseñar actividades adaptadas a todos sus integrantes.

4. TEACHING PLAN FOR YEAR 1 OF SCHOOL-LEAVING

4.1 Contribution to the achievement of key competences

Order ECD/65/2015 establishes a set of key competences to whose development must contribute all the subjects. These competences are essential elements for the personal and intellectual development of students and should also mean a great opportunity to improve attention to diversity and to reduce drop-out (Alegre, 2014: 32). This subject will contribute to the achievement of the so-called key competences as follows:

- **Linguistic communication:** this subject provides an exceptional opportunity to enhance this competence. Students at this stage are expected to use more complex communication skills and they will develop them in new contexts and situations in which the use of more specific lexicon will be normally required.
- **Mathematical competence and basic science and technology competences:** the innovation project means a noticeable contribution to the development of this competence, as its main topic focuses on meteorology. Taking it as a starting point, a wide range of activities have been designed for students to discover that languages can also be taught through science.
- **Digital competence:** technology has definitely changed the way of learning. Nowadays there are plenty of electronical resources to put into practice this competence. Furthermore, students are able to frequently make use of their mobile phones to carry out the proposed activities, which leads to higher motivation and creativity in the learning process.
- **Learning to learn:** students should realize how their learning process works, and cooperative work or peer assessment are two ways of achieving it. It is essential that students become the main protagonists of the learning process. Teachers would provide just a guide for them in case extra support is needed.
- **Social and civic competence:** the subject is not only about speaking and learning English. As previously mentioned, students come across with diverse activities whose core topic focuses on cultural aspects, so they are able to understand the language as a whole.
- **Sense of initiative and entrepreneurial spirit:** correctly employ linguistic communication competence is one of the essential points for students to

develop critical thinking. As a result, they will become independent when developing brand-new initiatives and making their own decisions. For this reason, oral activities such as class discussions devoted to current topics are frequently done.

- Cultural consciousness and expression: it is a good way for students to discover relevant aspects regarding English culture, so that they will also be surrounded by a multicultural atmosphere. Students, as English learners, must apply their language skills in socially and culturally appropriate ways to fully acquire this competence and the own English language.

4.2. Objectives of Year 1 of School-Leaving

The Curriculum for Post Compulsory Secondary Education in Principado de Asturias, established by Decree 42/2015, of 10th June, sets the objectives to be acquired by students when having accomplished the contents programmed for this academic year. The following list shows my adapted English version from the Curriculum:

- Understand global and specific information of oral and written texts and follow the argument of current topics shown by media and in usual communicative contexts.
- Communicate orally and interact in a spontaneous, understandable and courteous way with fluency and precision by using strategies adapted to the corresponding communicative situations, as well as speaking in public with a given communicative purpose.
- Understand diverse types of written texts on general and specific topics and critically interpret them by using comprehension strategies suitable for the required task, identifying the key elements of the text and recognizing its function and discursive organization.
- Autonomously read texts with diverse purposes, suitable to their interests and needs, seeing reading as a source of information, entertainment and leisure.
- Clearly write different types of well-structured texts in a style suited to the receptor to whom they are addressed and the communicative intention.

- Use the knowledge of language and linguistic rules to speak and write in an appropriate, coherent and correct way, to understand oral and written texts and to reflect upon the functioning of the foreign language in communicative situations.
- Acquire and develop several learning strategies by using all means available, including IT, in order to autonomously use the foreign language and keep progressing on its learning.
- Enhance self-assessment strategies in the acquisition of the communicative competence in the foreign language showing attitudes of initiative, confidence, and responsibility throughout the process.
- Know the basic social and cultural characteristics transmitted by the foreign language to better understand other cultures and the language to be learned.
- Value the foreign language as a way to discover new knowledge and cultures, and to recognise its importance as an international vehicle of communication and realization in a multicultural world, raising awareness of the similarities and differences between cultures to avoid discrimination.
- Enhance individual, teamwork, effort and responsibility habits in learning, as well as confident attitudes towards learning ability and the use of the foreign language.
- Strengthen critical thinking, personal initiative, curiosity, interest, and creativity in the learning process.
- Develop and enhance the entrepreneurial spirit as a valuable attitude towards the practical application of learning and the future professional opportunities.

4.3. Methodology

The development of foreign languages teaching has generally revolved around a focus on grammar, thus leaving oral skills on a second level. The Curriculum for Post Compulsory Secondary Education, established by Decree 42/2015, of 10th June, promotes the use of an active methodology focused on a communicative approach, relevant learning, and the responsibility for one's own learning process. However, plenty of teachers set it aside in practice, even if textbooks normally make reference to communicative competence (Laspra, 2008).

Nevertheless, an active methodology based on the development of communicative competence enables students to make an adequate use of the English language in a wide range of social settings, avoiding the formal discourse which is often used (Lightbown & Spada, 2006: 39). This competence is established on the basis of four components, which were first developed by Dell Hymes in 1971 and completed nine years later by Canale and Swain: linguistic, sociolinguistic, discourse and strategic competence. Promoting realistic situations in the classroom will contribute to achieve a successful implementation of this approach. These are situations in which students must consider their social environment, the relationship between them and the wide range of situations that require the use of different types of languages (Laspra, 2008).

Undoubtedly, technology has influenced the world of education. It is generally accepted that it helps to improve students' learning process. Internet provides instructional materials and other information which otherwise would be unavailable for both teachers and students withing a classroom setting (Duhaney & Zemel, 2000: 68). The topics selected for the proposed activities are connected to the official contents of the academic year, as well as to attitudes that contribute to a better classroom life, multiculturalism, and respect for human rights.

In Year 1 of School-Leaving, students are expected to actively participate in class during their English lessons, and they are meant to use the foreign language to accomplish it. However, some of them may not feel confident if they communicate exclusively English. Consequently, it is highly recommended to show students that the main goal of using English in the classroom is not to understand every word, but to recognize the general meaning of the discourse (Savignon, 1997). This approach will force them to take a step further and face new linguistic situations that they presumably will come across in the near future. Thus, students will be able to develop their critical sense to a wide range of circumstances that take place around them.

4.4. Assessment criteria, procedures and tools

One of the main strengths of these criteria involves teachers and the knowledge they should have of their students. In this regard, continuous assessment is of great

importance in learning process. As put by Le Grange and Reddy (1998), this kind of assessment:

- Provides feedback on learning outcomes, even if they have not been achieved.
- It is a useful tool to identify the strengths and weaknesses of students and teaching approaches.
- It is a source of fluent communication between teachers and students.

In consequence, assessment is not only relegated to examinations alone but extended to all the activities planned for the whole academic year. There is also a resit exam which takes place by the end of term 3 and is meant for those students who do not reach the minimum standards in the course. Students take five different tests during the academic year. They consist of two parts: one devoted to a writing and a reading task, and another to a listening activity and a discussion. No grammar tests are planned, as this kind of content must be applied and assessed on the basis of real use of English. The tests are planned for two different sessions: the first one is devoted to a reading and writing test, and the other one combines a listening comprehension activity with the organization of a debate on a topic related to the contents of one of the units included in the corresponding term. Each test lasts twenty-five minutes. It all makes easier for students to interact and actively participate in classroom tasks and activities. It is a very important point, as active participation is key for students' assessment not only in the mentioned tests, but also along the whole academic year. A warm-up test¹ is also planned for the first days in order to assess the knowledge acquired by students in previous academic years.

Students must read two books during the first two terms. These books are about absorbing stories that students will surely enjoy. *Meet me in Istanbul* and *Villains* are two short stories adapted to a B1 level of the Common European Framework of Reference for Languages (CEFR), so that students will have enough time to complete other tasks. Both books contain activities to be done after reading their stories. However, two extra activities are also designed for students to face reading as a funny task². Students have plenty of time to read the books: the first one

¹ See Anexo 4. Modelo para prueba de inicio de curso

² See 4.9. Activities intended to promote reading, speaking and IT usage

is planned to be read from October to December, and the second one from January to March.

A set of percentages has been created to assess language skills:

Terms	Writing	Reading	Listening	Speaking
Term 1	15%	20%	15%	50%
Term 2	15%	20%	15%	50%
Term 3	20%	15%	15%	50%

No grammar or use of English section is included in this table, as a good oral production is built on the basis of the correct use of that skill. That explains the considerable percentage devoted to speaking. The other percentages vary slightly depending on the terms: a 20% is given to reading in the first two terms because it is the period in which students must read the mentioned books. Then, in term 3, writing raises its percentage up to 20%. It is the moment when students must prepare the integrated activity of the subject, and one of their task concerns writing a script. This explains the higher percentage devoted to writing in term 3.

4.5. Teaching resources

The resources to be used in the English classroom must correspond to the above-mentioned communicative approach. In consequence, materials are original and flexible when it comes to meet the needs of all the students.

Mobile phones are considered as a teaching resource. They work on different aspects that are often left out of school (Olivé, 2020: 109). They also provide a rapid way for students to check e.g. the meaning of some words in an online dictionary. Additionally, they periodically visit the IT room, and the projector and the whiteboard installed in the classrooms is regularly used as well.

Students deal with real audio files to train their oral skills i.e. audio files from BBC, ITV, or CNN, among others, are applied in the English classroom. It is a great opportunity for students to assimilate other English accents and ways of speaking. In

some cases, students make use of Skype to have live meetings with an Irish teacher who will talk about the topics of some units.

In the same way, the materials intended for the reading tasks are for the most part extracts from English-speaking media. They provide a wide range of topics and contexts containing real language, as well as the latest information about what is going on in the world. The aim of selecting this kind of materials is to develop students' critical thinking.

Activities aimed for other skills, especially those meant to reinforce and summarize them, will be extracted from a large variety of resources. These activities are to be adapted to the specific needs of each student.

A minimum knowledge of Microsoft PowerPoint is required. Students may need this resource to design presentations about some of the most attractive topics of the academic year. It is a rich opportunity to train their synthesis skills and to promote speaking.

4.6. Reinforcement measures for students with a lower level of mastery in English

A class-group usually counts on some backward students whose background depends on different factors: emotional disturbances, ill-health, unfortunate personal circumstances or even absence from school, which may lead to further limitations in their learning process (Chauan, 2011: 280-281). As above mentioned, continuous assessment is one of the instruments to identify possible, early deficiencies in their learning process. When detected, students are provided with specific materials depending on their particular needs. If grammar errors or weaknesses are identified, varied activities regarding main grammar rules and simple exercises are implemented for students to fully acquire the basis of the grammatical contents to be covered. Other activities are also prepared. The most attractive one is *Branding Change*: students are asked to choose the logo of a well-known brand in order to investigate and analyse on their own their evolution, their meaning and the hidden messages these logos may contain. For further inspiration, they can visit the Twitter account @brandemia_.

Students rebrand the logo, that is, they design its new version. Depending on their needs, students have two alternatives to go on with the activity:

- Option 1. For students with a lower level of written skills: they write an essay to justify why their logo is better than the old one.
- Option 2. For students with a lower level of oral skills: they record themselves while explaining their new proposal.

This activity is intended to promote students' motivation, as they can rely on their own creativity and they work independently to develop it. When finished, they hand in their proposal. If any of the students chooses option 2, their videos can be shown in class, so they all can discuss their new designs. As a result, they all practice their oral skills and, consequently, they participate actively.

4.7. Out of school activities

A multicultural atmosphere can also be created out of the classroom. For this reason, an activity with the volunteers of Erasmus Student Network Oviedo (ESN), one of the biggest interdisciplinary student associations in Europe, is planned. It takes place in November, in their office in Campus del Milán (University of Oviedo), in which some of their English-speaking students will make a presentation about their countries, ways of living, the advantages of studying abroad and their culture and traditions. The countries that the students may get to know are, inter alia, the United Kingdom, Ireland, the United States or South Africa. Then, a little colloquium will be organized, so that our students can show the foreign ones some of the most attractive hotspots of the Asturian tourism.

A visit to the Gijón International Film Festival is also arranged. In this occasion, students are invited to previously choose the title that they would like to watch, so that their choice is based on their interests and preferences. Naturally, it must be an English one.

4.8. Teaching plan evaluation and achievement indicators

This teaching plan counts on an evaluation process to check its feasibility and its development throughout the academic year. In this regard, biweekly departmental meetings are celebrated, in which the discussion revolves around a list of achievement indicators:

- Student's motivation and implication: one of the aims of this methodology is to increase students' motivation, which would lead, in turn, to better results. More evidence about this aspect will be noticed at the end of each term, especially in terms 2 and 3.
- Adequation of materials: varied materials are used to develop the contents for this academic year. It will be also discussed if they work, if they need to be used in another way or, on the contrary, if it is necessary to avoid them for future lessons.
- Students' opinion: it is essential to listen to the main protagonists of the learning process. Teachers can regularly ask them in an informal way about their opinion regarding their way of teaching English, so that they can have an overview of how this methodology is being developed. A survey may also be created for them to anonymously express their opinion about it and to collect further information if needed.
- A survey³: the document will be designed by the end of term 3 and must include details related to the teaching practice and students' results, as well as the strengths and weaknesses regarding teachers' and departmental coordination to prevent future deficiencies for next academic years.

4.9. Teaching units schedule

A timeline has been designed to have an overview regarding the distribution of the next academic year contents.

³ See Anexo 6. Modelo de encuesta para profesores sobre la evaluación de la metodología empleada en el aula

TERM 1	TERM 2	TERM 3
Unit 1: weeks 1-2	Unit 6: week 18	Unit 13: weeks 30-31
Unit 2: weeks 3-4	Unit 7: week 19	Unit 14: weeks 32-33
Unit 3: weeks 5-7	Unit 8: weeks 20-21	Unit 15: weeks 34-35
Assessment: week 8	Unit 9: week 22	Revision: week 36
Unit 4: weeks 9-11	Assessment: week 23	Assessment: week 37
Unit 5: weeks 12-13	Unit 10: week 24	Resit tests: week 38
Assessment: week 14	Unit 11: weeks 25-26	
	Unit 12: week 27	
	Assessment: week 28	

Term 1 (September-December) will focus on getting to know the students. It is the time to identify students' average level of English and their most common academic needs. So will contribute the warm-up test which students will carry out before starting unit 1. This explains the smaller number of units to be covered, as well as their contents, which surely most of students have already become familiar with in previous courses. The second term (January-March) is the longest and most important one. Now students are used to the routine of the course in term of both teaching and learning techniques and activities, which allows for six different units to be covered during this period.

Given the fact that new content needs to be carefully and gradually introduced, and frequently revised and practised, no more than three new units should be planned to be covered during the last and shortest term (April-June). The fact that new content taught needs to be reinforced makes it advisable to limit its scope. Otherwise, students would not have enough time to fix that content and will forget it. This explains the small number of new units assigned to this last term. Also, assessment and resit activities will need to have allotted some time, especially in this final term.

The following table shows the proposal of the fifteen units distributed throughout the academic course.

TOPICS	AIMS	REINFORCED COMPETENCES	CONTENTS			ACTIVITIES	ASSESSMENT CRITERIA
			NOTIONS	FUNCTIONS	LANGUAGE		
1: Ready, steady, go!	To give personal information	Linguistic Cultural Social Learning to learn Digital	Routines Habits	Describing oneself Talking about a daily routine	Frequency adverbs Present simple and continuous verb forms	My V-blog: this is me	The student is able to talk about themselves The student describes without much hesitation their own routine The student shows creativity while using digital resources
2: Tell me where to go	To promote linguistic interaction	Linguistic Cultural Social Spatial	Place Direction Distance	Describing places Giving directions	Place adverbs and prepositions Imperative verb forms	Working with a real map/leaflet	The student is able to guide someone using a map/leaflet The student is able to ask for information in different contexts The student recognizes lexicon related to places and directions in different contexts
3: Once upon a time	To know the most relevant, past events in history To express emotions	Linguistic Cultural Social	Past events Feelings	Describing feelings Talking about important events in history	Past tenses: simple, perfect and continuous Would/used to	Presentation: the historical event that has most impressed me	The student is able to talk about an important event in the past The student is able to deal with different resources to accomplish their task The student identifies lexicon related to feelings in different contexts
4: The truth about beauty	To develop critical thinking To talk about unfinished actions	Linguistic Cultural Social Learning to learn	Appearance Beauty Ugliness	Describing personal and others appearance Talking about the standard of beauty and its evolution	Present perfect vs. Past perfect	Reading and speaking: how beauty has influenced our personality	The student participates actively class discussions The student is able to express their opinions about complex topics without much hesitation The student uses different reading strategies to figure out the meaning of words
5: Tasty!	To express preference	Linguistic Social Cultural Digital	Choices Recommendations Courtesy	Choosing food/meals Making recommendations Expressing courtesy	Prefer + noun/-ing Would prefer + to Would rather + bare infinitive	Recipe contest: simple and delicious English food. Which one would you choose?	The student is able to choose between two or more options The student uses the context to figure out the meaning of lexicon related to food The student is able to correctly use the language in both formal and informal contexts
6: The best is yet to come	To make future arrangements	Linguistic Social Cultural Digital	Plans Predictions	Talking about students' academic life	Future forms Future time clauses	Playing Kahoot!: different situations to distinguish future tenses	The student is able to talk about future events The student is able to distinguish the different future tenses in an oral context
7: Using my phone while studying?	To become familiar with new ways of learning	Linguistic Social Cultural Learning to learn Digital	Relationships	Talking about the influence of media at school The risks of technology	Relative clauses	Infographic: how can I use technology in an appropriate way?	The student is able to describe facts by using relative sentences The student recognizes the lexicon related to technology in different contexts The student uses different online resources to accomplish their tasks

8: Mother nature	To report other people's messages To enrich vocabulary about weather	Linguistic Social Cultural Mathematical Digital Learning to learn	Extreme events	Describing weather phenomena Talking about the impact of natural disasters	Reported discourse	Skype videocall: our Irish friend presents us the most extreme weather events occurred in Ireland	The student is able to talk about different weather concepts The student identifies the vocabulary related to the weather in both oral and written contexts The student is able to report someone else's discourse
9: Summer adventures	To express comparison To enrich vocabulary about travelling	Linguistic Social Cultural Mathematical Digital	Superiority Inferiority Similarity	Describing the ideal holiday Reaching an agreement within a group of people	Comparative and superlative forms	WhatsApp group: planning our holidays	The student is able to correctly compare objects, people and actions The student uses complex vocabulary related to travelling The student is able to reach an agreement within a short period of time
10: How well do you know me?	To express possibility, regret and desire	Linguistic Social Cultural Digital Learning to learn	Universal truths Wishes and regrets	Describing probable events Describing desires and regrets	Zero and first conditionals <i>I wish/if only</i>	I'm the teacher!: explaining conditionals to my classmates	The student is able to select the most relevant aspects of a given topic The student is able to organize his/her notes to make a clear and coherent discourse The student is able to structure the conditional sentences The student is able to express possibility
11: That would have been great if...	To express hypothesis To talk about unlikely events	Linguistic Social Cultural Digital Learning to learn	Hypothesis Imaginary facts	Describing hypothesis and unlikely events	Second and third conditionals	I'm the teacher!: explaining conditionals to my classmates	The student is able to select the most relevant aspects of a given topic The student is able to organize their notes to produce a clear and coherent discourse The student is able to express hypothesis
12: Done by them	To express facts in a passive voice	Linguistic Social Cultural Digital	Cause and effect	Talking about well-known personalities and their creations to make our lives easier	Passive forms	My-own-invention contest: convincing my classmates to buy it	The student uses passive sentences correctly to convey processes involving important people's findings
13: Can't touch this	To express prohibition and obligation	Linguistic Social Cultural Digital	Attitudes	Describing jobs and their requirements	Modal verbs	Playing Kahoot!: what are these situations expressing?	The student recognizes and uses lexicon related to jobs and attitudes both in oral and written contexts The student is able to express prohibition and obligation in different contexts
14: May is not only a month	To give advice To express permission	Linguistic Social Cultural Digital	Preferences Interests	Making recommendations about TV shows and films	Modal verbs	Playing Kahoot!: what are these situations expressing?	The student is able to correctly convey recommendations, give advice and express permission The student makes use of different strategies to understand the lexicon related to cinema
15: Look what we've become!	To better sequence ideas To improve cohesion of both oral and written production	Linguistic Social Cultural Digital	Emotions Beauty Ugliness	Describing pieces of art Describing different types of art	Conjunctions	Designing a comic: look how we changed since September	The student is able to join sentences with the appropriate connectors The student is able to sequence ideas The student makes use of different strategies to understand the lexicon related to art

4.9.1. Getting into detail: unit 8 – Mother nature

Due to the fact that its contents are closely related to those of the innovation project, unit 8 will be fully developed in these pages.

This unit focuses on extreme events, which provides the context for students to describe weather phenomena and to talk about the impact of natural disasters. The language focus of this unit is on reported discourse. The vocabulary focus is on words and expressions related to weather. The pronunciation focus in this unit is on the past forms such as /d/, /t/ and /ɪd/. By the end of this unit students should be able to fulfil the communicative purpose of talking about different weather concepts, report someone else's discourse, and to also identify vocabulary related to weather in both oral and written contexts.

The contents of this unit are to be covered in six 55-minute sessions:

- The first one starts in the playground, the place where the weather station is installed. There, I introduce the topic by asking the students some basic questions such as “what’s the weather like today?” and “which data regarding the current weather situation can we figure out thanks to the weather station?”. After they have answered, the station functions are explained in detail, as well as the way it may help them to understand the contents of the current unit (25’). Back in the classroom, students read an expository text about sandstorms in order to ask some questions. They will also be asked to briefly brainstorm and imagine how a sandstorm looks like (30’).
- The second session starts with some recap, that is, watching an extract of a video⁴ regarding the evolution of a sandstorm in southern Arizona. Students are also asked to compare their new impressions to those of the previous session and to write them down on a piece of paper (15’). Then, I link the video to the language content of the current unit: reported discourse. Students may not understand all the words said on it. For this reason, they count on some help. Once they have written between two and four sentences, I rewrite

⁴ <https://www.youtube.com/watch?v=bI-dO7RI3IE>

them on the board using reported discourse. After that, it is time for students to do the same process with their mentioned impressions, but no writing is now allowed: they repeat someone else's discourse orally. If they feel confident, they can even stand up to accomplish their task (30'). The use of simple, common reporting verbs in this task is expected. That is the reason why the last few minutes of the lesson are devoted to showing the students the wide range of verbs existing to make further practise on reported discourse.

- The third session is entirely devoted to reported discourse. Before starting, students are asked to mention the weather registers⁵ from the previous day. The others should pay attention, as a volunteer will be needed to repeat those students' answers (5'). In this lesson, the projector is used to display a presentation illustrating the rules for the formation of reported discourse verb forms. This presentation consists of two parts: the first one is the shortest and revises the rules of reported discourse. The second one is interactive, so that the students themselves apply those rules in different situations to fully internalise and understand them (35'). Time expressions and changes involved are similarly practised. This time, students are divided into four groups. Each group is given an envelope containing paper cuts with the mentioned time expressions and the changes. Students have to correctly match them with their equivalents. The competition is over once the students have applied the time expressions correctly in the sentences they have created (15').
- Students are asked in the beginning of the fourth session about extreme weather phenomena on Earth. Then, they write their answers on the whiteboard (10'). Next, a list of pictures is shown on the screen to catch students' attention. The pictures show varied weather phenomena and each one is accompanied by a text describing them. They have to read those texts aloud, so some volunteers will be invited to do it (20'). Then, they are given the worksheet *Weather investigation*⁶, in which they find an empty table to be filled with the phenomena shown on the mentioned pictures (10'). Once they have them all listed, the class discusses what other meteorological events are

⁵ See 5.5.1. Plan de actividades

⁶ See Anexo 2. Ejemplo en el modelo de hoja de trabajo *Weather investigation*

involved in their development and whether they can be measured with the weather station installed in the school (15').

- The fifth session might be the most innovative and interactive one. Students meet via Skype an Irish teacher working in a school of Dublin who talks about extreme weather events in Ireland. While the teacher turns the computer and the projector on, students orally receive the instructions related to the task. They are also be given a set of multiple-choice questions and some time to read thorough them (10'). Previously, both teachers will have worked together on it: one has selected a list of several extreme weather events occurred in Ireland and the other has done some research about them in order to choose the most impressive ones, so that students pay more attention when attending the lesson. The Skype meeting starts with students briefly introducing themselves (5'). After that, the Irish teacher speaks about the so-called topic. His discourse has an expected duration of five minutes, and he repeats it one more time. For these ten minutes, students are asked to accomplish their task regarding the multiple-choice questions. The Irish teacher and the students check their answers together (15'). The rest of the lesson, students are invited to explain the teacher how our weather station project works and how they feel about it.
- For the last session, students are asked to describe the weather forecast of the day and the information measured by the weather station from the previous day (5'). Then, they are be divided into threes and given three short texts⁷ in which different people talks about extreme weather. Students read through them while selecting their most important information in order to create their own questions about the text (20'). Once they have them ready, they read them out for their peers to answer them. When a student gives the correct answer, two other students are invited to accomplish the other task: one has to use reported discourse to reproduce the question and the other does the same with the answer (25'). The last five minutes are exclusively devoted to students: they briefly share their impressions about the tasks they faced in this unit.

⁷ See Anexo 3. Tres textos seleccionados para actividad de comprensión lectora de la unidad 8

4.10. Activities intended to promote reading, speaking and IT usage

These skills are frequently trained throughout the academic year by designing different types of activities for students to increase their motivation.

As above mentioned, two activities to promote reading skills are created, apart from those that are already stated in the books. The stories to be read are *Villains* by Sue Kendall and *Meet me in Istanbul* by Richard Chisholm.

Villains contains three different stories about Rasputin, Queen Catherine de Medici, and Sweeney Todd. Students have to sum up the stories using Twitter format, that is, using 280 characters only. They will publish three tweets as if they were the main characters of the story. Students can use the Twitter sample available on the website *Tweetgen Beta*.

Meet me in Istanbul tells the story of Tom Smith and his fiancée Angela. He flies to Istanbul to meet her there, but a horrible event will mess up his plans. Some of the most important places of the city are mentioned in the book, and students have to create their own Instagram account to upload pictures and a short text of them as if they were Tom Smith. Obviously, they have to describe his emotions and feelings, so that a change of attitude is visible as the pictures are uploaded.

Some of the activities in which speaking is essential have already been mentioned. They could have been programmed differently, but it is important to keep the focus on oral production, so that it is ensured that all skills are trained equally, and on language play. Although it may seem childish, play is particularly recommended in L2 lessons (Harmer, 2007: 60). In this regard, one of the most representative tasks concerning these two factors is the integrated activity to be developed from week 36, in which students record themselves in a breaking-news space to inform about extreme weather around the world. The activity is meant to be carried out in pairs and consists of three steps:

- Step 1: students choose between a wide range extreme weather events occurred across the globe. The list is provided by the end of unit 15.

- Step 2: they do some research about the event and elaborate a script containing its most relevant information. It must be sent to the teacher before recording the final video.
- Step 3: they record themselves as if they were TV presenters. The final video must be uploaded to the corresponding Google Drive folder, whose deadline week 40, just before the end of the academic year.

Imagination and creativity are a must. It is highly recommended that students feel free to design this activity. Thus, the results will be surely original, which leads to a considerable increase of motivation to face further tasks.

As seen above, all the activities are strongly related to IT usage. Nowadays, it is essential for teachers to let their students use digital elements and technological devices to accomplish their tasks, since they know how to use them and it is a source of creativity for a great part of them.

5. PROYECTO DE INNOVACIÓN

Weather leaders

5.1. Diagnóstico inicial

La experiencia propia, la de familia cercana, la del círculo de amistades y la obtenida en mi centro de prácticas me lleva a constatar que, generalmente, cuando los alumnos comienzan la nueva etapa de Bachillerato, se muestran más nerviosos con respecto su desarrollo. Una vez se van abriendo camino en ella, las tensiones se relajan y afloran los primeros cambios en los alumnos: los contenidos curriculares giran ahora en torno a una metodología más genérica y menos dinámica dedicada a la preparación de las pruebas de acceso a la universidad (EBAU), lo que no resulta de agrado para ellos. Por consiguiente, sus niveles de motivación comienzan a descender, poniendo en peligro el correcto desarrollo del proceso de enseñanza-aprendizaje y aumentando las posibilidades de que los resultados en dichas pruebas no sean los esperados, si bien se les prepara para ellas a lo largo de dos cursos académicos. Cabe destacar también el hecho de que todo ello no solo se produce en contadas asignaturas, sino que se extiende a todas ellas.

En cuanto a la asignatura de inglés, los profesores reconocen que el nivel de conocimientos gramaticales de sus estudiantes es elevado. Sin embargo, no pueden poner en práctica dicho conocimiento ante la evidente falta de práctica de las destrezas orales, hecho que se acentúa con la puesta en marcha en Bachillerato de las metodologías a las que se hace referencia en el anterior párrafo. Con esta situación, algunos docentes de la asignatura se han propuesto paliar tales carencias y plantean la implementación de una nueva metodología basada en un enfoque verdaderamente comunicativo para acabar con una de las reivindicaciones más enérgicas de los alumnos: dar cabida en las clases de inglés a la producción oral.

Dado que el presente proyecto se enfrenta a un problema de etapa y que, a su vez, se extiende al resto de asignaturas, su aplicación supone la colaboración interdepartamental, es decir, implica a profesores de otras asignaturas. Cada departamento que colabore con un proyecto como el que aquí se describe se encarga

de diseñar distintas actividades adaptadas al nivel del alumnado, sin dejar de un lado la transversalidad y la sincronización que ello conlleva.

Otro de los elementos a destacar dentro de la innovación reside en la utilización de las nuevas tecnologías. El proyecto pretende acercar al alumnado diversas herramientas que le serán útiles de cara a su ya no tan lejana entrada en el mundo laboral, pues muchos de los puestos de trabajo a los que optará exigen un mínimo de conocimientos de algunas plataformas, tales como el paquete de Microsoft (Excel, Word, PowerPoint...) o Google Drive.

5.2. Contexto

Si bien es cierto que el centro en el que he llevado a cabo mis prácticas, por su casuística, me ha inspirado de alguna manera a la hora de implementar satisfactoriamente en él este proyecto, la innovación que propongo en estas páginas posee un elevado grado de versatilidad, lo que posibilita su implantación en un amplio abanico de centros educativos.

Otro de los sustentos de dicha versatilidad radica en los recursos disponibles para su desarrollo. En lo económico, por ejemplo, la instalación de una estación meteorológica como la que se describe más abajo no suele suponer un gasto desmedido en un centro. Además, el modelo elegido es de sencillo e intuitivo funcionamiento, por lo que no es necesario que los agentes implicados en la innovación posean conocimientos especializados para trabajar con él.

En el contexto de adaptación en distintos centros del que estamos hablando, también debemos referirnos a las actividades que del proyecto de innovación se desprenden y al tipo de alumnado existente en un respectivo centro educativo. Este proyecto brinda la oportunidad de desarrollar distintos tipos de actividades, tanto de apoyo a aquellos alumnos que necesitan mejorar en el proceso de enseñanza-aprendizaje como para los que quieren añadir nuevos conocimientos a su bagaje educativo.

5.3. Justificación y objetivos de la innovación

La innovación gira en torno a las destrezas orales en conexión con un contenido curricular como es el de la meteorología. Aunque se trata de una ciencia desconocida para la gran mayoría del alumnado, esta tiene también aplicación fuera del campo de las asignaturas más científicas del currículo, adaptándose incluso a la asignatura de inglés. Es precisamente lo inédito de la temática uno de los factores que mayor curiosidad puede despertar en el alumnado, favoreciendo así su motivación, que en la etapa de Bachillerato suele perderse en gran medida, y constituyendo un punto de inflexión entre la situación anterior de pasividad y la que se pretende implementar, diferente, nueva y más fructífera, y que pretende generar resultados beneficiosos en el proceso de enseñanza-aprendizaje a medio e incluso a largo plazo, ya que estamos ante un aprendizaje que también puede ser útil para el futuro del alumnado.

El proyecto sirve para reforzar todas las competencias básicas en el aprendizaje del alumnado. También constituye una manera innovadora y una alternativa para salir de las metodologías tradicionales, demanda generalizada por parte de los alumnos del nivel referido.

Este proyecto de innovación posee las siguientes características principales:

- La transversalidad. Se trata de un proyecto en el que la cooperación interdepartamental y la organización docente conforman dos elementos importantes para su correcto desarrollo.
- El aprendizaje significativo. El alumnado será un agente activo y responsable del proyecto y de su propio aprendizaje, en el que el profesor tenderá a ejercer un rol de guía, mediador y supervisor del desarrollo del mismo.
- Sentimiento de pertenencia al grupo. Este proyecto brinda una gran oportunidad para fortalecer relaciones en un grupo-clase y crear un clima de trabajo adecuado. Por ello, el departamento de Orientación tendrá también un papel importante en el proyecto, pues actuará como fuente de herramientas y estrategias válidas para que el alumnado tenga unas relaciones interpersonales positivas.
- Motivación como fuente de éxito. Tomando como punto de partida el uso de metodologías activas, las actividades planificadas y circunscritas al marco del

proyecto de innovación constarán de un método de ejecución basado en los intereses, gustos y preferencias del alumnado, lo que aumentará de en ellos la motivación de cara a enfrentarse a futuras tareas y actividades

El objetivo general que pretende lograr este proyecto de innovación es fomentar el aprendizaje significativo del alumnado a través de metodologías activas e innovadoras. A partir de este objetivo de carácter general, se establecen una serie de objetivos específicos:

- Favorecer la motivación y mejorar el rendimiento académico del alumnado.
- Emplear la meteorología como una estrategia de aprendizaje.
- Aplicar los diferentes conocimientos adquiridos a diversos contextos y materias curriculares.
- Fomentar el uso responsable de las nuevas tecnologías en el aula.
- Incrementar la participación de las familias en el centro educativo.

5.4. Marco teórico de referencia

La originalidad y novedad en las que se basa este proyecto de innovación provocan que el hecho de encontrar un referente para el mismo ya aplicado en el aula constituya una ardua tarea. La Xunta de Galicia, en colaboración con MeteoGalicia, ha desarrollado el proyecto *MeteoEscolas*, que acerca la meteorología a los centros educativos. Desde 2012, estudiantes de centros gallegos disfrutan de una jornada en las instalaciones de MeteoGalicia en Santiago de Compostela en la que la meteorología se adentra en su rutina educativa (Martín, 2017). Además, como novedad para el curso 2019/2020, se ha implementado el proyecto *Escola Verde*, constituyendo así un atractivo complemento para *MeteoEscolas*. Esta iniciativa, por el momento, se circunscribe únicamente a la Comunidad Autónoma de Galicia. No obstante, tomándola como inspiración para implementarla en un centro educativo, podría significar el acercamiento del respectivo centro a otras instituciones, como la delegación territorial de la AEMET en el Principado de Asturias, situada en Oviedo, con la que incluso se puede forjar una colaboración institucional.

En definitiva, se trata de un proyecto ambicioso que goza de cierto prestigio en los centros educativos gallegos, tanto entre alumnos como entre docentes. Con su

adaptación e implementación, se espera desarrollar un proyecto propio e interdisciplinar que ofrezca una mejora en el proceso de enseñanza-aprendizaje.

5.5. Desarrollo

5.5.1. Plan de actividades

El proyecto conlleva la realización de diversas actividades no solo por parte del alumnado, sino también por parte de la comunidad educativa implicada. A continuación, se detalla cronológicamente la propuesta inicial.

Durante los días previos a la llegada de los alumnos al centro, tras el periodo estival, el personal docente recibe una sencilla formación elaborada por mí mismo relacionada con la estación meteorológica adquirida por el centro y los datos que esta recoge, así como con su funcionamiento y características. Ello ayudará a que los tutores de los distintos grupos puedan dar formación a su vez a su alumnado una vez se haya incorporado. Se ofrece también, una vez llevada a cabo de la formación de sus hijos, otra breve fase de formación a sus progenitores con el fin de integrarlos en el proyecto desde sus inicios.

Con el comienzo del mes de noviembre, una vez la estación ya haya sido calibrada y ofrezca datos fiables, los alumnos diseñan una tabla⁸ a modo de diario grupal en el que registran los datos meteorológicos del día: estado del cielo, temperatura máxima y mínima, racha máxima de viento, humedad máxima y mínima y, en caso de darse, recuento del acumulado de precipitación, nieve o granizo o tormenta. Se trata de un archivo de Excel que se incorpora a la carpeta de la asignatura del grupo de 1º de Bachillerato alojada en la plataforma Google Drive. Si bien algunos de los datos, como el de las temperaturas, se recopilan automáticamente en la aplicación móvil de la estación, estos pueden perderse en caso de darse algún problema técnico. Por ello, y con la intención de obtener un histórico fiable para diseñar nuevas actividades en cursos futuros, los alumnos recurren a esta sencilla actividad diaria que, además, fomenta el desarrollo de una rutina en el estudiante.

Al mismo tiempo, y con un plazo de realización que finaliza la primera semana de diciembre, los alumnos diseñan en grupos de tres una infografía que

⁸ Véase Anexo 1. Modelo de tabla para recogida diaria de datos

llevará por título *Why is meteorology important?* Los grupos pueden acceder al sitio web Canva y a la página oficial de la Organización Meteorológica Mundial (WMO en inglés) para encontrar inspiración. La infografía, una vez entregada y corregida por el profesor, se imprime en formato A3 y es sometida a votación por todos los grupos de 1º de Bachillerato, para lo que se abrirá una encuesta en la página web del mismo. La infografía ganadora será expuesta en los pasillos del centro educativo.

A partir de enero, justo al regresar de las vacaciones de Navidad, dos alumnos voluntarios comenzarán a ofrecer las previsiones meteorológicas a través de la radio del centro. Lo harán todos los viernes a la hora del recreo y anunciarán el tiempo previsto para los tres días posteriores. Deberán completar la tarea en un máximo de cinco minutos para así tener igualmente tiempo suficiente de descanso y ceñirse a concentrar los puntos más importantes de la información que recopilen para la previsión en un corto espacio de tiempo. Cada viernes realizarán la tarea dos alumnos distintos.

Un mes más tarde, en febrero, y ayudados por sus correspondientes profesores de TIC, los alumnos diseñarán un *widget*⁹ en la web del centro educativo. Podrán recurrir a la web de la Agencia Estatal de Meteorología (AEMET) para ello. A su vez, en la sección de la asignatura de Primera Lengua Extranjera, insertarán otro *widget* de características similares. En este caso, al tener que recurrir a la lengua inglesa, podrán consultar para ello la web de “Weather Underground”. Bastará en este caso con incluir las variables de temperatura máxima y mínima y estado del cielo. Una vez desarrollados los *widgets*, crearán un código QR que irán pegando en las paredes de los puntos más concurridos del centro. Así, cualquier persona puede tener acceso a las elaboraciones de los alumnos con solo acercar su teléfono móvil a dicho código.

La última actividad¹⁰ propuesta desde la asignatura de Primera Lengua Extranjera es una de las actividades integradas incluidas en la programación de la asignatura para el próximo curso. Se trata de la creación de un espacio televisivo del tiempo para cuyo desarrollo los alumnos deben elegir un evento meteorológico

⁹ Aplicación sencilla y de rápido acceso normalmente empleada para resumir contenidos. Generalmente, se inserta en una página web mediante un enlace, de modo que su información se actualiza automáticamente

¹⁰ Véase 4.9. Activities intended to promote reading, speaking and IT usage

importante que haya tenido lugar en cualquier parte del mundo, seleccionar la información más importante del mismo siguiendo ciertas instrucciones y, finalmente, grabarse en video como si su programa se estuviese emitiendo en pleno directo.

5.5.2. Agentes implicados

Estamos ante el paso previo de la implementación del proyecto, por lo que cabe esperar que el grado de implicación en el mismo sea elevado. Los principales agentes implicados en la innovación, junto con el protagonismo del alumnado, se enumeran a continuación:

- El equipo directivo
- El profesorado
- La AMPA

Otro agente de suma importancia para el desarrollo del proyecto es el de las familias. El proyecto da cabida a su participación mediante la aportación de ideas y sugerencias de cara a su correcto desarrollo. Con ello, abordamos otra de las demandas más recurrentes en el mundo de la educación, como es su participación en los centros, conociéndolas así más en profundidad. De este modo, se pueden establecer con ellas un mayor vínculo, acción que fomentaría mejores resultados en el proceso de enseñanza-aprendizaje de los alumnos, especialmente en aquellos más vulnerables (Collet y Tort, 2017: 50).

5.5.3. Materiales de apoyo y recursos

La implantación del proyecto obliga a prever una serie de recursos disponibles para su desarrollo.

En primer lugar, para acceder a los recursos materiales, se debe tener en cuenta los recursos económicos del centro. La adquisición de una estación meteorológica puede suponer un gasto más o menos elevado en función del dispositivo que finalmente se seleccione. En nuestro caso, no debe ser necesariamente una estación que cuente con numerosas prestaciones, por lo que la horquilla de gasto en este aspecto rondará los 150-250€. Ello garantizaría la compra de un dispositivo

del cual se puedan obtener medidas con una fiabilidad por encima de la media. Además, no requiere mantenimiento por parte de profesionales especializados, por lo que el gasto se realizaría exclusivamente en el momento de la compra. Ante estas premisas, el modelo que mejor se adapta a las necesidades descritas es la estación meteorológica Netatmo.

El dispositivo consta de dos módulos, uno interior y otro exterior, que miden:

- La temperatura máxima
- La temperatura mínima
- La presión atmosférica a nivel del mar
- La humedad
- La calidad del aire

Además, contaremos también con un anemómetro para medir la velocidad del viento y con un pluviómetro para medir la cantidad de lluvia caída.

Es clave para la obtención de datos fiables disponer de una localización adecuada. Esta debe responder a varios requisitos, como por ejemplo instalarla en una zona abierta y fácilmente accesible. Cumplir con estos dos requisitos facilita a su vez el mantenimiento de la estación. Si pretendemos que los datos que ofrezca sean fiables por un largo periodo de tiempo, debemos mantener el instrumental en buen estado mediante la realización de una limpieza periódica y procurando que los módulos estén fijos, sin verse afectados por ningún movimiento (Finklin, 1990: 7). Para ello, es altamente recomendable introducir el módulo termométrico exterior en una caja de madera ventilada y situada a una altura de entre el metro y medio y los dos metros del suelo.

Junto con la estación, los otros recursos y materiales necesarios para el desarrollo del proyecto son los propios del centro: un aula equipada con un ordenador, un proyector y una pizarra digital, así como material extra tanto en formato físico como digital que proporcionará la figura docente de cada asignatura. También se hará uso del aula de Nuevas Tecnologías.

5.5.4. Fases

El proyecto de innovación tiene muy en cuenta su transversalidad, por lo que es imprescindible una correcta coordinación entre asignaturas y agentes implicados.

- La primera fase comprende los primeros días del curso académico, momento que se dedican un par de sesiones a la instalación de la estación meteorológica y al conocimiento básico de su funcionamiento.
- La segunda fase está dedicada al uso de las TIC, y se extiende hasta los últimos días del mes de octubre. El alumnado instala en su teléfono móvil la aplicación de la estación meteorológica en la que tendrán acceso a todas las mediciones obtenidas por la misma. Del mismo modo, diseñan la versión en inglés del blog que tendrán que crear en otras asignaturas y que acogerá también dichas mediciones. En este caso, los datos son íntegramente accesibles sin necesidad de tener la aplicación descargada.
- La tercera fase, de noviembre en adelante, supone que la medición de datos y su visualización tanto en la web como en la aplicación ya estén listas. Por ello, a partir de entonces las asignaturas adscritas al proyecto ya pueden hacer uso de dichos datos para llevar a cabo sus tareas y actividades.
- La cuarta fase se extiende hasta el final del curso académico. Se espera que sea la etapa más fructífera y en la que comiencen a aflorar los resultados de la colaboración y coordinación interdepartamental, así como un aumento del interés del alumnado por su proceso de enseñanza-aprendizaje. Observar que las actividades de las diversas asignaturas se van desarrollando poco a poco y se correlacionan entre ellas es muy importante en este sentido.

5.6. Evaluación y seguimiento de la innovación

Cabe destacar, una vez más y de cara al seguimiento de la innovación, que estamos ante un proyecto piloto, por lo que la periodicidad de la evaluación del mismo es notable a lo largo del curso.

Durante el curso, el profesor recurre a un instrumento de observación como es el de la lista de control. Esta lista incluirá ciertos aspectos observables que, por la casuística de la innovación, debería llevar a cabo el alumnado en el aula.

En las reuniones del departamento de Primera Lengua Extranjera, celebradas cada dos semanas a lo largo de todo el curso académico, los docentes realizan una valoración general sobre el desarrollo del proyecto en busca de posibles modificaciones. Se instará al resto de departamentos a actuar de igual modo. Con el mismo objetivo, al término de cada trimestre, se celebra también una reunión con todo el personal implicado en el proyecto.

Los propios alumnos evalúan también el proyecto. Para ello, se creará una encuesta¹¹ que deben cubrir de manera anónima y en los que consta el desarrollo de las actividades propuestas, su dificultad y el grado de contribución de la nueva metodología a su aprendizaje, entre otros. La encuesta será distribuida con la llegada del fin de cada trimestre y tienen un papel fundamental en la decisión final sobre la continuidad del proyecto en los cursos siguientes.

¹¹ Véase Anexo 5. Modelo de encuesta para los alumnos sobre la evaluación de la innovación

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7. ANEXOS

Anexo 1. Modelo de tabla para recogida diaria de datos

Date	Weather	High (°C)	Low (°C)	High (%)	Low (%)	Rain (mm)	Snow/Hail	Storm	Wind gust (max - km/h)
November 4th	Rainy	12	8	99	87	2,3	No	No	26
November 5th	Stormy	10	7	99	85	12,6	Hail	Yes	49,2
November 6th	Sunny	15	5	90	68	0	No	No	16,8

Anexo 2. Ejemplo en el modelo de hoja de trabajo Weather investigation

Phenomena	Weather elements involved	Which elements can be measured in our weather station?
Storm	Clouds, lightning, thunder, rain, wind, hail	Rain, wind
Snowstorm	Clouds, fog, snow, cold, freeze, wind	Cold (temperature), freeze (temperature), wind

Anexo 3. Tres textos¹² seleccionados para una actividad de comprensión lectora de la unidad 8

Text 1: Jada in St. Lucia

I don't like the wind: it reminds me of when I was in a hurricane on holiday one year. I was only young and on holiday with my parents and it was the middle of summer. We'd been on the beach all day in glorious sunshine when suddenly the sky began to get very dark. Lots of people started leaving the beach and told us we should do the same. No one seemed to be panicking but there was definitely a sense of urgency. When we got back to the hotel they told us it would be better to stay downstairs in the lounge room and that if we had to go to our rooms we should not go anywhere near the balcony and keep all the doors and windows shut. So we stayed in the hotel restaurant and listened to the wind and the rain outside. We couldn't see anything because all the shutters were

¹² Adaptados de https://www.esleschool.com/exercise-2-extreme-weather/#tabs_desc_28755

closed. The most frightening thing was looking outside in the morning after the storm had passed. The hotel garden was devastated; two small trees had been knocked down and many others had branches broken off. It was terrible.

Text 2: Lauren in Sydney

The strangest thing I've ever seen is a dust storm. I woke up and looked outside and everything was red. It was really weird; there was an eerie orange fog, just like something out of a science fiction film about an alien invasion or something. I was quite scared being on my own and turned the TV on to find out what was going on and that's when I found it was a dust storm and not the end of the world. I felt calmer after that. Apparently, it was caused by a combination of very dry weather and strong winds. They were recommending people stay inside as there had been reports of people suffering breathing problems, but I had to go to work so I just wrapped a scarf around my face and went out in it. It didn't last long and started to clear by the middle of the afternoon, but it caused a lot of disruption; they had to cancel lots of flights and ferries.

Text 3: Ryan in New York

I love the winter, blue skies and really cold temperatures and snow. I love going for walks in the cold weather but one year on holiday in New York I had quite a frightening experience in the snow. My girlfriend and I were on holiday and when it started snowing. We thought it was wonderful. We were quite a long way from our hotel and being young and naive we thought it would be fun to walk in the snow. We weren't very well dressed for the weather and had completely under-estimated how much it was going to snow. Within about ten minutes we could no longer see where we were going, and it was impossible to tell where the road was. It was dangerous. It was a proper blizzard and very disorientating. All we could see was white. We got back to the hotel eventually but if I found myself in a situation like that again I think I would be much more sensible: I'd stay in the warm until the snow had passed.

Anexo 4. Modelo para prueba de inicio de curso

Hey, nice to meet you!

The following tasks will let you know the contents we will see in this new academic year. You should be able to complete them all on the basis of previous years learning.

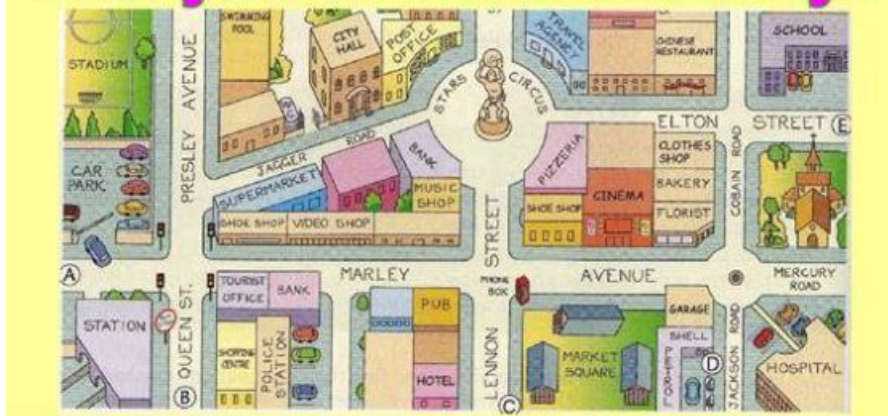
You can do it!

1.- Describe your daily routines in 10 lines.

2.- Have a look at the following map¹³. You've just arrived to the station (A) and need to go to the post office, to the supermarket and to the hospital. Describe the path.

¹³ Extraído de <https://en.islcollective.com/english-esl-worksheets/grammar/prepositions/how-can-i-get/6330>

Can you tell me the way?



3¹⁴.- Use the superlative form of these adjectives to describe people you know. Write at least five sentences.

Brave – Honest – Interesting – Smart – Generous – Inspiring – Kind – Witty

¹⁴ Extraído de: Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press. 17

4¹⁵.- Read the following text and choose the right option.

TIME FOR AN ADVENTURE?

Are you a bit bored with your nine-to-five routine? Have a look at our exciting range of holidays and decide what type of adventure you'd like.

Activity holidays

Our activity holidays are for everyone, people who love danger or who just like sports. We have a huge variety of water, snow or desert holidays. We'll take you SCUBA diving in the Red Sea or kayaking and white-water rafting in Canada. If you prefer snow, you can try skiing or snowboarding in the Alps or even igloo-building. For those who like warmer weather, we also have sandboarding (the desert version of skateboarding) or camel safaris.

Polar expeditions

Take a cruise to Antarctica or the northern Arctic; explore a land of white natural beauty and wonderful wildlife. Our experts will explain everything about the two poles as you watch the penguins in Antarctica or whales and polar bears in the Arctic. There's no greater adventure than travelling to the ends of the earth. A once-in-a-lifetime experience!

¹⁵ Extraído de: <https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/adventure-travel>

Cultural journeys

Our cultural journeys will help you discover ancient civilisations: India, Thailand, Egypt and many more. Visit temples, palaces and ancient ruins – just remember to bring your camera! Get to know local ways of life by exploring markets, trying exotic foods and meeting local people.

Trekking tours

We have trekking holidays to famous places such as Machu Picchu or the Everest Base Camp Trek, as well as some nearer to home in the Highlands of Scotland. You don't need to be very sporty, just fairly fit. You'll have a great time enjoying nature with a group of new friends. Some of the holidays include camping, but we'll transport the tents for you!

Wildlife holidays

We organise small-group tours to get closer to nature in Africa, Asia or South America. Go on safari in Africa and watch lions and giraffes. Meet the famous turtles of the Galapagos Islands. Look for tigers in India or take an elephant safari in Sri Lanka. We use local guides and stay in a range of accommodation, from tents to tree houses.

a) On which holiday(s) can you see animals?

- Activity holidays.
- Polar expeditions.
- Cultural journeys.
- Trekking tours.
- Wildlife holidays.

b) On which holiday(s) do you need to be reasonably fit?

- Activity holidays.
- Polar expeditions.
- Cultural journeys.
- Trekking tours.
- Wildlife holidays.

c) On which holiday(s) can you meet local people?

- Activity holidays.
- Polar expeditions.
- Cultural journeys.
- Trekking tours.
- Wildlife holidays.

d) On which holiday(s) can you go camping?

- Activity holidays.
- Polar expeditions.
- Cultural journeys.
- Trekking tours.
- Wildlife holidays.

e) On which holiday(s) might you go up a mountain?

- Activity holidays.
- Polar expeditions.
- Cultural journeys.
- Trekking tours.
- Wildlife holidays.

f) On which holiday(s) might you need special clothes or shoes?

- Activity holidays.
- Polar expeditions.
- Cultural journeys.

- Trekking tours.
- Wildlife holidays.

5.- If you had the chance to go on holiday with some of your classmates tomorrow, which one of the texts above would you choose? Why?

Anexo 5. Modelo de encuesta para los alumnos sobre la evaluación de la innovación

ENCUESTA SOBRE EL PROYECTO “WEATHER LEADERS”

El curso está a punto de terminar y nuestro objetivo ahora es conocer qué es lo que piensas sobre el proyecto en el que has participado a lo largo de estos meses de cara a introducir en él posibles mejoras o adaptaciones para los próximos cursos. Te recordamos que esta encuesta es totalmente anónima. ¡Muchas gracias de antemano por tu colaboración!

Por favor, **valora** cada criterio **de 0 (muy mal) a 5 (muy bien)**:

Criterios	Puntuación
He visto cumplidas las expectativas que tenía de este curso	
Los materiales y recursos didácticos utilizados en el aula han sido los adecuados	
La temática principal del proyecto ha tenido un efecto motivador en mi aprendizaje	
Las actividades propuestas han resultado interesantes	
Las actividades propuestas han tenido un nivel de dificultad elevado	
Recomiendo la continuidad del proyecto de cara a los próximos cursos académicos	
La valoración general es	/30

Si quieres dejar alguna sugerencia por escrito, hazlo en estas líneas:

Anexo 6. Modelo de encuesta para profesores sobre la evaluación de la metodología empleada en el aula

ENCUESTA DE FIN DE CURSO SOBRE LA METODOLOGÍA APLICADA

De cara a evaluar la metodología aplicada en el curso que ya termina y el impacto que ha tenido en los estudiantes, queremos que puntúes algunos criterios relacionados con la misma para detectar posibles mejoras y estudiar su continuidad en cursos posteriores

Nombre:

Por favor, **valora** cada criterio **de 0 (muy mal) a 5 (muy bien)**:

Criterios	Puntuación
Mi grado de satisfacción con en el año académico es...	
Considero que los objetivos establecidos se han logrado	
Las reuniones de departamento han contribuido a llevar un seguimiento adecuado del desarrollo de la metodología a lo largo del curso	
La organización material (aulas, horarios...) ha sido correcta	
Los medios didácticos (pizarra, proyector, Internet) han sido los adecuados	
Los resultados de los alumnos han experimentado mejoras	
Los temas tratados han resultado interesantes para los alumnos	
La producción oral de los alumnos ha incrementado su calidad	
Las actividades y tareas propuestas se han adaptado al nivel de todos los alumnos	

Mantendría el empleo de esta metodología para futuros cursos académicos	
La valoración general es	/50

Si quieres dejarnos alguna sugerencia o punto de mejora que puedan ser útiles, exprésalo en las siguientes líneas:
