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Facultad de Formación del Profesorado y Educación

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

"Asturias: Where Green Dreams Flourish": el uso del Aprendizaje Servicio como herramienta de motivación para el aprendizaje de inglés en una Programación Didáctica para 1º de Bachillerato

"Asturias: Where Green Dreams Flourish": Implementing Service-Learning as a Motivational Tool for Learning English in a Long-Term Plan for PCSE, Year 1

TRABAJO FIN DE MÁSTER

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Resumen

El presente Trabajo de Fin del Máster refleja el conocimiento adquirido durante el Máster en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional en la Universidad de Oviedo. En primer lugar se presenta una reflexión acerca de la formación recibida en las asignaturas del Máster y su vinculación con la experiencia vivida en el desarrollo de las prácticas en un centro de Educación Secundaria en el Principado de Asturias. A continuación, se desarrolla el Proyecto de Innovación Educativa *Asturias: Where Green Dreams Flourish,* basado en la metodología de Aprendizaje-Servicio y que pretende fomentar la motivación del alumnado en el aprendizaje de inglés conectando su aprendizaje a un contexto profesional real y local. Finalmente, se presenta la Programación Didáctica, vinculada al anterior proyecto, que es el eje central de este trabajo y ha sido diseñada para la asignatura de Lengua Extranjera Inglés y un grupo de 1º de Bachillerato, siguiendo los criterios de la ley educativa española.

Abstract

This Master's Thesis reflects the knowledge acquired during the Master's Degree in Teacher Training for Secondary Education, Post-Compulsory Education, and Vocational Education at the University of Oviedo. First, it presents a reflection on the training received in the Master's courses and their connection to the experiences gained during the internship at a Secondary Education centre in the Principality of Asturias. Secondly, it develops the Educational Innovation Project *Asturias: Where Green Dreams Flourish*, based on the Service-Learning methodology, which aims to enhance students' motivation in learning English by connecting their learning process to a real, local professional context. Finally, the Teaching Plan is presented, which is at the centre of this thesis and is linked to said project. It has been designed for the subject English as a Foreign Language in Post-Compulsory Secondary Education, Year 1, following the criteria set by the Spanish Education Law.

1. Introducción

Este Trabajo de Fin de Máster tiene como objetivo presentar una programación innovadora para la asignatura de lengua extranjera inglés de un grupo de 1º de Bachillerato, centrada en la integración del aprendizaje del inglés con temas de sostenibilidad y desarrollo local. En un contexto donde la conservación ambiental y el turismo sostenible son cada vez más relevantes, resulta crucial que los estudiantes adquieran una conciencia crítica sobre estos desafíos globales desde una perspectiva local. La programación no solo pretende mejorar las habilidades lingüísticas de los estudiantes, sino también fomentar su compromiso como ciudadanos responsables a través de la participación en proyectos reales con empresas de la región, utilizando la metodología conocida como Aprendizaje-Servicio.

Este trabajo consta de tres partes principales. En primer lugar, se realiza una reflexión crítica sobre la formación recibida en el Máster en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional y el desarrollo de las prácticas en un centro de Educación Secundaria Obligatoria. En segundo lugar, se presenta el proyecto de innovación que vertebrará, finalmente, la programación docente para la asignatura de lengua extranjera inglés para un grupo de 1º de Bachillerato, que estará redactada completamente en inglés.

La motivación del proyecto de innovación radica en la necesidad de conectar el aprendizaje académico con problemas reales del entorno, preparando a los estudiantes para enfrentar retos contemporáneos. De esta manera se pretende aumentar la motivación del alumnado en la asignatura y que vean que su trabajo tiene un fin. Así, el proyecto vincula a los jóvenes con la realidad empresarial y social de Asturias, mostrándoles de manera directa cómo la transición ecológica está en marcha, y cómo muchas empresas ya están comprometidas con la sostenibilidad, lo que contribuye a su formación integral y visión de futuro al mismo tiempo que aprenden y mejoran sus conocimientos de la lengua inglesa.

El proyecto se basa en el enfoque teórico del aprendizaje-servicio, que combina el aprendizaje significativo con el servicio comunitario, promoviendo el desarrollo personal y social de los estudiantes. Además, se apoya en la metodología del Aprendizaje Basado en Proyectos (ABP). Esta propuesta busca motivar y

comprometer a los estudiantes con el aprendizaje del inglés, desarrollar sus competencias comunicativas y profesionales, aumentar su conciencia ambiental y social, y fortalecer su confianza en sí mismos para poder expresarse en inglés.

2. Reflexión crítica sobre la formación recibida y las prácticas

Este Máster es una formación que muchos estudiantes graduados y profesionales eligen para encaminar su carrera profesional hacia la docencia. En mi caso, no me planteo a corto plazo seguir este camino, pero sí que llevo conmigo una preparación muy completa y que me ha permitido adquirir una serie de herramientas, conocimientos específicos y habilidades interpersonales muy necesarias en el mundo laboral. En este apartado voy a realizar una reflexión acerca de la formación recibida durante el curso y el desarrollo de las prácticas.

Una de las asignaturas más densas a nivel de contenido y de horas de clase fue *Procesos y Contextos Educativos,* en la que comenzamos con una introducción al sistema educativo español y a las leyes que lo han conformado. El bloque sobre el proceso histórico me ayudó a entender la evolución del sistema educativo, ya que se trata de una información que no nos solemos plantear como estudiantes. Me llamó especialmente la atención la evolución de las leyes educativas en cada momento de la historia de España de acuerdo con los cambios que se estaban produciendo a nivel social y político. Recurrir frecuentemente a este conocimiento durante el curso, especialmente al familiarizarme con los órganos, leyes y protocolos que componen un centro de enseñanza.

Sin embargo, el bloque que más disfruté fue el de *Interacción, comunicación y convivencia*. Estudiar temas como la gestión de grupos y la resolución de conflictos me resultó fascinante, especialmente porque pude ver cómo se aplicaba esta teoría durante mi Prácticum. Tuvimos la oportunidad de reunirnos semanalmente con el equipo del departamento de inglés y con la sección bilingüe para la toma de decisiones y gestión de las actividades, de manera que aprendimos mucha información relevante de los grupos para poder tener en cuenta en las aulas. Por ejemplo, cuando se debían formar grupos de trabajo habíamos aprendido los distintos roles que adopta el alumnado dentro de la dinámica del aula para usarlo a nuestro favor y que los equipos estuvieran equilibrados y se mantuviera la buena convivencia.

En *Sociedad, Familia y Educación* tratamos temas cruciales como la igualdad, la equidad y la erradicación de estereotipos en la enseñanza, lo cual considero fundamental para el desarrollo de una educación basada en valores. De manera que el alumnado aprecie que no solo se forman en un nivel académico sino como ciudadanos. El formato de debate empleado en estas clases fomenta la participación de todos, algo que considero muy bueno para llevarlo a las aulas. En el desarrollo de las prácticas pude especialmente ver el valor práctico de esto en 2º de Bachillerato durante la presentación de los proyectos que tuvieron que realizar y posteriormente evaluar. También aprendimos mucho acerca de la relación entre las familias y el centro, donde me di cuenta de la importancia de involucrar a las familias en la educación en todos los niveles, incluso en las etapas superiores. Sin embargo, en las prácticas pudimos observar que las familias no siempre están lo suficientemente implicadas, lo que perjudica a la relación con el alumnado y el centro y directamente afecta en muchos casos a su rendimiento académico, ya que la falta de interés y participación de las familias se traduce en que no se puedan atender las necesidades del alumnado como sería de esperar.

Aprendizaje y Desarrollo de la Personalidad fue una de las asignaturas más interesantes y de las que más aprendí, todo el contenido de la materia fue muy pertinente e interesante. Temas como la neuroeducación y la modificación de conductas captaron especialmente mi atención porque me permitieron aprender cómo debemos actuar en los casos en los que la conducta del alumnado no es la esperada o debida. Por ejemplo, cómo abordar los problemas de conducta adecuadamente y desde el respeto mostrar al alumnado los límites. Sin embargo, me pareció que algunas unidades clave, como la de TEA y necesidades especiales, no recibieron el tiempo que merecían.

El proyecto grupal que desarrollamos en la asignatura de *Diseño y Desarrollo del Currículo*, me ayudó a aplicar el currículum de la Ley Orgánica 3/2020, de 29 de diciembre, de Educación, o LOMLOE de manera práctica, algo que me fue muy útil durante el diseño de las situaciones de aprendizaje para las prácticas ya que tuvimos la oportunidad de diseñar y presentar una situación de aprendizaje (SA) en clase antes de comenzar las prácticas. Sin embargo uno de los retos principales durante las

prácticas fue adaptar el diseño de las SA a las necesidades y características de los grupos para que todo el alumnado pudiera participar y trabajar de manera eficiente.

Complementos a la Formación Disciplinar también fue una asignatura intensa, pero enriquecedora. Las actividades que realizamos en clase, enfocadas a fomentar el uso de la lengua extranjera en el aula y el diseño de actividades, me sirvieron mucho durante el Prácticum porque pude implementar algunas de las estrategias en el aula. Además, profundizamos en teorías clave como la competencia comunicativa de Dell Hymes y la importancia del *Marco Común Europeo de Referencia para las Lenguas*. Conocimientos que ya tenía, pero en los que nunca había profundizado por la naturaleza de mi formación como traductora y que me resultaron muy pertinentes y necesarios para la mejora de las competencias comunicativas.

Finalmente, en el segundo semestre, me beneficié especialmente de *Aprendizaje y Enseñanza*, una asignatura que me permitió explorar diferentes actividades, recursos y metodologías para dinamizar las clases. Pudimos aprender no solo de la profesora, sino también de los compañeros, cuyas ideas y creatividad fueron inspiradoras para la realización de actividades en el aula. Sin embargo, muchas de las actividades estaban pensadas para Educación Primaria y, por tanto, no pude ver tanta practicidad a la hora de llevarlas al aula de Educación Secundaria y, especialmente, de Bachillerato. Además, la asignatura de *Innovación e Investigación Docente* me mostró la importancia de la innovación en la educación. La libertad creativa que ofrece la LOMLOE me parecía un reto inabarcable al principio, pero esta asignatura me enseñó a desarrollar y entender el fin de un proyecto de innovación en el aula. A pesar de no haber tenido oportunidad de implementarlo durante el desarrollo de las prácticas, sí que he podido aprender lo que implica este proyecto para poder desarrollarlo en este Trabajo de Fin de Máster.

Todo el conocimiento adquirido durante las clases del Máster cobró sentido en el desarrollo de las prácticas en un centro de Educación Secundaria. Mi experiencia como docente en formación durante las prácticas ha sido muy enriquecedora, especialmente en los grupos de 2º de Bachillerato y 3º de ESO, donde he tenido la oportunidad de aplicar diversas estrategias didácticas y metodológicas. En ambos casos, la experiencia me ha permitido crecer como docente, consolidar mi capacidad

para gestionar el aula, y aplicar de manera efectiva las herramientas adquiridas durante el Máster, como la creación de grupos de trabajo eficientes, la gestión del comportamiento en el aula, adecuar el nivel de exigencia al grupo y a sus necesidades, el diseño de las situaciones de aprendizaje y cómo establecer una relación cordial y respetuosa con el alumnado.

En mi experiencia, poder realizar las prácticas en un instituto que me resulta familiar ha sido una gran ventaja. A pesar de los cambios que ha sufrido el centro, con la implementación de las nuevas leyes y la incorporación constante de docentes, el equipo directivo sigue siendo el mismo, lo que ha mantenido un cierto espíritu de continuidad. Esta familiaridad me ha permitido sentirme cómoda desde el inicio y me ha facilitado integrarme rápidamente en la dinámica del centro. Además, el apoyo que he recibido por parte de antiguos profesores ha sido fundamental, ya que he podido aprender mucho más de ellos, no solo a nivel académico, sino también profesionalmente, y en especial, en cuanto a la gestión del aula y el trato con el alumnado. Desde el diseño de las situaciones de aprendizaje hasta la convivencia en el aula, siempre tuve a alguien que me orientara y ayudara a resolver dudas. Un reto importante fue aprender a leer las necesidades del alumnado y responder a ellas de manera adecuada, algo que logré con la ayuda de mi tutor del centro. Pude desarrollar mis primeras experiencias en la enseñanza reglada en grupos que ya estaban bien gestionados y en los que se notaba el trabajo previo del equipo docente.

En 2º de Bachillerato, a pesar del nivel de exigencia, el alumnado respondió de manera positiva. Desde el inicio, logré establecer una buena relación con el grupo, estructurar los contenidos y generar interés en la materia gracias a encontrar un tema que les interesa, como es el mundo empresarial, en el que se vieron involucrados en el desarrollo de la situación de aprendizaje. Pude marcar los objetivos de la actividad con claridad y resolver las dudas, creando un entorno de aprendizaje bien organizado. Mi prioridad fue garantizar que el proceso fuera comprensible, colaborativo y que los estudiantes se sintieran integrados en las clases y motivados a participar en la actividad, ya que se encuentran en un curso con mucha presión y sentimiento de competitividad, por lo que no todo el alumnado presentaba el mismo nivel de interés frente a la asignatura. En cuanto a la comunicación intenté generar un ambiente educativo motivador y profesional, con un equilibrio entre cercanía y autoridad.

En 3º de ESO, también experimenté una respuesta positiva por parte del alumnado, quien se implicó en la tarea vinculada a la semana bilingüe del centro. La situación de aprendizaje que diseñé con este fin, siguiendo las sugerencias del tutor del centro, consistió en realizar unos póster de diferentes deportistas olímpicos, los cuales fueron expuestos y presentados por el alumnado. Aunque hubo algunos desafíos en la adaptación de los plazos y coordinación con otras asignaturas, la metodología de trabajo individualizado fomentó la autonomía y gestión del trabajo de los estudiantes. La atención individualizada fue clave, aunque limitada por el número de sesiones, logré mantener la comunicación efectiva a través de un lenguaje claro y un ambiente cercano. En este grupo, la diferencia de edad marcó una relación más distante, pero la motivación y el compromiso de los estudiantes se mantuvieron en general.

Las prácticas, aunque breves, fueron una excelente oportunidad para sentar las bases de mi formación como docente. Si bien tres meses es un período corto, me han permitido tener una visión más amplia de lo que implica ser profesora más allá de la teoría que se enseña en el Máster, que sin duda alguna es también imprescindible para completar nuestra formación. Este tiempo me ayudó a desarrollar habilidades de observación, a aprender a gestionar las relaciones con el alumnado y a adaptar mi enfoque según las necesidades del grupo. También fue un reto trabajar con la diversidad de niveles y necesidades en una materia tan específica como una lengua extranjera, donde mantener la motivación y la confianza del alumnado es esencial. En ocasiones, me resultó difícil lograr que los estudiantes no se sintieran limitados por sus propias inseguridades, lo que a menudo mermaba su motivación para aprender. Ya que en esta etapa vital, el alumnado presenta una tendencia muy marcada de compararse con el resto de compañeros y compañeras en el aula.

Aunque el Máster proporciona una formación adecuada para el desarrollo de las prácticas, su duración limitada y la naturaleza teórica de muchas asignaturas hacen que algunos contenidos estén desconectados de la realidad en el aula. La mayor parte del profesorado del Máster, aunque muy competente en sus respectivas áreas, no está completamente familiarizada con los desafíos específicos de la enseñanza en secundaria. La dinámica educativa en un instituto es significativamente distinta a la experiencia en un contexto universitario, lo que en ocasiones puede generar una

brecha entre lo que aprendemos en el Máster y lo que realmente se vive en un aula de secundaria.

Es cierto que algunas actividades y seminarios del Máster de la asignatura de *Procesos y Contextos Educativos* han sido útiles para prepararnos, pero sería muy provechoso profundizar en aspectos clave, como la ley educativa y su aplicación práctica, algo que a menudo se trata de manera superficial. La comprensión de la realidad social y familiar del alumnado, en especial en el contexto local, es esencial para poder atender sus necesidades, gestionar problemas dentro del aula y contribuir a su bienestar general. Creo que sería muy valioso que en las clases del máster se abordarán más estos aspectos para preparar mejor a los futuros docentes. Soy, sin embargo, plenamente consciente de las limitaciones de tiempo y contenido que presenta el Máster.

Un área que, en mi opinión, requiere de mayor dedicación es la formación sobre atención a la diversidad. Tanto mis compañeras como yo nos hemos dado cuenta de que, a menudo, no contamos con las herramientas necesarias para comprender y abordar las necesidades de los estudiantes con necesidades educativas especiales. Esto no es sólo una carencia de nuestra formación, sino un problema sistémico que afecta a muchos docentes en activo. He observado que la mayoría de los profesores del centro de prácticas siente que carece de formación específica para atender adecuadamente a estos estudiantes, lo que genera frustración tanto en los docentes como en el alumnado. Esta falta de recursos y formación tiene un impacto directo en la convivencia dentro del aula, así como en la integración y el progreso de los estudiantes con necesidades especiales, de acuerdo con las impresiones de los propios docentes.

Finalmente, contar con el apoyo de mi compañera de prácticas fue muy enriquecedor, no solo por la buena relación que establecimos, sino porque pude observar cómo procesaba la misma experiencia desde otra perspectiva. Sin embargo, recomendaría mejorar el proceso de asignación de prácticas para evitar posibles conflictos de interés entre las compañeras, ya que no contar con una figura imparcial que pueda facilitar el proceso hace que las diferencias se vuelvan personales y empeore la convivencia. Asimismo, sería muy beneficioso involucrar más al profesorado de Educación Secundaria, Bachillerato y Formación Profesional en las

distintas asignaturas del Máster, así como en otro tipo de actividades, para obtener una visión más realista y ajustada a lo que nos espera en nuestra futura carrera docente.

3. Proyecto de innovación educativa *Asturias: Where Green Dreams Flourish*

Asturias: Where Green Dreams Flourish es un proyecto de innovación (PI) para el aula de Lengua Extranjera inglés basado en la metodología de aprendizaje-servicio, el cual consiste en establecer una colaboración directa entre empresas del mayor número de sectores posible (turístico, ganadero, hostelero, de pesca y agricultura, etc.) y el grupo de primero de Bachillerato con el objetivo de ofrecer servicios lingüísticos efectuados por el alumnado en inglés. De manera que el alumnado pueda entrenar sus competencia comunicativa mediante unos materiales que tengan un valor práctico directo no solo en su aprendizaje sino para la empresa colaboradora. Dichos servicios pueden variar dependiendo de la empresa pero se adaptan al nivel de los estudiantes, por lo que se pueden trabajar una gran cantidad de competencias en la elaboración de los proyectos: desde traducciones, encuentros bilingües, vídeos y redacción de textos divulgativos o literarios. El docente se encarga de hablar con las empresas, organizaciones e instituciones para buscar las posibles vías de colaboración y de presentar el proyecto, guiándoles en el proceso.

A continuación, se explica este PI de manera detallada con el objetivo de brindar una comprensión exhaustiva de su alcance e impacto potencial. Primero, se establece el enmarque teórico en el que se fundamenta el proyecto y que respalda su pertinencia. Seguido de esto, se identifican y describen los desafíos o problemas que motivan la iniciativa, así como el contexto en el que se desarrolla. Una vez se hayan planteado las características, se describirá el enfoque metodológico, así como los criterios y recursos de evaluación.

3.1. Diagnóstico inicial

Este proyecto de innovación nace durante el periodo de prácticas del Máster, para la especialidad de inglés, en un instituto de Asturias, que aplica la Ley de Educación

actual LOMLOE. En él se ofrecen todas las etapas de Educación Secundaria Obligatoria y de Bachillerato las especialidades de Humanidades y Ciencias Sociales, y Ciencias y Tecnología. Si bien el proyecto podría adaptarse a distintos niveles gracias a su versatilidad, ha sido diseñado para un grupo de primero de Bachillerato de la especialidad de Ciencias y Tecnología.

El grupo cuenta con un número equiparado de chicos y de chicas, con un total de veintisiete estudiantes. El nivel de desarrollo de sus competencias comunicativas en inglés del alumnado es variado, algunos tienen uno más alto ya que atendieron al Programa HabLE del centro durante su paso por la ESO, o porque van a una academia, mientras que otros cuentan con un nivel más bajo. Es importante destacar que el grupo de primero de Bachillerato seleccionado para este proyecto no es muy participativo de manera general. Sin embargo, cuando se involucran en las actividades propuestas y reciben una orientación activa por parte del profesor, demuestran un alto nivel de rendimiento y cooperación. Se ha observado que la implicación directa del profesor en las actividades, guiando y motivando a los estudiantes, tiene un impacto significativo en su compromiso y desempeño.

Este proyecto pretende abordar diferentes problemáticas habituales que hemos observado en los grupos de primero de Bachillerato tanto yo, como otras compañeras, en el desarrollo de las prácticas. Es importante destacar la falta de motivación generalizada, ya que los estudiantes tienden a perder interés por el aprendizaje, especialmente si no ven la relevancia o el propósito de lo que están estudiando. En los grupos con los que trabajamos en el centro pudimos observar esta desmotivación; en concreto en el aula de inglés pudimos observar que el alumnado no tiene ganas de participar en las actividades, están mirando por la ventana o haciendo ejercicios de otras asignatura que creen que les aportan más a su formación académica, especialmente en Bachillerato.

Además, otra de las problemáticas que se ha podido observar es la falta de confianza en sus propias aptitudes. Muchos estudiantes dudan de su capacidad para desempeñarse exitosamente en actividades académicas y profesionales, lo que puede afectar a su participación y nivel de compromiso en el aula. Esta falta de confianza puede ser especialmente evidente en el aula de inglés, donde suelen sentirse intimidados

a la hora de comunicarse en un idioma que no es el suyo. Un proyecto como *Asturias: Where Green Dreams Flourish* busca abordar esta falta de motivación al ofrecer actividades prácticas y colaborativas que conecten el aprendizaje con el mundo profesional y su entorno. Al trabajar directamente con empresas y organizaciones locales en proyectos relacionados con la sostenibilidad, los estudiantes podrán apreciar la relevancia y el propósito real de sus habilidades lingüísticas en contextos profesionales, lo que puede favorecer el aumento de su motivación y nivel de compromiso en el aula.

3.2. Justificación y objetivos

El objetivo primario de este proyecto es mejorar las competencias comunicativas del alumnado de primero de Bachillerato, a la par que promover la conciencia sobre la sostenibilidad a través de la enseñanza del inglés. De manera que se consiga reducir la desmotivación y la falta de participación del alumnado en el aula, aportando un sentido significativo al trabajo que realizan. Esto se consigue gracias a conectar sus habilidades lingüísticas con tareas prácticas y colaborativas que tienen un impacto real en la comunidad y en el medio ambiente. Para lograr esto se han establecido diferentes puntos específicos que se busca trabajar:

- Fomentar la motivación y el compromiso de los estudiantes en el aprendizaje del inglés, mostrando la relevancia y el propósito de sus habilidades lingüísticas en contextos profesionales reales.
- Desarrollar las habilidades lingüísticas y prácticas de los estudiantes en el uso del idioma inglés mediante la participación en actividades colaborativas, como la creación de materiales originales y la comunicación en inglés en entornos profesionales.
- Incrementar la conciencia ambiental y social de los estudiantes al trabajar en proyectos relacionados con la sostenibilidad y el cuidado del medio ambiente, en colaboración con empresas locales y organizaciones comunitarias comprometidas con estas temáticas.
- Mejorar la confianza en las propias habilidades lingüísticas y profesionales de los estudiantes, proporcionando oportunidades para demostrar y desarrollar sus competencias en un entorno en el que se sienten cómodos.

- Establecer conexiones significativas entre el aprendizaje en el aula y el mundo laboral y comunitario, permitiendo a los estudiantes ver el impacto directo de su trabajo en la comunidad y comprender cómo pueden contribuir de manera activa y positiva a la sociedad.

A continuación se especifican los indicadores y medidas que se pretenden conseguir en base a los objetivos planteados. De esta manera se podrá comprobar en qué grado han sido alcanzados, a la vez que se realiza un seguimiento de todo el proceso. La relación entre los objetivos, medidas e indicadores se presenta en la siguiente tabla:

Tabla 1. Análisis de los objetivos

Objetivo General		
Objetivo/Finalidad	**Indicadores de Impacto**	**Medidas**
Mejorar las habilidades comunicativas del alumnado en inglés y darle sentido a su trabajo conectándolo con la comunidad y un contexto profesional, a la vez que promueve la conciencia sostenible.	- El alumnado acude a las clases de inglés más motivado y mejora el rendimiento en la materia. - Nueva visión sobre el uso del inglés y sobre su necesidad para el futuro. - Aumento en el conocimiento y la conciencia sobre el medio ambiente y la sostenibilidad.	- Material preparado por parte del docente. - Realizar cuestionarios de satisfacción para el alumnado. - Calificaciones del alumnado a través de las pruebas que realizan a lo largo del proyecto.
Objetivos Específicos		
Objetivo/Finalidad	**Indicadores de Impacto**	**Medidas**
Fomentar la motivación y el compromiso de los estudiantes en el aprendizaje del inglés, mostrando la relevancia y el propósito de sus habilidades lingüísticas en contextos profesionales reales.	- Participación activa y mayor interés durante las clases de inglés y las actividades. - Percepción positiva del inglés. - Reconocimiento de aplicabilidad.	- Realizar cuestionarios de satisfacción. - Realizar entrevistas individuales o grupales. - Observación del aula durante las

		• actividades del proyecto.
Desarrollar las habilidades lingüísticas y prácticas de los estudiantes en el uso del idioma inglés mediante la participación en actividades colaborativas, como la creación de materiales originales y la comunicación en inglés en entornos profesionales.	• Mejor fluidez, precisión y comprensión en el uso del inglés durante la participación en actividades prácticas y colaborativas. • Creación de materiales tanto escritos como audiovisuales. • Habilidad para comunicarse entre iguales.	• Evaluación de las distintas habilidades del alumnado en base a las actividades que se realicen en el aula. • Evaluación de los materiales • Observación en el aula.
Incrementar la conciencia ambiental y social de los estudiantes al trabajar en proyectos relacionados con la sostenibilidad y el cuidado del medio ambiente, en colaboración con empresas locales y organizaciones comunitarias comprometidas con estas temáticas.	• Aumento en el conocimiento de los estudiantes sobre conceptos relacionados con la sostenibilidad y el cuidado del medio ambiente.	• Realizar cuestionarios al principio y final del curso sobre estos conceptos para saber la percepción inicial y realizar una valoración crítica al final.
Mejorar la confianza en las propias habilidades lingüísticas y profesionales de los estudiantes, proporcionando oportunidades para demostrar y desarrollar sus competencias en un entorno en el que se sienten cómodos.	• Aumento en la confianza de los estudiantes para comunicarse en inglés, expresarse de manera clara y comprender a otros hablantes en situaciones de la vida real.	• Distintas rúbricas de autoevaluación y coevaluación de cada actividad para que el alumnado mida sus capacidades y las de sus compañeros, de esta manera pueden ver su propio progreso.
Establecer conexiones significativas entre el aprendizaje en el aula y el mundo laboral y comunitario, permitiendo a los estudiantes ver el impacto directo de su trabajo en la comunidad y comprender cómo pueden	• Colaborar con al menos dos empresas de la zona. • Concienciar al alumnado sobre la realidad del mundo laboral.	• Realizar cuestionarios antes y después del proyecto sobre el mundo laboral. • Registro de la participación.

contribuir de manera activa y positiva a la sociedad.	● Cambio en la percepción de los estudiantes sobre su capacidad para contribuir de manera activa y positiva a la sociedad a través de su trabajo y acciones.	

3.3. Marco teórico

El Aprendizaje-Servicio (ApS) no es una metodología educativa nueva; desde los inicios de la educación formal, ha habido centros y docentes que han defendido que la educación de calidad debe integrarse con la vida y el entorno. Estos preceptos son la fuente de aprendizajes esenciales, justifican la necesidad de enseñar y aprender, y proporcionan una experiencia motivadora y un compromiso social invaluable (*Red Española Aprendizaje-Servicio | RedApS*, 2009).

Aunque el ApS como movimiento y metodología sistematizada surgió en Estados Unidos en los años 60, su difusión en España comenzó a principios de este siglo, alrededor del 2004, gracias al trabajo de grupos pioneros en Cataluña y el País Vasco, como el Centre Promotor d'Aprenentatge Servei. Posteriormente, se extendió a centros escolares y universidades de otras comunidades. Como resultado, en la última década, en nuestro país se han establecido redes de ApS estrechamente relacionadas, incluyendo dos redes más específicas: la de universidades (ApS-U) y la de ayuntamientos (Batlle et al., 2019).

El enfoque teórico de un proyecto académico basado en la metodología de ApS para la Educación Secundaria Obligatoria se basa en la integración del aprendizaje significativo de los estudiantes y el servicio a la comunidad. De manera que se fortalece el desarrollo personal y social de los estudiantes y se promueve el compromiso cívico y la responsabilidad social (Koslowsky et al., 2023). El aprendizaje significativo implica relacionar nuevos conocimientos con experiencias previas y aplicarlos a situaciones reales, lo que garantiza una asimilación más eficaz.

La metodología ApS también se centra en el desarrollo de competencias blandas o *soft-skills* como el trabajo en equipo, la comunicación efectiva, el pensamiento crítico y la resolución de problemas, que son esenciales para lograr un rendimiento satisfactorio a nivel académico y profesional. Además, los estudiantes son agentes activos en su aprendizaje y en la mejora de la comunidad, al participar en todas las etapas del proyecto (Felten & Clayton, 2011). Por lo tanto, la reflexión crítica sobre la experiencia de aprendizaje es fundamental en el enfoque ApS, de manera que será vital realizar una evaluación continua del proyecto para identificar áreas de mejora y asegurar el cumplimiento de los objetivos (Batlle et al., 2019).

Una vez abordada la metodología que fundamenta este proyecto, cabe remitirse ahora a su otro pilar metodológico, centrado en la metodología de Aprendizaje Basado en Proyectos (ABP), que se basa en la elaboración de proyectos reales y contextualizados, los cuales deben responder a situaciones cercanas y conocidas por el grupo de estudiantes. Este enfoque implica trabajar en el entorno próximo del centro educativo o incluso dentro del mismo. El planteamiento de preguntas es el punto de partida para iniciar la actividad y permiten establecer las hipótesis que guían el desarrollo del producto (Batlle, 2024). El rol del docente es fundamental para orientar este proceso y motivar al grupo de estudiantes. El problema o la información pueden presentarse en los estadios iniciales, lo que facilita que el alumnado trabaje a partir de ella, centrándose en el diseño, desarrollo y conclusión.

Esta metodología facilita el trabajo entre distintas áreas, materias o ámbitos, así como la colaboración con diferentes empresas, en este caso, que pueden variar a lo largo del proyecto. La implementación del ABP consta de varias etapas, que incluyen la presentación y orientación del trabajo, el planteamiento de una hipótesis, el análisis de la situación, la recopilación e interpretación de información, el diseño y ejecución por parte de los estudiantes, y finalmente, la exposición y puesta en común de los resultados. Se trata de una metodología altamente motivadora porque permite a los estudiantes posicionarse como agentes de cambio. Facilita el diseño de situaciones de aprendizaje con énfasis en los retos actuales, preferiblemente cercanos, lo que permite que las propuestas estudiantiles tengan una incidencia real a la vez que mejoran sus competencias comunicativas en la lengua inglesa. Además, promueve la valoración de acciones individuales y colectivas, fomentando la toma de conciencia de metas y

proyectos, así como la integración de diferentes tipos de conocimientos y valores (Bautista-Cerro Ruíz et al., 2022).

Esta metodología también ABP facilita y fomenta la interconexión de saberes y procesos relacionados con la sostenibilidad, abre la escuela al entorno al centrarse en cuestiones cercanas y favorece la participación de diversos actores de la comunidad educativa o local. También promueve la práctica de la ciudadanía democrática mediante coloquios, debates, búsqueda de consenso y toma de decisiones. Por estas razones encaja a la perfección con la forma de trabajo que requiere el proyecto de innovación presente. Permite además trabajar directamente los Objetivos de Desarrollo Sostenible (ODS) parte esencial del currículo desde la implementación de la LOMLOE. Los ODS son un grupo de 17 metas interrelacionadas que fueron adoptadas por todos los Estados miembros de las Naciones Unidas en septiembre de 2015, como parte de la Agenda 2030 para el Desarrollo Sostenible, que se trata de un plan de acción global cuyo objetivo es enfrentar los desafíos a nivel mundial y mejorar la calidad de vida de las personas en todo el planeta (Ministerio de Derechos Sociales, Consumo y Agenda 2030, 2023)

Este proyecto les ofrece una oportunidad única de participar en experiencias de aprendizaje prácticas y colaborativas que les permitan desarrollar y demostrar sus habilidades lingüísticas y profesionales en el contexto del aula, donde se sienten seguros antes de lanzarse en un futuro al mundo laboral. Al trabajar en proyectos reales con empresas locales y organizaciones comunitarias, los estudiantes pueden ganar una mayor confianza en sus habilidades y capacidades, lo que podría tener un impacto positivo en su autoestima y motivación para aprender. Igualmente, se promueve la importancia del medio-ambiente y rompe con la falta de conexión de algunos estudiantes que pueden sentirse desconectados de su comunidad local y carecer de oportunidades para contribuir de manera significativa a ella (Mendía Gallardo, 2012).

La implementación de las metodologías de Aprendizaje-Servicio (ApS) y Aprendizaje Basado en Proyectos (ABP) en el aprendizaje del inglés en primero de Bachillerato está directamente relacionada con el desarrollo de competencias comunicativas en un contexto real y significativo. Estas metodologías brindan a los estudiantes la oportunidad de utilizar el inglés de manera práctica, conectándolo con

situaciones relevantes de su entorno, lo cual facilita una comprensión más profunda y una retención duradera del idioma. Al trabajar en proyectos que requieren el uso del inglés para resolver problemas comunitarios o presentar soluciones a retos actuales, los estudiantes encuentran un propósito concreto en aprender el idioma, lo cual aumenta su motivación y compromiso.

El ApS permite que los estudiantes apliquen sus habilidades en inglés para interactuar y comunicarse en contextos sociales y comunitarios. Esto es particularmente útil en esta etapa de Bachillerato, donde los alumnos necesitan ver el inglés no solo como una asignatura, sino como una herramienta de comunicación aplicable a situaciones de la vida real (Batlle, 2023). Esta práctica directa fomenta el desarrollo de habilidades como la expresión oral y escrita, la comprensión auditiva y la fluidez, ya que los estudiantes deben participar activamente en el proceso de comunicación con un propósito más allá del ámbito académico.

Además, el ABP facilita la práctica del inglés en proyectos interdisciplinarios que exigen investigación, análisis y presentación de ideas en el idioma. Al desarrollar habilidades comunicativas en inglés, como la redacción, la presentación oral o el debate, los estudiantes se preparan para los usos académicos y profesionales del idioma. Estas actividades también refuerzan la autoconfianza, ya que los estudiantes ven cómo su conocimiento del inglés les permite desenvolverse con éxito en contextos formales y prácticos (Mendía Gallardo, 2012). Ambas metodologías también potencian el desarrollo de competencias transversales como la colaboración, el pensamiento crítico y la creatividad, todas ellas esenciales para el aprendizaje de idiomas. En inglés, los estudiantes deben trabajar en equipo, tomar decisiones, expresar ideas complejas y adaptarse a las opiniones de los demás, lo que amplía su capacidad de comunicación y su flexibilidad lingüística. Este tipo de interacción constante y dinámica con el idioma es especialmente beneficiosa en primero de Bachillerato, donde el enfoque académico comienza a orientarse hacia prepararlos para su futura vida universitaria o profesional.

3.4. Desarrollo del proyecto

Para la realización de este proyecto el centro cuenta con numerosos recursos informáticos, desde salas de ordenadores e informática, tablets u ordenadores que

dispone para su uso por parte del alumnado en el espacio del aula. También se cuenta con los ordenadores y equipos propios de las aulas que emplea el profesorado durante las clases. Estos medios permiten poder llevar a cabo las actividades, además del uso de los dispositivos móviles con el consentimiento de las familias puede ser una buena herramienta si no se dispone por alguna circunstancia excepcional de otros medios para la búsqueda de información y para la elaboración de los contenidos del proyecto.

Como docentes, nos enfrentamos al desafío de contribuir a la formación de sociedades sostenibles, lo que implica transformar los centros educativos y nuestras prácticas docentes. La responsabilidad de cultivar competencias para una ciudadanía comprometida con la sostenibilidad recae en gran medida en el sistema educativo, aunque no de manera exclusiva. De modo que es vital que el docente reciba la formación necesaria para conocer la empresa y el proyecto, para eso se pueden organizar reuniones entre docente y empresa, antes de tener una sesión organizativa con el alumnado y posteriormente una entrevista virtual o presencial con el alumnado y los agentes de las empresas.

El objetivo de la formación es capacitar al personal involucrado en el proyecto para llevar a cabo eficazmente todas las etapas del proyecto *Asturias: Where Green Dreams Flourish*, desde la selección de los colaboradores hasta la evaluación final. El Plan de Formación tiene como objetivo capacitar al personal involucrado en todas las etapas del proyecto, desde la selección de colaboradores hasta la evaluación final. En la fase inicial, se realiza una sensibilización sobre el proyecto, presentando su importancia para la comunidad local y la educación de los estudiantes. Se discuten los objetivos del proyecto y las expectativas del personal involucrado, así como la metodología de aprendizaje-servicio, con ejemplos de proyectos exitosos en otras regiones obtenidos de los repertorios disponibles en la Red española de aprendizaje-servicio (*Red Española Aprendizaje-Servicio | RedApS*, 2009).

A lo largo del primer trimestre el desarrollo de las competencias incluye la capacitación en comunicación interpersonal, el trabajo en equipo y la gestión de proyectos. Se proporcionan técnicas efectivas de comunicación y estrategias para establecer relaciones colaborativas con empresas e instituciones. En cuanto a la especialización en áreas temáticas, se facilitará el acceso a los materiales educativos,

recursos tecnológicos y plataformas de colaboración en línea como el Teams, con el que ya está familiarizado todo el alumnado, en la que se crea el grupo de trabajo general y los grupos en los que trabajará el alumnado.

La evaluación y la retroalimentación son fundamentales, mediante valoraciones periódicas de la formación y una cultura de retroalimentación abierta y constructiva entre el personal y los líderes del proyecto (Batlle, 2023). De esta manera se fomenta el aprendizaje continuo y la mejora mediante la reflexión sobre experiencias y resultados. Este plan de formación permite adquirir las habilidades y conocimientos necesarios para llevar a cabo con éxito el proyecto contribuyendo así al desarrollo de la comunidad y al aprendizaje significativo del alumnado.

El objetivo del proyecto será elaborar un trabajo diferente en cada trimestre. El alumnado estará organizado en nueve equipos de tres integrantes (para el total de veintisiete alumnos) que el docente formará, pero permitiendo al alumnado realizar cambios bajo su aprobación. De las cuatro clases semanales se dedica una sesión por semana al proyecto. En el primer trimestre se realizará una investigación sobre la empresa y su campo de actuación, cada equipo será asignado un tema diferente y tendrán que realizar una exposición en clase, las exposiciones deben durar entre seis y diez minutos, todos los integrantes del grupo deben participar, además tienen que elaborar una presentación de PowerPoint (o similar). En el segundo trimestre cada equipo realizará una traducción de los materiales que proporcione la empresa (puede ser contenido de tipo publicitario, de la página web, informativo, etc). En el tercer trimestre cada equipo elaborará un vídeo de entre tres y cinco minutos, de tipo promocional y se realizará una competición para elegir a los tres mejores trabajos. Además, se han programado reuniones periódicas y una visita en el primer trimestre y en el último.

En la siguiente tabla se presenta el cronograma del proyecto junto con las actividades que se realizará con el alumnado y se incorporarán en las Unidades de Programación. El marco temporal se ajusta al próximo curso escolar 2024/2025 en Asturias, que comienza el 10 de septiembre de 2024 y finaliza el 20 de junio de 2025, presenta dos periodos vacacionales entre el 23 de diciembre de 2024 y el 7 de enero

de 2025 y entre el 14 y el 20 de abril de 2025. El curso representa un total de 38 semanas lectivas (sin contar los periodos vacacionales).

Tabla 2. Cronograma del proyecto y actividades

Primer Trimestre: *Green Dreams in Action*
Reunión inicial entre el docente y la empresa (online o presencial): semana 0
1. Presentación y *Brainstorming* sobre problemas medioambientales: semana 1 Se presenta el proyecto a la clase y se organizan los grupos. Se realiza una lluvia de ideas sobre los problemas ambientales en Asturias y las posibles soluciones.
2. Investigación de la empresa/entidad: semanas 2-3 Cada equipo tiene asignado un tema diferente, debe investigar y recopilar información acerca de la entidad, para ello se valen de los medios informáticos de los que dispone el centro.
1º reunión con la empresa y el alumnado (online): semana 4
3. Preparación de las exposiciones: semanas 5-8 Dentro de los grupos deben preparar la presentación en la que describan su actividad y sus prácticas ambientales en el contexto del sector en el que se encuentre la entidad, de acuerdo con el tema asignado a cada equipo. Deben elaborar también una presentación de PowerPoint u otro formato similar.
4. Presentaciones: semanas 9-11 Presentación del trabajo de cada equipo en clase frente al resto de compañeros y coevaluación de los trabajos. Antes de comenzar el docente presenta las rúbricas y los criterios de evaluación. Un representante de la empresa acude al aula para ver las presentaciones (de no ser posible, se puede organizar una reunión de Teams).
5. Reflexión, conclusiones y evaluación: semana 12 Esta última sesión sirve para reflexionar acerca del trabajo realizado hasta el momento, recoger las sugerencias de mejora y los posibles cambios, se comparten los resultados de la evaluación y se introducen las tareas a realizar el próximo trimestre.
1ª Visita a las instalaciones de la entidad: semana 13 o 14* *bajo disponibilidad de la empresa para marcar la fecha
Segundo Trimestre: *Translating Sustainability into Action*
2ª Reunión entre el docente y la empresa (online o presencial): semana 16
1. Introducción de la segunda fase del proyecto: semana 17 En esta sesión se presenta el nuevo trabajo a realizar a lo largo del trimestre; cada equipo va a traducir un texto diferente de acuerdo con lo acordado en la reunión entre el docente y la entidad.
2. *Masterclass* en traducción: semanas 18-19

El docente se encargará de impartir unas nociones básicas sobre traducción inversa (de español a inglés), análisis del texto, detección de los problemas de traducción y fuentes fiables de documentación en línea.

3. Traducción de los textos: semanas 20-24

Para esta parte del proyecto el alumnado de nuevo cuenta con los dispositivos informáticos que el centro tiene a su disposición El alumnado debe realizar en primer lugar un análisis de los textos para detectar los problemas de traducción y a continuación realizar la traducción.

4. *Peer-review* de los textos finales: semanas 25-26

De manera aleatoria, los equipos intercambian los textos para poder revisar y localizar posibles errores que se detecten en los textos, a continuación se devuelven los textos para poder hacer los cambios necesarios.

5. Revisión final y evaluación: semana 27

El docente recopila todos los textos para realizar una revisión final y realizar la evaluación del trabajo de cada equipo, antes de enviar todo a la entidad.

6. Envío de los trabajos y valoraciones: semana 28

Se devuelven los textos a los equipos para recibir el *feedback* del docente, se envían los textos a la entidad y se comparten las impresiones hasta el momento de la experiencia y del trabajo realizado.

2ª Reunión entre el alumnado y la entidad (online): semana 29

Tercer Trimestre: *Lights, Camera, Sustainability!*

3ª Reunión entre el docente y la empresa (online o presencial): semana 30

1. Introducción de la tercera fase del proyecto: semana 30

Posterior a la reunión con la entidad, la docente presenta al alumnado el trabajo para la tercera parte del proyecto, que consistirá en que cada equipo elabore un vídeo promocional (entre 3 y 5 minutos) de la entidad y su actividad principal. También se explica la competición de vídeos.

2. Elaboración y revisión de los guiones: semanas 31-32

Cada equipo prepara el guión de su vídeo promocional en inglés destacando el trabajo y las iniciativas sostenibles de la empresa en base a todo el conocimiento adquirido. Todos los integrantes deberán participar, pero pueden elegir salir ellos mismos o realizar un *voice over*. De nuevo tienen a su disposición los dispositivos informáticos del centro. Una vez finalizados, el profesor revisa los materiales.

3. Grabación y montaje: semanas 33-34

Una vez revisados los guiones, el alumnado puede hacer uso de sus teléfonos móviles para grabar sus partes, si así lo desean hacer en el horario de clase. También tienen la oportunidad de realizar el montaje y la edición que consideren.

4. Proyección de los vídeos y coevaluación: semanas 35-36

Los vídeos serán presentados en clase para todos los equipos, antes de comenzar el profesor entregará las rúbricas de corrección a cada equipo para realizar la

coevaluación como se hizo en el primer trimestre. Se envían los vídeos a la entidad.
5. Votación para elegir el vídeo ganador y valoración final: semana 37
Reunión final: 2ª visita a las instalaciones de la entidad: semana 38

3.5. Evaluación y valoraciones finales

A continuación se muestra el diseño de la evaluación de las actividades que realice el alumnado y que servirá como prueba de efectividad del proyecto. Estas son las herramientas que se proponen:

- **Portfolio de aprendizaje:** En este se recogen las distintas actividades hechas a lo largo del proyecto de manera que el alumnado debe de llevar un registro detallado de sus contribuciones y logros, incluyendo cualquier trabajo realizado durante el proyecto. El portafolio sirve como una herramienta invaluable para reflexionar sobre su progreso, identificar áreas de fortaleza y oportunidades de mejora, y demostrar su crecimiento y desarrollo a lo largo del tiempo. Además, proporciona a los estudiantes una evidencia tangible de su aprendizaje y participación, permitiéndoles compartir sus experiencias de manera significativa con otros y celebrar sus logros.

- **Rúbricas de evaluación:** Debido a las características de muchas de las actividades (expresión escrita o expresión oral), se necesitan rúbricas diferentes para evaluar los distintos trabajos. En estas se detallan los criterios específicos de evaluación para cada tipo de actividad, así como la claridad y coherencia en la expresión escrita, la pronunciación y fluidez en la expresión oral, la creatividad y originalidad en la creación de materiales promocionales, entre otros. Cada una contiene una descripción clara de los niveles de desempeño esperados, desde el nivel básico hasta el nivel avanzado, y proporciona puntos de referencia objetivos para la evaluación del trabajo (ver Anexo 2). Esto garantiza una evaluación justa y consistente de las habilidades y competencias del alumnado en todas las actividades.

- **Rúbricas de autoevaluación y coevaluación:** Estas rúbricas son herramientas que permiten evaluar el trabajo de los compañeros, y el trabajo propio, de manera colaborativa y constructiva (ver Anexo 3). De esta forma, el alumnado puede trabajar habilidades de análisis crítico y evaluación, así como de

comunicación y colaboración. Al participar en la evaluación, no solo tienen la oportunidad de reflexionar sobre los criterios de evaluación, sino también de aprender unos de otros, identificar áreas de mejora en su propio trabajo y proporcionar retroalimentación útil a sus compañeros.

- **Diana de competencias (ver Anexo 4):** El alumnado rellena una diana de autoevaluación al inicio del proyecto y otra al final de este para comparar cómo ha afectado el trabajo a sus competencias. A partir de estas, se puede observar el progreso individual de cada estudiante, identificando las áreas en las que han mejorado y aquellas en las que aún pueden necesitar desarrollo adicional.

- **Cuestionario final sobre el proyecto (ver Anexo 5):** Se trata de una herramienta fundamental para evaluar el progreso y valorar la efectividad del proyecto y su impacto en los estudiantes. Este cuestionario incluye preguntas que abordan varios aspectos como la relevancia del contenido, la efectividad de las actividades y la percepción personal del aprendizaje.

- **Observaciones de aula:** Para llevarlas a cabo hay distintas formas que se sugieren. Se recomienda el uso de aplicaciones como *iDoceo* o *Additio App* que además de ofrecer diferentes maneras de evaluar y hacer las observaciones del aula, permiten añadir las rúbricas que se usan para las distintas tareas. Además de ayudar al docente a llevar un recuento de todas las tareas, junto con las notas que les corresponden. Otra de las características de estas aplicaciones es que se pueden conectar fácilmente las actividades, y cómo se evalúan, con las competencias y criterios de la Ley Educativa LOMLOE**.**

Este sistema de evaluación para proyectos educativos está diseñado para proporcionar una visión integral del aprendizaje y progreso de los estudiantes, utilizando una variedad de herramientas que fomentan tanto la autoevaluación como la evaluación docente. Por lo tanto, el docente puede emplear las rúbricas de evaluación para asignar las notas correspondientes a cada estudiante, ayudándose de sus notas de observación. Además, la realización de cuestionarios permite al alumnado reflexionar acerca de su aprendizaje. El enfoque de evaluación holístico fomenta una visión completa del desarrollo estudiantil, y la combinación de evaluaciones promueve el aprendizaje crítico y reflexivo, mientras que el uso de tecnologías permite una gestión eficiente y organizada de las observaciones y notas. Además, la alineación con la Ley Educativa LOMLOE asegura la pertinencia del método en el contexto educativo actual.

El proyecto tiene varios puntos fuertes destacables. En primer lugar, su enfoque innovador de implementar la metodología de aprendizaje-servicio en el aula de inglés, lo que conecta el aprendizaje con la acción comunitaria y la vida real. Además, la colaboración directa con empresas locales y organizaciones comunitarias ofrece a los estudiantes la oportunidad de trabajar en proyectos con impacto tangible en su entorno, lo que aumenta la relevancia y el significado de su aprendizaje. Asimismo, aborda múltiples aspectos del aprendizaje, incluyendo habilidades lingüísticas, competencias profesionales y conciencia ambiental y social, proporcionando una experiencia educativa completa y multidimensional. Además, la variedad de métodos de evaluación propuestos, como portafolios de aprendizaje, rúbricas de evaluación, encuestas y observaciones de aula, permite una evaluación exhaustiva y equitativa del progreso de los estudiantes.

Sin embargo, también presenta algunos desafíos potenciales. La implementación podría enfrentar obstáculos logísticos y administrativos, especialmente en términos de coordinación entre el centro educativo, las empresas colaboradoras y el equipo docente. Por otro lado, la ejecución exitosa requerirá recursos materiales y humanos significativos, como equipos informáticos, tiempo de formación para el personal docente y colaboraciones sólidas con empresas locales, lo que podría ser una barrera para algunos centros educativos que estuvieran interesados en implementarlo en sus aulas. La evaluación del impacto a largo plazo del proyecto en el aprendizaje y la participación de los estudiantes también puede ser compleja y requerir un seguimiento continuo a lo largo del tiempo.

Además, la participación estudiantil puede plantear desafíos adicionales si el grupo seleccionado inicialmente no es muy participativo, lo que podría afectar al compromiso y la motivación durante la ejecución del proyecto. Por lo tanto, el proyecto tiene un gran potencial para enriquecer la experiencia educativa de los estudiantes y promover su compromiso cívico y habilidades lingüísticas. Sin embargo, su éxito dependerá en gran medida de la capacidad de abordar los desafíos logísticos y de recursos identificados, así como de evaluar y adaptar continuamente su enfoque en función de los resultados obtenidos.

4. Long-Term Plan for English as a Foreign Language, Year 1, PCSE

The third part of this Master's Thesis focuses on a detailed presentation of the Long-Term Plan designed for the subject of English as a Foreign Language (EFL) in a Year 1 of Post-Compulsory Secondary Education (PCSE) group. This Long-Term Plan addresses the need to integrate English learning with topics of sustainability and local development, which are increasingly relevant in the current context. Through this proposal, the aim is not only to improve students' language skills but also to foster their awareness and responsibility as citizens regarding global challenges that directly impact their community. In this regard, active methodologies such as Service-Learning are explored and applied, enabling students to collaborate on real projects with local companies and organisations, addressing issues of sustainability and promoting responsible tourism. This is being developed through means of the Innovation Project previously explained, thus the following plan aligns the expectations and contents expressed in the Spanish Education Law with the interests and needs of the students.

The Long-Term Plan establishes content, objectives, methodologies, and assessment criteria in line with the current legislative framework in Spain, especially in the Principality of Asturias, thus ensuring quality education that promotes both personal development and social commitment among students. As stated before, it has been designed for a Year 1 PCSE class, as it has been stated in the innovation project. The class is formed by 27 students with different levels of development in their linguistic skills. Working with this class has showcased the importance of enhancing motivation for students in PCSE level, especially by observing the direct impact their learning products can have on their educational process and professional future. Hence, the aim of this plan is to engage all the students regardless of their level, working mainly in groups to support each other while learning English as well as boosting their motivation in their educational process.

4.1. Context and Legal Framework

Organic Law 3/2020, of 29 December, amending Organic Law 2/2006, of May 3, on Education (named LOMLOE in Spanish), introduces significant changes which arise

from the need to review the measures outlined in the original text in order to adapt The Spanish Education System to the challenges of the 21st century, in line with the objectives set by the European Union and UNESCO for the next decade. The official curriculum, published in *Decree 60/2022, of 30 August*, which regulates the organisation and establishes the curriculum for PCSE in the Principality of Asturias, has been used as a guide in designing this Long-Term Plan. The following sections will refer to this decree to align the content, objectives, methodologies, and assessment criteria with the requirements set forth by law.

The rapid evolution of modern societies and their numerous interconnections demand the development of competences that empower individuals to engage as independent, active, and committed citizens in today's increasingly global, intercultural, and multilingual reality. As noted by the Reference Framework of Competences for Democratic Culture (Europarat, 2018), democratic processes in culturally diverse societies require intercultural dialogue. Therefore, communication in multiple languages is essential for fostering this democratic culture. In the context of a European Education Area, communication in more than one language prevents education and training from being hindered by borders and promotes internationalisation and mobility, while also enabling the discovery of other cultures and broadening students' perspectives.

The English as a Foreign Language subject contributes to the acquisition of key competences in PCSE and directly supports the achievement of plurilingual competence, which involves using different languages appropriately and effectively for learning and communication. Plurilingualism encompasses not only the communicative dimension but also the historical and intercultural aspects that lead students to critically appreciate, respect, and value linguistic and cultural diversity, thereby enabling them to engage as independent, active citizens within a democratic society. Aligned with this approach, the main objective of the EFL subject in the PCSE stage is the acquisition of communicative competence in the foreign language, enabling students to understand, express, and interact effectively, fluently, and accurately in that language, while also enhancing and expanding their intercultural awareness

The demands and needs of 21st-century-society have led to adjustments in the school environment, preparing students to live in an increasingly international,

multicultural, and multilingual world, while also becoming more technologically advanced. As a member of the European Union, our country is committed to promoting the knowledge of other community languages, as outlined in one of the objectives of the Lisbon Strategy. The Council of Europe, in the Common European Framework of Reference for Languages (CEFR), provides guidelines for both language learning and the assessment of a speaker's competence in different languages. These guidelines have been a key reference in the development of the curriculum for this subject.

The purpose of PCSE is to provide students with training, intellectual and human maturity, knowledge, skills, and attitudes that enable them to fulfil social roles and enter active life with responsibility and capability. It should also facilitate the acquisition and achievement of essential competences for their future academic and professional paths, as well as prepare them for access to higher education. In accordance with Article 7 of *Royal Decree 243/2022, of 5 April*, the PCSE program contributes to developing in students the skills that will enable them to fulfil the following goals[1]:

a) Exercise democratic citizenship from a global perspective and develop a responsible civic awareness inspired by the values of the Spanish Constitution and human rights, fostering shared responsibility in building a fair and equitable society.

b) Consolidate personal, social, and affective-sexual maturity, enabling respectful, responsible, and autonomous actions, and develop critical thinking skills. Anticipate, detect, and peacefully resolve personal, family, and social conflicts, as well as possible situations of violence.

c) Promote effective equality of rights and opportunities for men and women, critically analyse and assess existing inequalities, recognize and teach the role of women in history, and foster real equality and non-discrimination based on birth, sex, racial or ethnic origin, disability, age, illness, religion or beliefs, sexual orientation or gender identity, or any other personal or social condition or circumstance.

d) Strengthen reading, study, and discipline habits as necessary conditions for effective learning and personal development.

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[1] Take this translation as non official, made by the author of this paper.

e) Master the Spanish language, both spoken and written, and the co-official language of one's autonomous community, if applicable.

f) Communicate fluently and accurately in one or more foreign languages.

g) Use information and communication technologies proficiently and responsibly.

h) Understand and critically value contemporary world realities, their historical background, and the main factors driving their evolution. Engage in solidarity in the development and improvement of one's social environment.

i) Access fundamental scientific and technological knowledge and master the basic skills relevant to the chosen specialisation.

j) Understand the fundamental elements and processes of research and scientific methods. Critically appreciate the contributions of science and technology to life changes, and reinforce sensitivity and respect for the environment.

k) Strengthen an entrepreneurial spirit through creativity, flexibility, initiative, teamwork, self-confidence, and critical thinking.

l) Develop artistic and literary sensitivity, as well as aesthetic judgement, as sources of cultural formation and enrichment.

m) Use physical education and sports to promote personal and social development. Reinforce habits of physical activity to support physical and mental well-being as a means of personal and social growth.

n) Strengthen respectful and preventive attitudes in safe and healthy mobility.

o) Foster a responsible and committed attitude in the fight against climate change and in support of sustainable development.

Although this section is not contemplated within the current regulations for the design of a Long-Term Plan, it is important to include it to ensure that the Teaching Plan is coherent and contemplates the particularities of this educational stage. To achieve these objectives, this stage must help students make progress in developing the Key Competences. These competences represent the adaptation within the Spanish Education System of those established in the Council of the European Union's Recommendation of 22 May 2018 (Recomendación del Consejo, de 22 de mayo de 2018, relativa a las competencias clave para el aprendizaje permanente, 2018), concerning Key Competences for lifelong learning. This adaptation responds to the need to link these competences to the context of formal education and, more

specifically, to the principles and goals of the Spanish Education System as established in *Organic Law 2/2006, of 3 May*, on Education.

The Exit Profile refers to the specific moment marking the end of Compulsory Education. Similarly, given that key competences are necessarily acquired sequentially and progressively throughout life, it is essential to adapt them to this other stage in students' personal, social, and educational development. Consequently, a set of operational descriptors has been defined for each key competence to ensure continuity, deepen, and expand on the performance levels expected at the end of basic education, aligning them with the needs and aims of this post-compulsory stage.

Likewise, the necessary link between these key competences and the main challenges that students face is maintained and adapted to the stage's specificities. This will continue to make learning meaningful and provide a foundation for fostering relevant Learning Situations for both students and teachers. Achieving the competences and objectives of PCSE is connected to the acquisition and development of the Key competences. For this reason, the operational descriptors for each one constitute the reference framework from which the Specific Competences of the different subjects are determined. This connection between operational descriptors and Specific Competences facilitates assessing the extent of Key Competences acquisition expected, thereby enabling the attainment of the competences and objectives set for this stage.

The Decree, which regulates the organisation and establishes the curriculum for PCSE in Spain and in the Principality of Asturias, displays the Key Competences[2] outlined in the Exit Profile as follows:

- **Linguistic Communication Competence (CCL):** entails interacting orally, in writing, through sign language, or in multimodal forms in a coherent and appropriate manner across different areas and contexts, with varying communicative purposes. It involves consciously mobilising the set of knowledge, skills, and attitudes that allow for the comprehension, interpretation, and critical evaluation of oral, written, signed, or multimodal messages, thereby avoiding the

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[2] Take this translation as non official, made by the author of this paper.

risks of manipulation and misinformation, and enabling effective communication with others in a cooperative, creative, ethical, and respectful manner.

- **Plurilingual Competence (CP):** involves using different spoken or signed languages appropriately and effectively for learning and communication. This competence entails recognizing and respecting individual linguistic profiles and leveraging personal experiences to develop strategies for mediating and transferring knowledge across languages, including classical languages, and, where applicable, maintaining and acquiring skills in family languages and official languages.

- **Competence in Science, Technology, Engineering and Mathematics (STEM):** involves understanding the world through scientific methods, mathematical thinking and representation, technology, and engineering methods to responsibly, sustainably, and meaningfully transform the environment.

- **Digital Competence (CD):** involves the safe, healthy, sustainable, critical, and responsible use of digital technologies for learning, work, and societal participation, as well as effective interaction with these technologies.

- **Personal, Social, and Learning to Learn Competence (CPSAA):** involves the capacity to self-reflect for self-awareness, self-acceptance, and continual personal growth; manage time and information effectively; collaborate constructively with others; maintain resilience; and manage lifelong learning.

- **Citizenship Competence (CC):** enables students to exercise responsible citizenship and actively participate in social and civic life. It is based on understanding social, economic, legal, and political structures, as well as on knowledge of global events and a commitment to sustainability and global citizenship. This competence includes civic literacy, a conscious adoption of democratic cultural values grounded in respect for human rights, critical reflection on major ethical issues of our time, and the development of a sustainable lifestyle aligned with the Sustainable Development Goals of the 2030 Agenda.

- **Entrepreneurial Competence (CE):** involves developing a life approach oriented toward acting on opportunities and ideas, applying specific knowledge needed to create value for others. It provides strategies to adjust one's perspective to identify needs and opportunities, hone thinking skills to analyse and evaluate the environment, and to generate and rethink ideas using imagination, creativity, strategic thinking, and ethical, critical, and constructive reflection within creative

and innovation processes. It also fosters a readiness to learn, take risks, and confront uncertainty.

- **Cultural Expression and Awareness Competence (CCEC):** understanding and respecting the ways in which ideas, opinions, feelings, and emotions are expressed and communicated creatively across various cultures and through a wide range of artistic and cultural expressions. It also involves a commitment to understanding, developing, and expressing one's own ideas and sense of place or role within society.

According to the *Decree 60/2022, of 30 August,* the English as a Foreign Language subject contributes to the acquisition of the various Key Competences in the PCSE program and, directly, supports the development of plurilingual competence, which involves using different languages appropriately and effectively for learning and communication. Plurilingualism incorporates not only the communicative dimension but also historical and intercultural aspects that guide students in understanding, critically valuing, and respecting linguistic and cultural diversity, starting from an appreciation of that which exists within their own environment.

This competence also helps students to exercise an independent, active, and committed citizenship within a democratic society. Moreover, Linguistic Communication Competence forms the foundation for individual thinking and knowledge-building across all areas of learning. Its development is linked to explicit reflection on how language functions within specific genres of each knowledge area, as well as the use of speaking, writing, or signing to think and learn. Lastly, it enables appreciation of the aesthetic dimension of language and enjoyment of literary culture.

The Specific Competences[3], defined as the skills that students should be able to demonstrate in activities or situations requiring the basic knowledge of each subject, act as a link between Key Competences, on the one hand, and basic knowledge and assessment criteria on the other. Assessment criteria indicate the expected performance levels of students in the situations or activities addressed by the Specific Competences of each subject at a given stage in their learning process. The following table displays the Specific Competences for the English as a Foreign Language subject and the

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[3] Take this translation as non official, made by the author of this paper.

assessment criteria for the Year 1 of PCSE, which determine the level of performance for each:

Table 3. Specific Competences and Assessment Criteria[4]

Specific Competence	Assessment Criteria
1. Comprehend and interpret the main ideas and basic argumentative structures of texts expressed in standard language by seeking reliable sources and using strategies for inference and verification of meanings, to meet communicative needs.	1.1 Extract and analyse the main ideas, relevant information, and general implications of well-organised and moderately complex texts, whether oral, written, or multimodal, on topics of personal relevance or public interest, both concrete and abstract, expressed clearly in standard language, even in moderately noisy environments, and across various formats. 1.2 Critically interpret and assess the content, intent, and discourse features of texts of moderate length and complexity, with a special focus on academic texts, media sources, and fiction texts on general or more specific topics of personal relevance or public interest. 1.3 Select, organise, and apply appropriate strategies and knowledge to understand both global and specific information, distinguish intentions and opinions (explicit or clearly signalled implicit ones) in texts; infer meanings, interpret non-verbal elements, and search, select, and cross-reference information.
2. Produce original texts of increasing length, clarity, organisation, and detail, using strategies such as planning, synthesis, compensation, or self-correction to express ideas and arguments creatively, appropriately, and coherently according to specific communicative purposes.	2.1 Express orally with sufficient fluency and accuracy clear, coherent, and well-organised texts suited to the communicative situation and using different registers, on topics of personal or public interest familiar to students, aiming to describe, narrate, argue, and inform in various formats, using verbal and non-verbal resources, as well as strategies for planning, control, compensation, and cooperation. 2.2 Write and disseminate detailed, moderately complex texts with clear structure, suited to the communicative situation, text type, and analog or digital tools used, avoiding errors that hinder or prevent understanding. This involves coherently reorganising information and ideas from various sources, justifying one's own opinions on topics of personal or public interest known to students, making ethical use of language, respecting intellectual property, and avoiding plagiarism.

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[4] Take this translation as non official, made by the author of this paper.

	2.3 Select, organise, and apply knowledge and strategies for planning, producing, revising, and cooperating to create texts with clear structure, suited to communicative intentions, contextual characteristics, sociocultural aspects, and text type, using the most appropriate physical or digital resources for the task and for real or potential interlocutors.
3. Actively interact with others with sufficient fluency, accuracy, and spontaneity, using cooperation strategies and employing analog and digital resources to meet communicative purposes in exchanges that respect norms of courtesy.	3.1 Plan, participate, and collaborate assertively and actively through various formats in interactive situations on topics of personal relevance or public interest familiar to students, showing initiative, empathy, and respect for linguistic courtesy and digital etiquette, as well as for the diverse needs, ideas, concerns, initiatives, and motivations of interlocutors, while providing explanations, arguments, and comments. 3.2 Select, organise, and flexibly use appropriate strategies in different environments to initiate, maintain, and end communication, take and yield turns, ask for and provide clarifications and explanations, rephrase, compare and contrast, summarise, collaborate, debate, solve problems, and manage challenging situations
4. Mediate between different languages or varieties, or between the modes or registers of a single language, using effective strategies and knowledge to explain concepts and opinions or simplify messages, in order to convey information effectively, clearly, and responsibly, and to create a positive atmosphere that facilitates communication.	4.1 Interpret and explain texts, concepts, and communications in situations that require attention to diversity, showing respect and appreciation for interlocutors and the languages, varieties, or registers used, and helping to resolve common problems of intercomprehension and understanding using a variety of resources and formats. 4.2 Apply strategies that help build bridges, facilitate communication, and serve to explain and simplify texts, concepts, and messages that are appropriate to the communicative intentions, contextual characteristics, sociocultural aspects, and text type, using physical or digital resources depending on the task and the prior knowledge of the interlocutors.
5. Expand and use personal linguistic repertoires across different languages and varieties, critically reflecting on their function, and making explicit and sharing one's own strategies and knowledge to better meet	5.1 Compare and argue the similarities and differences between various languages, reflecting on their function and establishing relationships between them. 5.2 Use improvement strategies and knowledge creatively and proactively to enhance the ability to communicate and learn the foreign language, with the support of other participants and analog and digital resources.

communicative needs.	5.3 Record and reflect on the progress and challenges in learning the foreign language, selecting the most appropriate and effective strategies to overcome these challenges and consolidate learning. Engage in self-directed learning activities, self-assessment, and peer assessment, such as those proposed in the European Language Portfolio (ELP) or in a learning journal, making progress and difficulties explicit and sharing them.
6. Critically value and adapt to linguistic, cultural, and artistic diversity through the foreign language, reflecting on and sharing similarities and differences between languages and cultures, to act empathetically, respectfully, and effectively, fostering mutual understanding in intercultural situations.	6.1 Act appropriately, empathetically, and respectfully in intercultural situations by building connections between different languages and cultures, analysing and rejecting any form of discrimination, prejudice, or stereotype, and resolving sociocultural factors that may hinder communication. 6.2 Critically appreciate the linguistic, cultural, and artistic diversity of countries where the foreign language is spoken, taking into account human rights and adapting accordingly, thus promoting the development of a shared culture and a citizenship committed to sustainability and democratic values. 6.3 Apply strategies to defend and appreciate linguistic, cultural, and artistic diversity.

The curriculum in PCSE is centred around two faces of plurilingualism: communicative and intercultural. The Specific Competences for the subject in the program represent both a deepening and an expansion of those acquired by the end of Basic Education. They form the foundation for this new stage and will be developed based on students' repertoires and experiences. This approach involves a greater emphasis on communicative activities and strategies, as well as a more critical and systematic reflection on the functioning of languages. These competences are intended to allow students to communicate effectively and appropriately in English, while expanding their individual linguistic repertoire and drawing on personal experiences to enhance communication in different contexts.

4.2. General Course Timing

The time frame is set for the 2024/2025 school year in the Principality of Asturias, which begins on September 10, 2024, and concludes on June 20, 2025. There are two

vacation periods within this timeframe: 23 December, 2024, to 7 January, 2025, and 14 April to 20 April, 2025. The school year comprises a total of 38 instructional weeks (excluding vacation periods). All the information is described on the official calendar provided by the Education Office from the Principality of Asturias: Educastur[5]. The course is divided in three terms, hence the Long-Term Plan contains seven units including a starter one. This introductory unit serves as a bridge between the Compulsory Secondary Education (ESO in Spanish) and the PCSE. The assessment of every unit will be developed in the last week dedicated to every unit, except from unit 7 which is to be assessed one week before. According to the Official Principality of Asturias Gazette (Boletín Oficial del Principado de Asturias (BOPA), 2022), following the aforementioned Decree, students in Year 1 of PCSE are to have 4 lessons per week. . The following table shows the general course timing:

Table 4. General Course Timing

Terms	Units	Weeks
1st Term: 10/09/2024-20/12/2024	Starter Unit: Modern Issues	weeks 1-3
	Unit 1: Personal Histories	weeks 4-8
	Unit 2: Stepping Forward	weeks 9-14
2nd Term: 8/01/2025-28/03/2025	Unit 3: Basic Instincts	weeks 15-19
	Unit 4: Brighter Future	weeks 20-24
	Unit 5: Building Relationships	weeks 25-29
3rd Term: 31/03/2025-20/06/2025	Unit 6: Innovation and Creation	weeks 30-34
	Unit 7: Enjoy the Show	weeks 35-38

4.3. Organization of the Curriculum in Teaching Units

The units in the Long-Term Plan cover a wide array of topics, each crafted to offer students a thorough and engaging learning experience. Each one is centred on a particular theme, promoting a deep comprehension of the subject matter and enhancing critical thinking. They are designed to address the Key and Specific Competences as specified in the aforementioned Legal Framework. This Long-Term Plan is divided into

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[5] Link to Educastur calendar: https://www.educastur.es/-/calendario-escolar-2024-2025

three terms and is organised in multiple tables including the competences and contents for each unit as well as the Innovation Project.

1st Term		
Starter Unit: Modern Issues		Weeks 1-3 (11 sessions)
Specific Competences[6]	Assessment Criteria[7]	Exit Profile Descriptors
Specific Competence 1: Comprehend and interpret the main ideas and basic argumentative structures of texts expressed in standard language by seeking reliable sources and using strategies for inference and verification of meanings, to meet communicative needs.	1.1 Extract and analyse the main ideas, relevant information, and general implications of well-organised and moderately complex texts, whether oral, written, or multimodal, on topics of personal relevance or public interest, both concrete and abstract, expressed clearly in standard language, even in moderately noisy environments, and across various formats. 1.2 Critically interpret and assess the content, intent, and discourse features of texts of moderate length and complexity, with a special focus on academic texts, media sources, and fiction texts on general or more specific topics of personal relevance or public interest. 1.3 Select, organise, and apply appropriate strategies and knowledge to understand both global and specific information, distinguish intentions and opinions (explicit or clearly signalled implicit ones) in texts; infer meanings, interpret non-verbal elements, and search, select, and cross-reference information.	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA4
Specific Competence 2: Produce original texts of increasing length, clarity, organisation, and detail, using strategies such as planning,	2.1 Express orally with sufficient fluency and accuracy clear, coherent, and well-organised texts suited to the communicative situation and using different registers, on topics of personal	CCL1, CCL5, CP1, CP2, STEM1, CD1, CD3, CPSAA4, CCEC3.2

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[6] From now on, the units will only show the corresponding number of the Specific Competences avoiding their description.

[7] From now on, the units will only show the number of the Assessment Criteria avoiding the description.

synthesis, compensation, or self-correction to express ideas and arguments creatively, appropriately, and coherently according to specific communicative purposes.	or public interest familiar to students, aiming to describe, narrate, argue, and inform in various formats, using verbal and non-verbal resources, as well as strategies for planning, control, compensation, and cooperation. 2.2 Write and disseminate detailed, moderately complex texts with clear structure, suited to the communicative situation, text type, and analog or digital tools used, avoiding errors that hinder or prevent understanding. This involves coherently reorganising information and ideas from various sources, justifying one's own opinions on topics of personal or public interest known to students, making ethical use of language, respecting intellectual property, and avoiding plagiarism. 2.3 Select, organise, and apply knowledge and strategies for planning, producing, revising, and cooperating to create texts with clear structure, suited to communicative intentions, contextual characteristics, sociocultural aspects, and text type, using the most appropriate physical or digital resources for the task and for real or potential interlocutors.	
Specific Competence 3: Actively interact with others with sufficient fluency, accuracy, and spontaneity, using cooperation strategies and employing analog and digital resources to meet communicative purposes in exchanges that respect norms of courtesy.	3.1 Plan, participate, and collaborate assertively and actively through various formats in interactive situations on topics of personal relevance or public interest familiar to students, showing initiative, empathy, and respect for linguistic courtesy and digital etiquette, as well as for the diverse needs, ideas, concerns, initiatives, and motivations of interlocutors, while providing explanations, arguments, and comments. 3.2 Select, organise, and flexibly use appropriate strategies in different environments to initiate, maintain, and end communication, take and yield turns, ask for and provide clarifications and explanations, rephrase, compare and contrast, summarise, collaborate, debate,	CCL5, CP1, CP2, STEM1, CPSAA3.1, CC3

	solve problems, and manage challenging situations.	

Specific Key Knowledge

A. Communication[8]:
- **Contextual models and discursive genres commonly used in the comprehension, production, and co-production of brief and simple oral, written, and multimodal texts, both literary and non-literary.**
- **Strategies for planning, executing, controlling, and repairing the comprehension, production, and co-production of oral, written, and multimodal texts.**
- Communicative functions appropriate to the domain and communicative context.
- Sound patterns, stress, rhythm, and intonation, as well as general communicative meanings and intentions associated with those patterns. Basic phonetic alphabet.
- **Linguistic units and the meanings associated with them.**
- Orthographic conventions and the meanings and communicative intentions related to formats, patterns, and graphic elements.
- **Common and specialised vocabulary of interest to students related to time and space; states, events, and occurrences; activities, procedures, and processes; personal, social, academic, and professional relationships; education, work, and entrepreneurship; language and intercultural communication; science and technology; history and culture.**

Learning Situation 1

Learning Situation 1: "Modern Issues"
- Objective: For the students to engage in a structured debate to improve their speaking, listening, and critical thinking skills. By debating whether technology leads to social isolation, students will practise organising arguments, using persuasive language, and responding to counterpoints, all in English.
- Overview: The class is divided into four teams (two For and two Against). In the first session, students discuss and brainstorm ideas, forming two groups with opposing viewpoints. The second session focuses on developing arguments and practising debate language. In the final session, students participate in the debate, followed by peer feedback and reflection. This activity promotes collaboration, persuasive communication, and encourages students to think critically about the role of technology in modern social life.

Activities

Week 1
- **Warm-Up Discussion:** Quick discussion on a current event or topic of general interest (e.g., a recent environmental issue). Encourage students to share brief thoughts to stimulate interest and background knowledge.
- **Reading Activity:** Distribute a short news article related to environmental concerns. Guide students to identify the main ideas, important information, and the author's opinions. Ask them to underline or highlight key points as they read.
- **Group Discussion:** Divide students into small groups to discuss the article's content. Instruct them to analyse the author's purpose, target audience, and whether they find the information objective or opinionated.

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[8] The Specific Key Knowledge most relevant for the development of every unit are highlighted in bold.

- **Listening Exercise:** Play a short, accessible podcast or video about a general topic, such as an environmental issue. Students listen to identify main ideas and specific details, taking notes on important points and new vocabulary.
- **Inference Practice:** Facilitate a discussion about non-verbal cues in the video, such as tone, body language, and visuals. Help students understand how these elements support comprehension and convey implicit messages.

Week 2
- **Listening Exercise:** Play an excerpt from a news report. Students take notes, identify key points, and analyse the speaker's perspective, tone, and intended message.
- **Group Discussion:** In groups, students discuss the speaker's viewpoint, tone, and the intended message of the report. Ask them to relate it to their own perspectives or experiences.
- **Writing Activity:** Students write an informal email to a friend, sharing their impressions of the new academic year and reflecting on their thoughts about the discussed topic. This exercise emphasises informal language skills and personal expression.
- **Grammar and Vocabulary Quizzes:** In pairs, students complete quizzes focused on grammar and vocabulary topics from the textbook. Encourage collaboration and allow students to discuss and solve problems together.

Week 3
- **Warm-Up Discussion:** Lead an initial discussion about the effects of technology on relationships and social interaction. Encourage students to share personal experiences or observations.
- **Topic Introduction and Group Assignment:** Introduce the debate topic: "Is technology making us more isolated?" Divide the class into four groups, with two groups arguing for and the others against. Set up the debate structure and clarify the roles and expectations for each team.
- **Research and Brainstorming:** In groups, students brainstorm arguments and counterarguments. They can look for examples, facts, or statistics to support their side, discussing specific ways technology affects socialisation.
- **Developing Arguments and Rehearsal:** Each group refines their arguments, organising them into clear points and counterpoints. Assign specific roles, such as main speakers and rebuttal speakers, within each team.
- **Debate:** Hold the debate, with each group presenting their arguments and responding to the opposing side's points. The format includes: Opening statements (each side presents their main argument). Rebuttal phase (responding to the opposing team's points). Closing statements (each side summarises their key points).
- **Conclusion:** All teams must choose a winning team.

Innovation Project

- **Week 1:**
Presentation and Brainstorming on Environmental Issues: The project is introduced to the class, and groups are organised. A brainstorming session is held on environmental issues in Asturias and possible solutions.
- **Weeks 2-3:**
Research on the Company: Each team is assigned a different topic and must research and gather information about the entity, using the digital resources available at the school.

1st Term	
Unit 1: Personal Histories	Weeks 4-8 (16 sessions)

Specific Competences	Assessment Criteria	Exit Profile Descriptors
Specific Competence 1	1.1, 1.2, 1.3	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA4
Specific Competence 2	2.1, 2.2, 2.3	CCL1, CCL5, CP1, CP2, STEM1, CD1, CD3, CPSAA4, CCEC3.2
Specific Competence 3	3.1, 3.2	CCL5, CP1, CP2, STEM1, CPSAA3.1, CC3
Specific Competence 4	4., 4.2	CCL5, CP1, CP2, CP3, STEM1, CPSAA3.1
Specific Competence 5	5.1, 5.2, 5.3	CP2, STEM1, CD3, CPSAA1.1
Specific Competence 6	6.1, 6.2, 6.3	CCL5, CP3, CPSAA3.1, CC3, CCEC1

Specific Key Knowledge

A. Communication
- Contextual models and discursive genres commonly used in the comprehension, production, and co-production of oral, written, and multimodal texts, both brief and simple, literary and non-literary.
- **Strategies for the planning, execution, control, and repair of comprehension, production, and co-production of oral, written, and multimodal texts.**
- Communicative functions appropriate to the field and context of communication.
- **Linguistic units and the meanings associated with those units.**
- **Common and specialised vocabulary of interest to students related to time and space; states, events, and occurrences; activities, procedures, and processes; personal, social, academic, and professional relationships; education, work, and entrepreneurship; intercultural language and communication; science and technology; history and culture; as well as strategies for lexical enrichment.**
- Orthographic conventions and meanings and communicative intentions associated with formats, patterns, and graphic elements.
- Self-confidence, initiative, and assertiveness. Self-repair and self-assessment strategies as a way to progress in autonomous foreign language learning.
- **Conversational conventions and strategies, in both synchronous and asynchronous formats, to initiate, maintain, and end communication, take and give the floor, ask for and give clarifications and explanations, reformulate, compare and contrast, summarise and paraphrase, collaborate, negotiate meanings, detect irony, etc.**
- Knowledge, skills, and attitudes that allow for carrying out mediation activities in everyday

situations.

B. Plurilingualism
- **Strategies to identify, organise, retain, recover, and creatively use linguistic units (vocabulary, morphosyntax, phonetic patterns, etc.) by comparing the languages and varieties that make up the personal linguistic repertoire**.
- **Systematic comparison between languages based on elements of the foreign language and other languages: origins and relationships.**
- Strategies and techniques to respond effectively and with a high degree of autonomy, appropriateness, and accuracy to a specific communicative need, overcoming limitations derived from the level of proficiency in the foreign language and other languages in the personal linguistic repertoire.
- **Strategies and tools, both analog and digital, individual and cooperative, for self-assessment, peer-assessment, and self-repair.**

C. Interculturality
- The foreign language as a means of communication and understanding between peoples, as a facilitator for accessing other cultures and languages, and as a tool for social participation and personal enrichment.
- **Interest and initiative in engaging in communicative exchanges through different media with speakers or students of the foreign language, as well as a desire to learn about cultural information from countries where the foreign language is spoken.**
- **Sociocultural and sociolinguistic aspects related to social conventions, norms of courtesy and registers; institutions, customs and rituals; values, norms, beliefs and attitudes; stereotypes and taboos; non-verbal language; history, culture, and communities; interpersonal relationships and globalisation processes in countries where the foreign language is spoken.**
- Strategies for detecting, rejecting, and responding to discriminatory uses of verbal and non-verbal language.

Learning Situation 2

Learning Situation: Telling My Story

-    Objective: it gives students the opportunity to wrap up their learning by applying the skills they develop in this unit, such as using past tenses effectively, structuring narratives, and presenting ideas clearly. This project encourages creativity and personal expression while emphasising storytelling, self-reflection, and intercultural understanding.
-    Overview: In pairs, each student will listen to, make a writing, and verbally recount a classmate's experience, focusing on clarity, emotional resonance, and accurate retelling.

Activities

Week 4:
-    **Listening:** Listen to a conversation between three students discussing their life goals before they turn 25. Answer comprehension questions to identify each person's main goals and preferences.
-    **Video Viewing:** Watch a short video on suggested activities to complete before turning 25. Students discuss the three suggested activities and express their preferences or opinions about each one.
-    **Speaking Practice:** Students create a written list of their own life goals to accomplish

before a certain age. Engage in a class discussion to share these goals, practising sentence structures and expressions for preferences and future ambitions.

Session 4: Innovation Project

Week 5:
- **Reading**: Read a narrative about a unique travel experience during the pandemic. Identify the sequence of events and discuss travel-related vocabulary. In groups, discuss what each student might have done differently in a similar situation.
- **Grammar Workshop**: Watch a video lesson introducing the Past Simple and Past Continuous tenses. Complete fill-in-the-blank exercises and write short sentences describing past events.
- **Writing Practice**: Write a short narrative about a memorable personal experience, such as a vacation or a celebration, using Past Simple and Past Continuous.

Session 8: Innovation Project

Week 6:
- **Reading an Extract from *The Sign of Four* by Sir Arthur Conan Doyle**: Read and analyse a passage, paying attention to narrative structure and descriptive language. Discuss the narrative flow and imagine how they would feel in a similar situation as described in the text.
- **Writing Workshop**: Based on the structures observed in *The Sign of Four,* students write their own narrative about a fictional or personal experience.
- **Grammar Practice:** Review the Past Perfect Simple and Past Perfect Continuous. Complete practice exercises focusing on sequencing events and using time markers.

Session 12: Innovation Project

Week 7:
- **Documentary Viewing - *La Ultra: The world's highest race***: Watch a documentary about an extreme race. Discuss the race's challenges, cultural significance, and personal reflections.
- **Grammar Workshop**: Review and practise all past tenses (Simple, Perfect, Continuous) using storytelling prompts.
- **Speaking Activity**: Each student narrates an event they have read about, watched, or experienced, using descriptive language and appropriate past tenses

Session 16: Innovation Project

Week 8: Telling *My Story*
- **Story Pairing and Mediation:** Each student will partner with a peer to share a personal story, then write and present their partner's story as if it were their own. Students take notes, focusing on the main events, emotions, and details of their partner's story.
- **Writing a Partner's Story:** Each student writes their partner's story in the first person, capturing the voice, emotions, and perspective of their peer. Encourage the inclusion of dialogue, descriptive details, and any background information provided.
- **Peer Feedback:** Students share their written stories back with their original partner for feedback on accuracy and appropriateness. Partners review and suggest any changes to refine the narrative.
- **Storytelling Practice and Mediation**: Divide the class into small groups. Within each group, students take turns sharing their partner's story, applying storytelling techniques and mediation skills.
- **Final Storytelling Presentation:** Each student presents their partner's story to the entire

class, sharing it as if it were their own experience. Each presentation is brief to ensure everyone has a chance to participate.
- **Reflection:** Students write a short reflection on what they learned through the project. *Prompt questions: How did it feel to tell someone else's story? What challenges did you face in conveying their experience? How could these skills be useful in other contexts?*

Innovation Project
- **Weeks 5-8:** **Preparation of Presentations:** Within their groups, students should prepare a presentation describing their activity and environmental practices in the context of the sector in which the entity operates, according to the topic assigned to each team. They should also create a PowerPoint presentation or a similar format.

1st Term		
Unit 2: Stepping Forward	Weeks 9-14 (24 sessions)	
Specific Competences	Assessment Criteria	Exit Profile Descriptors
Specific Competence 1	1.1, 1.2, 1.3	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA4
Specific Competence 2	2.1 , 2.2, 2.3	CCL1, CCL5, CP1, CP2, STEM1, CD1, CD3, CPSAA4, CCEC3.2
Specific Competence 3	3.1, 3.2	CCL5, CP1, CP2, STEM1, CPSAA3.1, CC3
Specific Competence 4	4.1, 4.2	CCL5, CP1, CP2, CP3, STEM1, CPSAA3.1
Specific Competence 6	6.1, 6.2, 6.3	CCL5, CP3, CPSAA3.1, CC3, CCEC1
Specific Key Knowledge		
A. Communication - **Contextual models and commonly used discursive genres in the comprehension, production, and co-production of oral, written, and multimodal texts, brief and simple, literary and non-literary.** - **Strategies for planning, execution, control, and repair of comprehension, production, and co-production of oral, written, and multimodal texts.**		

- Communicative functions appropriate to the field and communicative context.
- Sound, accentual, rhythmic, and intonation patterns, and general communicative meanings and intentions associated with these patterns. Basic phonetic alphabet.
- **Linguistic units and meanings associated with those units.**
- Common and specialised vocabulary of interest to students related to time and space; states, events, and occurrences; activities, procedures, and processes; personal, social, academic, and professional relationships; education, work, and entrepreneurship; intercultural language and communication; science and technology; history and culture; as well as strategies for lexical enrichment.
- **Orthographic conventions and communicative meanings and intentions associated with formats, patterns, and graphic elements.**

B. Plurilingualism
- Strategies to identify, organise, retain, retrieve, and creatively use linguistic units (vocabulary, morphosyntax, sound patterns, etc.) through comparison of the languages and varieties that make up the personal linguistic repertoire.
- Systematic comparison between languages based on elements of the foreign language and other languages: origins and relationships.
- **Strategies and techniques to respond effectively and with a high degree of autonomy, appropriateness, and accuracy to a specific communicative need, overcoming limitations stemming from the level of proficiency in the foreign language and other languages in the personal linguistic repertoire.**

C. Interculturality
- **The foreign language as a means of communication and understanding among peoples, as a facilitator of access to other cultures and languages, and as a tool for social participation and personal enrichment.**
- Interest and initiative in engaging in communicative exchanges through various media with speakers or students of the foreign language, as well as an interest in learning cultural information from countries where the foreign language is spoken.
- **Sociocultural and sociolinguistic aspects related to social conventions, norms of courtesy and registers; institutions, customs, and rituals; values, norms, beliefs, and attitudes; stereotypes and taboos; non-verbal language; history, culture, and communities; interpersonal relationships, and globalisation processes in countries where the foreign language is spoken.**
- Strategies for detecting, rejecting, and responding to discriminatory uses of verbal and non-verbal language.

Learning Situation 3

Learning Situation: *Film Critique*
- Objective: To develop students' language skills by engaging in mediation activities where they collaboratively create and present a film critique. This project promotes teamwork, discussion, and the ability to interpret and convey information to others effectively.
- Overview: Students will work in groups of 4-5 to select a film they have watched recently. They will create a detailed critique covering the film's main themes, plot, strengths, weaknesses, and overall impact. They will then mediate and present their critique to the class, ensuring that everyone in the group has an active role in both the critique preparation and its delivery.

Activities

Week 9:
- **Listening Activity**: Listen to two conversations about books, movies, TV shows, and games. Identify and summarise the main ideas.
- **Video**: Watch "A Brief History of the Future" and summarise key points. Discuss the themes presented in the video.
- **Reading Activity**: Read an article on "Jobs of the Future" and discuss the changes in the job market. Focus on identifying the key arguments.
- **Grammar Video**: Watch a presentation on future tense forms (will, be going to, present simple & continuous) and practise with a working sheet.
- **Speaking Practice**: Role-play making arrangements with a partner using different future tense structures

Session 4: Innovation Project

Week 10:
- **Reading Activity**: Read a review of a novel. Discuss the author's opinion and the key points of the review.
- **Listening Activity**: Listen to four people discussing books and movies. Identify different opinions and summarise the arguments.
- **Listening Activity**: Listen to two conversations about 3D technology. Discuss the advantages and disadvantages mentioned.
- **Video**: Watch the documentary "Artificial Intelligence: Ethical Problems and Responsibilities" and discuss the ethical issues raised in the video.
- **Vocabulary Practice**: Study and practice vocabulary related to the future (reflexive verbs, noun suffixes: -er, -or, -ian, and -ist).

Session 8: Innovation Project

Week 11:
- **Grammar Practice**: Focus on practising future time clauses and structures (future continuous, future perfect). Complete grammar exercises.
- **Future Tenses Practice**: Practice using future tenses (will, be going to, future continuous) in different contexts (e.g., predictions, plans, and intentions).
- **Speaking Practice**: Discuss your future plans with a partner using a mix of future tense structures (will, be going to, present continuous).
- **Reading Activity**: Complete a WebQuest by searching for online information about a personality test and reflect on how it relates to future trends.
- **Writing Practice**: Write an essay about a book, film, or TV show that you plan to explore in the future.

Session 12: Innovation Project

Week 12:
- **Group Discussion**: Discuss the cultural and geographical aspects of countries where the foreign language is spoken, focusing on science fiction literature and cinema.
- **Pronunciation Practice**: Focus on the tone, rhythm, and attitude in speaking about the future, with emphasis on the pronunciation of future tenses.
- **Vocabulary Workshop**: Practise phrasal verbs related to socialising and future activities, such as "catch up," "get together," and "hang out."
- **Online Practice**: Use the online tools provided on the textbook platform to reinforce the vocabulary and grammar learned in the unit, focusing on future tenses and the vocabulary.

- **Writing Practice**: Write an essay about your future career and life plans, integrating different future tense forms, reflexive verbs, and vocabulary.

Session 16: Innovation Project

Week 13:
- **Listening Assessment**: Listen to a conversation about technology or science fiction. Summarise the key points and express your opinion.
- **Reading Assessment**: Read a new article or text on future topics and answer comprehension questions to demonstrate understanding.
- **Speaking Assessment**: Present your future career and personal plans using a variety of future tense structures. Focus on fluency, accuracy, and pronunciation.
- **Writing Assessment**: Write an essay discussing the role of artificial intelligence in the future, applying appropriate grammar structures and vocabulary.

Week 14: *Film Critique*
- **Introduction and Group Formation:** Divide the class into groups of 4-5 students. Each group selects a film they have all seen recently or can watch before the next session.
- **Research and Preparation:** Groups organise their critique into a coherent presentation structure, deciding how each member will contribute. Students work on the different elements of their film critique, including:
    - Plot Summary: Summarise the film without revealing spoilers.
    - Themes and Messages: Identify the primary themes and messages the film conveys.
    - Cultural and Social Significance: Consider how the film connects with cultural or social themes relevant to the target audience.
    - Personal Opinions: Share their views on the film's impact, discussing scenes or moments that resonated most.
- **Presentation Practice and Peer Feedback:** Each group presents their film critique to the class. They focus on mediating their shared perspectives, aiming to engage the audience and explain complex ideas clearly.
- **Final Reflection**: As a group, students write a brief reflection on the project, discussing what they learned.

Innovation Project

- **Weeks 9-11**

Presentations: Each team delivers the presentation of their work in class in front of the rest of the classmates, followed by peer evaluation of the projects. Before starting, the teacher presents the rubrics and evaluation criteria. A representative from the company attends the class to watch the presentations (if this is not possible, a Teams meeting can be organised).
- **Week 12**

Reflection, Conclusions, and Evaluation: This final session is dedicated to reflecting on the work done so far, gathering suggestions for improvement and possible changes. The results of the evaluation are shared, and tasks for the next term are introduced.
- **Week 13 or 14***

1st Visit to the organisation's facilities.
Depending on the company's availability to set the date.

2nd Term		
Unit 2: Stepping Forward	Weeks 15-19 (20 sessions)	
Specific Competences	Assessment Criteria	Exit Profile Descriptors
Specific Competence 1	1.1, 1.2, 1.3	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA4
Specific Competence 2	2.1 , 2.2, 2.3	CCL1, CCL5, CP1, CP2, STEM1, CD1, CD3, CPSAA4, CCEC3.2
Specific Competence 3	3.1, 3.2	CCL5, CP1, CP2, STEM1, CPSAA3.1, CC3
Specific Competence 4	4.1, 4.2	CCL5, CP1, CP2, CP3, STEM1, CPSAA3.1
Specific Competence 5	5.1, 5.2	CP2, STEM1, CD3, CPSAA1.1
Specific Competence 6	6.1, 6.2, 6.3	CCL5, CP3, CPSAA3.1, CC3, CCEC1
Specific Key Knowledge		

A. Communication
- **Contextual models and discourse genres commonly used in the comprehension, production, and co-production of oral, written, and multimodal texts, both short and simple, literary and non-literary.**
- **Communicative functions appropriate to the scope and context of communication.**
- Sound, stress, rhythm, and intonation patterns, and general communicative meanings and intentions associated with these patterns. Basic phonetic alphabet.
- Linguistic units and meanings associated with these units.
- **Self-confidence, initiative, and assertiveness. Strategies for self-repair and self-assessment as a means of progressing in autonomous foreign language learning.**
- **Common and specialised vocabulary of interest to students related to time and space; states, events, and occurrences; activities, procedures, and processes; personal, social, academic, and professional relationships; education, work, and entrepreneurship; language and intercultural communication; science and technology; history and culture; as well as strategies for lexical enrichment.**
- Spelling conventions and meanings and communicative intentions associated with formats, patterns, and graphic elements.
- **Conversational conventions and strategies, in synchronous or asynchronous formats, for**

starting, maintaining, and ending communication, taking and yielding the floor, asking for and giving clarifications and explanations, reformulating, comparing and contrasting, summarising and paraphrasing, collaborating, negotiating meanings, detecting irony, etc.

B. Multilingualism
- **Strategies to identify, organise, retain, recover, and creatively use linguistic units (vocabulary, morphosyntax, sound patterns, etc.) based on comparisons of the languages and varieties that form the personal linguistic repertoire.**
- Systematic comparison between languages based on elements of the foreign language and other languages: origins and relationships.
- **Strategies and techniques to respond effectively, with a high degree of autonomy, appropriateness, and correctness, to a specific communicative need, overcoming limitations derived from the level of competence in the foreign language and other languages in the personal linguistic repertoire.**

C. Interculturality
- The foreign language as a means of communication and understanding between people, as a facilitator for access to other cultures and languages, and as a tool for social participation and personal enrichment.
- **Interest and initiative in engaging in communicative exchanges through different media with speakers or students of the foreign language, as well as a desire to learn about cultural information from countries where the foreign language is spoken.**
- Sociocultural and sociolinguistic aspects related to social conventions, politeness norms, and registers; institutions, customs, and rituals; values, norms, beliefs, and attitudes; stereotypes and taboos; non-verbal language; history, culture, and communities; interpersonal relationships and globalisation processes in countries where the foreign language is spoken.

Learning Situation 4

Learning Situation: *Crafting my Future*
- Objective: To help students understand their own personality through personality tests, reflect on their strengths and weaknesses, and use that insight to write a motivational letter. The project will integrate listening, speaking, reading, and writing skills while developing self-awareness and formal writing abilities.
- Overview: Students will engage with personality tests, analyse their results, and apply their understanding of personal traits to write a motivational letter, focusing on how to present themselves effectively for academic or professional opportunities. The final outcome will be a personalised motivational letter that incorporates insights from their personality analysis.

Activities

Week 15
- **Listening and Understanding Personality Tests:** Listen to a podcast on personality tests. Identify key ideas and take notes. Discuss the different personality traits mentioned. Take the chosen test.
- **Video Analysis on Group Behavior:** Watch a video on group behaviour. Take notes on how people behave in groups and discuss how behaviour changes depending on the group context.
- **Reading Comprehension**: Read the article on good luck. Identify the main ideas and summarise them. Discuss beliefs about luck across different cultures.

- **Grammar Presentation:** Watch a video presentation on modal verbs (ability, requests, obligation, prohibition, and advice). Practice with the working sheet.
Session 4: Innovation Project

Week 16
- **Reading a Formal Email:** Read a formal email and identify key features (greeting, purpose, closing). Write a summary of the key points.
- **Listening to a Podcast on Emojis:** Listen to a podcast discussing emojis and their use in communication. Identify the key messages and discuss their cultural significance.
- **Mediation on a Formal Email Example:** In pais, listen to a person explaining a formal email written to a university in Spanish. Discuss the key points of the email and the appropriate style used with your partner in English.
- **Communication in Social Situations:** In groups, watch a video on communication in social situations. Role-play different scenarios assigned to each team (making requests, giving advice, expressing certainty/uncertainty).
Session 8: Innovation Project

Week 17
- **Grammar and Pronunciation:** In pairs, practise modal verbs exercises from the working sheet (ability, requests, obligation, prohibition, advice). Focus on correct pronunciation and intonation (rising and falling).
- **Strategy for Listening Comprehension:** Practice strategies for preparing before listening (predicting content, focusing on key words). Listen to the audio clip and summarise the key ideas.
- **Reading and Summary Skills:** Read a short article on the gender gap. Apply summary skills to condense the main points into a few sentences.
- **Writing:** Write a formal letter using the skills learned in previous sessions. Focus on structure, tone, and language appropriate for formal contexts.
Session 12: Innovation Project

Week 18
- **Discussion on the Gender Gap:** Watch a documentary video on "The Gender Gap." Discuss the main ideas and issues raised in the documentary. Write a short opinion summary.
- **Vocabulary - Suffixes**: Study vocabulary related to suffixes (-ness, -ce, -ity, -ty, -y). Practice using the new vocabulary in sentences from the working sheet.
- **Speaking - Giving Advice and Offering Help**: In groups of three, role-play giving advice and offering help in different situations.
- **Writing and Speaking:** "What advice would you give to someone moving to study in your country?", write three ideas on a piece of paper, take all the suggestions, mix them and give back. Choose the best three from all.
Session 16: Innovation Project

Week 19: *Crafting my future*
- **Introduction to Personality Tests:** Ask students to take the "16Personalities" test. Reflect in pairs on test results and discuss how traits influence behaviour.
- **Analysing Results & Preparing the Motivational Letter:** Review personality test results and discuss strengths and weaknesses. Introduce the structure of a motivational letter. Outline the main points for a motivational letter based on personality traits and goals. Write the introduction paragraph of the letter.

- **Writing the Motivational Letter**: Draft the motivational letter, focusing on how personality traits relate to academic or career goals. Peer review letters in pairs, providing feedback. **-** **Finalising and Presenting the Letter:** Final revisions of the motivational letter. Present letters in pairs, explaining how personality traits influenced the writing. Submit the final version for assessment.	

Innovation Project
- **Week 16**   2nd Meeting between the teacher and the company (online or in-person)   **-** **Week 17**   **Introduction to the second phase of the project:** In this session, the new work for the term will be introduced. Each team will translate a different text according to what was agreed upon in the meeting between the teacher and the organisation.   **-** **Weeks 18-19**   **Masterclass in translation:** The teacher will provide basic concepts about inverse translation (from Spanish to English), text analysis, identifying translation issues, and reliable online documentation sources.

2nd Term		
Unit 4: Brighter Future	Weeks 20-24 (20 sessions)	
Specific Competences	Assessment Criteria	Exit Profile Descriptors
Specific Competence 1	1.1, 1.2, 1.3	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA4
Specific Competence 2	2.1 , 2.2, 2.3	CCL1, CCL5, CP1, CP2, STEM1, CD1, CD3, CPSAA4, CCEC3.2
Specific Competence 3	3.1, 3.2	CCL5, CP1, CP2, STEM1, CPSAA3.1, CC3
Specific Competence 4	4.1, 4.2	CCL5, CP1, CP2, CP3, STEM1, CPSAA3.1
Specific Competence 5	5.1, 5.2	CP2, STEM1, CD3, CPSAA1.1
Specific Key Knowledge		

A. Communication
- **Contextual models and discourse genres commonly used in the comprehension, production, and co-production of short and simple oral, written, and multimodal texts, both literary and non-literary.**
- **Strategies for planning, execution, monitoring, and repair in the comprehension, production, and co-production of oral, written, and multimodal texts.**
- **Communicative functions appropriate to the communicative field and context.**
- Sound, stress, rhythm, and intonation patterns, along with general communicative meanings and intentions associated with these patterns. Basic phonetic alphabet.
- **Linguistic units and their associated meanings.**
- **Strategies for planning, execution, monitoring, and repair in the comprehension, production, and co-production of oral, written, and multimodal texts.**
- **Knowledge, skills, and attitudes that enable mediation activities in everyday situations.**
- **Common and specialised vocabulary of interest to students related to time and space; states, events, and occurrences; activities, procedures, and processes; personal, social, academic, and professional relationships; education, work, and entrepreneurship; language and intercultural communication; science and technology; history and culture, as well as lexical enrichment strategies.**
- Spelling conventions and communicative meanings and intentions associated with formats, patterns, and graphic elements.
- Self-confidence, initiative, and assertiveness. Strategies for self-repair and self-assessment as a means of progressing in autonomous foreign language learning.

B. Multilingualism
- **Strategies to identify, organise, retain, recover, and creatively use linguistic units (vocabulary, morphosyntax, sound patterns, etc.) through comparison of the languages and varieties in one's personal linguistic repertoire.**
- Systematic comparison between languages based on elements from the foreign language and other languages: origins and relationships.

C. Interculturality
- The foreign language as a means of communication and understanding between people, as a facilitator of access to other cultures and languages, and as a tool for social participation and personal enrichment.
- **Interest and initiative in engaging in communicative exchanges through various media with speakers or learners of the foreign language, as well as a desire to learn cultural information about countries where the foreign language is spoken.**

Learning Situation 5

Learning Situation: *Starting an NGO*
- Objective: For students to collaboratively create an NGO proposal focused on a social cause, while improving their English skills in listening, speaking, writing, and grammar. They will use conditionals to discuss future plans and practice expressing ideas clearly. By the end, students will have developed both their language proficiency and an understanding of how NGOs function.
- Overview: Students will work in groups to choose a social cause, define their NGO's mission, set goals, and plan strategies for fundraising and awareness. Activities will include watching videos, discussing social issues, writing, and using conditionals. The project culminates in a group presentation where students present their NGO proposal,

demonstrating their knowledge and language skills.

Activities

Week 20
- **Listening Activity**: Listen to two people discussing volunteer work. Complete comprehension exercises to identify main ideas and details.
- **Video Activity**: Watch *Changing the World* video and answer comprehension questions, discussing the importance of social impact
- **Vocabulary Workshop**: Practice vocabulary related to social participation and activism through reinforcement tasks.
- **Grammar Focus**: Study types of conditionals (0, 1st, and 2nd), including "if" and "unless," and complete related exercises.
- **Grammar Focus**: Review the conditional, answer doubts, complete and do the exercises from the working sheet.

Session 4: <mark>Innovation Project</mark>

Week 21
- **Video Activity**: Watch a grammar presentation on conditionals and practice forming sentences using various conditional structures.
- **Speaking Practice**: Practise discussing hypothetical situations using conditionals. The first student is given half of a conditional sentence and the next has to complete the sentence, continue the process with the whole class.
- **Reading Activity**: Read an opinion essay and answer questions focusing on identifying key ideas and argument structure, in pairs.
- **Vocabulary Workshop**: Learn collocations and phrases related to social issues and complete practice exercises.
- **Listening Practice**: Listen to short clips on social issues and answer multiple-choice questions to develop comprehension and vocabulary in context.

Session 8: <mark>Innovation Project</mark>

Week 22
- **Video Activity**: Watch a video on giving short presentations. Practice structuring a brief presentation on a chosen topic.
- **Pronunciation Practice**: Focus on sentence stress, with exercises on sentence emphasis in presenting ideas effectively.
- **Reading Activity**: Read a biography of Gandhi, identifying key facts and inferring unknown vocabulary using contextual clues.
- **Mediation Activity**: In paris, one of the student has chosen different Spanish NGOs and describes them in English to the other
- **Writing Practice**: Write a short opinion post for social media responding to a post on a social issue using key vocabulary and organising ideas coherently.

Session 12: <mark>Innovation Project</mark>

Week 23
- **Listening Assessment**: Listen to a recording about volunteerism or activism and answer comprehension questions, identifying main ideas and specific details.
- **Reading Assessment**: Read a rapport on the growing number of homeless people in the US. Answer questions on the main ideas and make inferences about unknown vocabulary.
- **Writing Assessment**: Write an opinion essay on "How to tackle the increase of youth

criminality", demonstrating correct use of conditionals and organised argument structure.
- **Speaking Assessment**: In pairs give a short presentation on "Ways of helping the homeless in Asturias", using key phrases and collocations.
Session 16: Innovation Project

Week 24: *Starting an NGO*
- **Warm-up Discussion:** Discuss in groups what NGOs are and why they are important. Students brainstorm examples of NGOs they know and what causes they support.
- **Vocabulary Workshop:** Introduce key vocabulary related to NGOs and activism
- **Project Briefing:** Each group (of 3 students) creates their own NGO. They must choose a cause, define the mission, goals, and activities of their NGO, and decide on how they will raise awareness and funds.
- **Poster design:** Every team designs a poster on Canva (or other platform) to display all the valuable information from their NGOs.
- **Preparing and Giving the Presentation:** Groups prepare and deliver a 5-minute presentation for the class, explaining their NGOs purpose, activities, and how they will implement their ideas.

Innovation Project
- **Weeks 20-24** **Translation of the texts:** For this part of the project, students will again have access to the computer devices provided by the school. First, students should analyse the texts to identify translation challenges, and then proceed with the translation.

2nd Term		
Unit 5: Building Relationships	Weeks 25-29 (20 sessions)	
Specific Competences	Assessment Criteria	Exit Profile Descriptors
Specific Competence 1	1.1, 1.2, 1.3	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA4
Specific Competence 2	2.1 , 2.2, 2.3	CCL1, CCL5, CP1, CP2, STEM1, CD1, CD3, CPSAA4, CCEC3.2
Specific Competence 3	3.1, 3.2	CCL5, CP1, CP2, STEM1, CPSAA3.1, CC3
Specific Competence 4	4.1, 4.2	CCL5, CP1, CP2, CP3, STEM1, CPSAA3.1

Specific Competence 5	5.1, 5.2	CP2, STEM1, CD3, CPSAA1.1
Specific Competence 6	6.1, 6.2, 6.3	CCL5, CP3, CPSAA3.1, CC3, CCEC1

Specific Key Knowledge

A. Communication
- **Contextual models and discourse genres commonly used in the comprehension, production, and co-production of short and simple oral, written, and multimodal texts, both literary and non-literary.**
- **Strategies for planning, execution, monitoring, and repair in the comprehension, production, and co-production of oral, written, and multimodal texts.**
- Communicative functions appropriate to the communicative field and context.
- Sound, stress, rhythm, and intonation patterns, along with general communicative meanings and intentions associated with these patterns. Basic phonetic alphabet.
- **Linguistic units and their associated meanings.**
- **Common and specialised vocabulary relevant to students, covering time and space; states, events, and occurrences; activities, procedures, and processes; personal, social, academic, and professional relationships; education, work, and entrepreneurship; language and intercultural communication; science and technology; history and culture, as well as strategies for lexical enrichment.**
- Spelling conventions and communicative meanings and intentions associated with formats, patterns, and graphic elements.
- Self-confidence, initiative, and assertiveness. Strategies for self-repair and self-assessment as a means of progressing in autonomous foreign language learning.

B. Multilingualism
- **Strategies to identify, organise, retain, recover, and creatively use linguistic units (vocabulary, morphosyntax, sound patterns, etc.) by comparing the languages and varieties in one's personal linguistic repertoire.**
- **Systematic comparison between languages based on elements from the foreign language and other languages: origins and relationships.**
- Strategies and techniques to respond effectively, with a high degree of autonomy, appropriateness, and accuracy, to specific communicative needs, overcoming limitations from one's competence level in the foreign language and other languages in the personal linguistic repertoire.
- Strategies and tools, both analog and digital, individual and cooperative, for self-assessment, peer assessment, and self-repair.

C. Interculturality
- **The foreign language as a means of communication and understanding between people, facilitating access to other cultures and languages, and serving as a tool for social participation and personal enrichment.**
- Interest and initiative in engaging in communicative exchanges through various media with speakers or learners of the foreign language, as well as a desire to learn cultural information about countries where the foreign language is spoken.
- Sociocultural and sociolinguistic aspects related to social conventions, politeness norms, and

registers; institutions, customs, and rituals; values, norms, beliefs, and attitudes; stereotypes and taboos; non-verbal language; history, culture, and communities; interpersonal relationships and globalisation processes in countries where the foreign language is spoken.

Learning Situation 6

Learning Situation: *What's going on!*
- Objective: To discuss the concept of building and maintaining healthy relationships. They have to use reported speech, social values, vocabulary, and conversational skills to express ideas, share personal experiences, and develop a short dialogue that reflects their learning. This project encourages students to explore friendship and relationship values while practising English skills, emphasising the importance of listening, empathy, and effective communication.
- Overview: Students will work in groups of three to role-play problem-solving scenarios creating a comedy sketch, using English to negotiate, communicate solutions, and practise real-life expressions for conflict resolution. All the dialogues will be performed and recorded to create a comedy/real life mini series.

Activities

Week 25
- **Listening Activity**: Listen to a debate among three people discussing the concept of citizenship. Identify key points, practising note-taking and comprehension.
- **Video Activity**: Watch *A Brief Guide to Friendship* and complete comprehension questions, discussing elements of friendship and socialisation.
- **Vocabulary Workshop**: Practice vocabulary related to citizenship, social values, and friendship through reinforcement exercises.
- **Grammar Focus**: Introduce reported speech, focusing on how to report statements accurately. Practice with examples and controlled exercises.
- **Pair Discussion**: In pairs, discuss ideas on what it means to be a good citizen, practising agreement and disagreement expressions.

Session 4: Innovation Project

Week 26
- **Reading Activity**: Read an article on the necessity of spending time alone, discussing the main ideas and reflecting on personal perspectives.
- **Grammar Workshop**: Practice reported speech with reported questions, using verbs like *say* and *tell* in different contexts.
- **Listening Activity**: Listen to someone reading an informal email to a friend about a breakup. Identify key points and practice summarising the content informally.
- **Grammar workshop:** Practice reported speech exercises in the working sheet
- **Writing Practice**: Write an informal email to a friend telling a bad argument recently held, focusing on using informal language and practising planning, writing, and revision strategies.
- **Speaking and Mediation Practice**: In groups, discuss the benefits of time alone and prefered solo activities, take notes. Mix up the groups and share with the new peers the ideas discussed with the others.

Session 8: Innovation Project

Week 27

- **Video Activity**: Watch a documentary about the Muslim Marriage Bureau. Before watching, predict content based on visuals and context, then complete comprehension questions.
- **Reading Activity**: Read an excerpt from *Wuthering Heights* by Emily Brontë, identifying key ideas and inferring meanings of new vocabulary from context.
- **Pronunciation Practice**: Focus on the pronunciation of prefixes and suffixes, practising stress patterns and syllable emphasis.
- **Vocabulary Workshop**: Learn phrasal verbs and idiomatic expressions related to personal relationships and practise with exercises.
- **Grammar Workshop**: Focus on advanced uses of reported speech with alternative verbs and structures. Practice with exercises on the working sheet.

Session 12: Innovation Project

Week 28
- **Listening Assessment**: Listen to a conversation on citizenship and answer questions, identifying key ideas and details.
- **Reading Assessment**: Read a short passage on socialisation and respond to comprehension questions, identifying the main ideas and inferring unknown vocabulary.
- **Writing Assessment**: Write a long message to a friend discussing your conflicts living at home with your family and how you deal with them, demonstrating correct use of informal language and reported speech.
- **Speaking Assessment**: In groups, give a short presentation (1 minute each person) on the most important qualities of a friend, using reported speech and question tags where appropriate. (15 min preparation).

Session 16: Innovation Project

Week 29: *What's going on!*
- **Introduction to Conflict Resolution:** In small groups, students discuss common challenges in friendships, school, or family.
- **Listening Activity:** Listen to a short audio clip of a conflict and its resolution, noting language used to express feelings and solutions.
- **Group Work:** Each group is randomly assigned a problem scenario. Groups brainstorm roles, conflict points, and possible solutions for their sketch.
Scenario examples: The Messy Roommate Crisis, The Group Project Chaos, The Romantic Double-Date Mishap, The Family Dinner Debate, The Vacation Dilemma, The Embarrassing Post Argument, The In-Law Visit Problem, The Jealousy Mix-Up, etc.
- **Sketch Script Development and Rehearsal:** Review key phrases for negotiating, agreeing, and suggesting solutions. Groups write and rehearse their sketch script, incorporating new vocabulary and phrases.
- **Performance and Coevaluation:** Each group performs their sketch in front of the class and they are all recorded. After each performance, classmates provide constructive feedback on language use and problem-solving skills. All of the videos are edited together to create a mini comedy series.

Innovation Project

- **Weeks 25-26**

Flipped Review of Final Texts: Teams randomly exchange texts to review and identify possible errors in each other's work. The texts are then returned to the original teams to make the necessary corrections.

- **Week 27**
Final Review and Evaluation: The teacher collects all the texts for a final review and evaluates each team's work before sending the final version to the organisation.
- **Week 28**
Submission of Work and Feedback: The texts are returned to the teams for teacher feedback, the texts are sent to the organisation, and reflections on the experience and work completed so far are shared.
- **Week 29**
2nd Meeting between Students and the Organization (online)

3rd Term		
Unit 6: Innovation and Creation	Weeks 30-34 (20 sessions)	
Specific Competences	Assessment Criteria	Exit Profile Descriptors
Specific Competence 1	1.1, 1.2, 1.3	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA4
Specific Competence 2	2.1, 2.2, 2.3	CCL1, CCL5, CP1, CP2, STEM1, CD1, CD3, CPSAA4, CCEC3.2
Specific Competence 3	3.1, 3.2	CCL5, CP1, CP2, STEM1, CPSAA3.1, CC3
Specific Competence 4	4.1, 4.2	CCL5, CP1, CP2, CP3, STEM1, CPSAA3.1
Specific Competence 5	5.1, 5.2	CP2, STEM1, CD3, CPSAA1.1
Specific Key Knowledge		

A. Communication
- **Contextual models and discourse genres commonly used in the comprehension, production, and co-production of short and simple oral, written, and multimodal texts, both literary and non-literary. Strategies for planning, execution, monitoring, and repair in the comprehension, production, and co-production of oral, written, and multimodal texts.**
- Communicative functions appropriate to the communicative field and context.
- Sound, stress, rhythm, and intonation patterns, with general communicative meanings and intentions associated with these patterns. Basic phonetic alphabet.
- Linguistic units and their associated meanings.
- **Common and specialised vocabulary relevant to students, covering time and space; states,**

events, and occurrences; activities, procedures, and processes; personal, social, academic, and professional relationships; education, work, and entrepreneurship; language and intercultural communication; science and technology; history and culture, as well as strategies for lexical enrichment.
- Self-confidence, initiative, and assertiveness. Strategies for self-repair and self-assessment as a means of progressing in autonomous foreign language learning.
- Practice of pronunciation with connected speech.
- Conventions and conversational strategies in synchronous or asynchronous formats, to initiate, maintain, and conclude communication; to take and give turns; to ask for and provide clarifications and explanations; to rephrase, compare, and contrast; to summarise and paraphrase; to collaborate, negotiate meanings, and detect irony, among others.

B. Multilingualism
- Strategies to identify, organise, retain, retrieve, and creatively use linguistic units (vocabulary, morphosyntax, sound patterns, etc.) through comparison of the languages and varieties within one's personal linguistic repertoire.
- **Systematic comparison between languages based on elements from the foreign language and other languages: origins and relationships.**
- **Strategies and techniques to respond effectively, with a high level of autonomy, appropriateness, and accuracy, to specific communicative needs, overcoming limitations from one's level of competence in the foreign language and other languages in the personal linguistic repertoire.**

C. Interculturality
- Sociocultural and sociolinguistic aspects related to social conventions, politeness norms, and registers; institutions, customs, and rituals; values, norms, beliefs, and attitudes; stereotypes and taboos; non-verbal language; history, culture, and communities; interpersonal relationships, and globalisation processes in countries where the foreign language is spoken.
- **Strategies for identifying, rejecting, and responding to discriminatory uses of verbal and non-verbal language.**

Learning Situation 7

Learning Situation: *Start Ups for a Better Future[9]*
- Objective: To gain insight into the process of creating an invention and promote it, from an idea to a pitch, enhancing their collaborative, communicative, and language skills in a real-world scenario. They will explore creativity, teamwork, and communication, simulating the real-world process of startup development and presentation in a competition to win a grant.
- Overview: Students compete to win a grant to develop their project, in groups they have to create and pitch a startup idea to promote an invention, developing essential English language skills such as vocabulary for business, descriptive language, and persuasive speaking. After designing their invention, they set up a Start up to promote their product to the rest of the class and vote to choose the winner.

Activities

Week 30

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[9] This Learning Situation is fully displayed in Anexo 1

- **Listening Activity**: Listen to a teacher and students debating about inventions. Identify key ideas and practice summarising arguments.
- **Video Activity**: Watch *Three Inventions* and complete comprehension questions. Discuss the impact of these inventions on modern life.
- **Grammar Focus**: Introduce the passive voice. Focus on transformations from active to passive, and practice in the working sheet.
- **Speaking and Mediation Practice**: In pairs, choose your favourite invention from the 21st Century and describe it using the passive voice, practising both grammar and descriptive vocabulary. Now show the description to the other couples and make them guess.

Session 4: Innovation Project

Week 31
- **Reading Activity**: Read an article about a video game school. Identify the key points about the school's structure and benefits. Answer the questions.
- **Grammar Workshop**: Practise the passive voice, focusing on impersonal passive constructions.
- **Vocabulary Workshop**: Review prefixes such as *re-*, *over-*, and *under-* and practice using them in sentences from the working sheet.
- **Listening Activity**: Listen to three people answering questions about their inventions. Summarise the key points and practice note-taking strategies.
- **Interactive Writing Exercise**: Write a social media post describing a new video game invention. Use the passive voice to explain the game's features.

Session 8: Innovation Project

Week 32
- **Video Activity**: Watch a grammar presentation on the passive voice and complete exercises transforming active sentences into passive ones.
- **Writing Practice**: Write an article sharing your personal experience on the pros and cons of new technologies. Use the passive voice where appropriate, and apply contrasting connectors.
- **Peer Review and Mediation**: Exchange the articles with a classmate. Provide feedback on grammar (especially passive voice) and suggest improvements. Then,
- **Pronunciation Practice**: Focus on linking words in spoken discourse, practising pronunciation through listening and repetition activities.
- **Grammar Workshop**: Review and apply active-to-passive transformations. Use impersonal passive structures in real-life contexts. Make the exercises from the working sheet.

Session 12: Innovation Project

Week 33
- **Listening Assessment**: Listen to a documentary about Silicon Valley, then answer comprehension questions, identifying the main ideas and supporting details.
- **Reading Assessment**: Read an essay on the role of inventions in society and answer multiple-choice questions, identifying key points and inferring meanings. Make a summary.
- **Mediation Assessment**: In groups, choose an article, post or report on sustainable houses/constructions around the world, share with the group, choose one and share it with the rest of the class. Explain the information related to the construction and whether you would live there.

- **Speaking Assessment**: Give a short presentation describing the oldest invention found in your house (gadget, object, machine, etc), its impact, and using the passive voice for certain descriptions. (15 minutes to prepare).

Session 16: Innovation Project

Weeks 33-34: *Start Ups for a Better Future*
- **Introduction to the Topic and Project Explanation:** The teacher introduces the project Working groups are established (4 people each). Discuss famous startups and what makes a business idea successful. Students brainstorm product ideas that address a specific problem or need in society. They identify the target audience, main goals, and products or services they will offer.
- **Project Development:** The teacher provides useful vocabulary. Each group creates a structured outline for their startup written proposal, including: Name and mission of the startup. Description of the product. Target audience and market strategy and how they will make an impact.
- **Preparation of the Oral Presentation:** Students organise and prepare the presentation, each having 2 to minutes to speak. They will also create their presentations in PowerPoint or another chosen platform. Use an AI image generator to create a prototype of the invention.
- **Oral Presentation Delivery:** The teacher will distribute the rubrics to each team for peer evaluation of the presentations. To guide their grading, students will be provided with a rubric breakdown outlining the criteria for each value. Each group presents their startup idea and invention to the class.
- **Final Competition and Feedback:** The class votes to choose the winning project. There is a final discussion on the experience, asking what students have learnt, what would they change and rate the Learning Situation (1-10).

Note: The projects must be designed to solve a real situation and make a difference.

Innovation Project

- **Week 30**

Introduction to the third phase of the project: After the meeting with the organisation, the teacher presents the work for the third part of the project, which will involve each team creating a promotional video (3 to 5 minutes) about the organisation and its main activities. The video competition is also explained.

- **Weeks 31-32**

Creation and review of scripts: Each team prepares the script for their promotional video in English, highlighting the organisation's work and sustainable initiatives based on all the knowledge acquired. All team members must participate, though they can choose to appear on screen or provide a voice-over. They will again have access to the school's computer devices. Once completed, the teacher reviews the materials.

- **Weeks 33-34**

Filming and editing: Once the scripts are reviewed, students can use their mobile phones to record their parts, if they wish, during class time. They also have the opportunity to do the video editing and montage as they see fit.

3rd Term		
Unit 7: Enjoy the Show	Weeks 35-38 (16 sessions)	
Specific Competences	Assessment Criteria	Exit Profile Descriptors
Specific Competence 1	1.1, 1.2, 1.3	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA4
Specific Competence 2	2.1 , 2.2, 2.3	CCL1, CCL5, CP1, CP2, STEM1, CD1, CD3, CPSAA4, CCEC3.2
Specific Competence 3	3.1, 3.2	CCL5, CP1, CP2, STEM1, CPSAA3.1, CC3
Specific Competence 4	4.1, 4.2	CCL5, CP1, CP2, CP3, STEM1, CPSAA3.1
Specific Competence 5	5.1, 5.2	CP2, STEM1, CD3, CPSAA1.1
Specific Competence 6	6.1, 6.2, 6.3	CCL5, CP3, CPSAA3.1, CC3, CCEC1
Specific Key Knowledge		

A. Communication
- Contextual models and discourse genres commonly used in the understanding, production, and co-production of oral, written, and multimodal texts, both short and simple, literary and non-literary.
- Communication functions appropriate to the domain and communicative context.
- Sound, accentual, rhythmic, and intonational patterns, and the general communicative meanings and intentions associated with these patterns. Basic phonetic alphabet.
- Linguistic units and the meanings associated with those units.
- Common and specialised vocabulary of interest to students related to time and space; states, events, and occurrences; activities, procedures, and processes; personal, social, academic, and professional relationships; education, work, and entrepreneurship; language and intercultural communication; science and technology; history and culture; as well as strategies for lexical enrichment.
- Spelling conventions and the meanings and communicative intentions associated with formats, patterns, and graphic elements.
- Knowledge, skills, and attitudes that allow for mediation activities in everyday situations.

B. Multilingualism
- Strategies for identifying, organising, retaining, retrieving, and creatively using linguistic units (vocabulary, morphosyntax, sound patterns, etc.) by comparing the languages and varieties that make up the personal linguistic repertoire.
- **Systematic comparison between languages based on elements from the foreign language and other languages: origin and relationships.**
- **Strategies and techniques to respond effectively, autonomously, appropriately, and correctly to a specific communicative need, overcoming limitations due to the level of proficiency in the foreign language and other languages within the personal linguistic repertoire.**

C. Interculturality
- **The foreign language as a means of communication and understanding between peoples, as a facilitator of access to other cultures and languages, and as a tool for social participation and personal enrichment.**
- Interest and initiative in carrying out communicative exchanges through various means with speakers or students of the foreign language, as well as learning cultural information from countries where the foreign language is spoken.
- Strategies for understanding and appreciating linguistic, cultural, and artistic diversity, addressing ecosocial and democratic values.

Learning Situation 8

Learning Situation: *'Fan' Podcast*
- Objective: To build fluency, descriptive language, and confidence in speaking. To gain experience in expressing opinions and presenting ideas in English through an accessible and creative project.
- Overview: In pairs, students create a short podcast episode describing and reviewing a favourite film, series or book character (it can be from any genre), practising descriptive language, giving opinions, and using vocabulary related to literature and media. All the recordings will be edited to create a podcast season.

Activities

Week 35
- **Listening Activity**: Listen to a podcast about music and entertainment evolution due to Social Media. Identify the general meaning and key details. Answer comprehension questions.
- **Video Activity**: Watch *Three Things You Didn't Know About Music*. Discuss the new facts you learned and how they relate to your own knowledge of music.
- **Grammar Focus**: Introduction to relative clauses. Practise defining relative clauses with *who*, *whose*, *who's*, and *that*. Exercises from the working sheet.
- **Speaking and Mediation Practice**: In pairs, choose and give information about a well-known musician or band using relative clauses. Focus on fluency and accuracy. Try to guess your partner's choice, once finished, mix the couples and share your previous partner musician to your new mate to guess.
- **Vocabulary Focus**: Learn phrasal verbs with *put* (e.g., *put off*, *put up with*) and the media industry vocabulary (genres, professions, artistic disciplines). Practise them in context with sentences from the working sheet.

Session 4: Innovation Project

Week 36
- **Reading Activity**: **Reading Activity**: Read an excerpt from *Frankenstein* by Mary Shelley. Identify themes related to creativity and ethics in the story. Class discussion. Identify the main points and summarise them.
- **Grammar Workshop**: Focus on non-defining relative clauses and omitting relative pronouns. Exercises from the working sheet.
- **Listening Activity**: Listen to three people answering questions about their creative hobbies. Take notes and summarise their opinions.
- **Writing Practice**: Write an article on the benefits of creativity. Use relative clauses to provide detailed information about specific aspects of creativity.

Session 8: Innovation Project

Week 37
- **Listening Assessment**: Listen to a podcast on entertainment and its impact on creativity for teenagers. Identify key ideas and respond to comprehension questions.
- **Reading Assessment**: Read an article about entertainment and the role of creativity in modern society. Answer questions focusing on relative clauses and vocabulary comprehension.
- **Writing Assessment**: Write a social media post about the latest series you have watched and why you recommend it or not, use relative clauses to describe specific examples and opinions.
- **Reflection Activity**: Reflect on the key learning points from the unit. Record a voice message talking about your impressions by the end of the course, whether you have felt an improvement in your communicative competence in English, what you would change and your expectations for the next year.

Session 12: Innovation Project

Week 38: '*Fan' Podcast*
- **Introducing Podcasting & Choosing a Character:** Listen to a short, engaging podcast episode (2-3 minutes) about The Joker. Each student chooses a film, series or book character they admire. Using descriptive language, they write a brief outline of the character's personality, background, and role in the story. In pairs they have to connect both characters.
- **Vocabulary Workshop:** Introduce vocabulary for character descriptions (e.g., "dynamic," "villain," "protagonist," "motivated") and adjectives to express opinions.
- **Script Writing Workshop:** In pairs they write the script (5-6 minutes), including a brief character description, an opinion on the character, and why they find them interesting or inspiring.
- **Podcast Recording:** At home, each couple records their podcast, aiming for a clear and engaging delivery. Once they are all finished, they are put together as a podcast session.
- **Reflection and Wrap-Up:** Reflect on the challenges and successes of creating a podcast, discussing what they learned throughout the experience.

Innovation Project

- **Weeks 35-36**
Screening of the videos and peer evaluation: The videos will be presented in class to all the teams. Before the presentation, the teacher will hand out the correction rubrics to each team for the peer evaluation, as was done in the first term. The videos will then be sent to the organisation.
- **Week 37**

Voting to choose the winning video and final assessment.
   - **Week 38**
Final meeting: 2nd visit to the organisation's facilities.

4.4. Assessment Tools and Procedures. Grading of Students Learning Based on the Assessment Criteria

The assessment, promotion, and certification in PCSE are regulated by the provisions of *Royal Decree 984/2021, of 16 November*. The benchmarks for assessment are established in the curriculum. The evaluation of the learning process of students in PCSE should be continuous and differentiated according to the various subjects. In evaluating the learning process, the ultimate benchmarks for each and every subject must be the achievement of the objectives set for the stage and the appropriate degree of acquisition of Key and Specific Competences.

Since competences represent a real and practical application of knowledge, skills, and attitudes, the way to verify or assess if a student has acquired them is by creating realistic Learning Situations. Depending on the purpose aimed to achieve through assessment, there are various modalities, such as summative assessment, conducted at different points during the course, which is often associated with final evaluations and end-of-year assessments. There are also other assessments, such as the initial (non-graded) and final ones, and, most importantly, the continuous or formative assessment, carried out throughout the entire teaching-learning process. This type of assessment, integrated into the process itself, emphasises the guiding and diagnostic function of teaching. The Innovation Project's products are assessed as the other learning products, such as the assessment activities and the Learning Situations. The following table shows the assessment methods employed, the tools used for this purpose and the objectives aimed with each:

Table 5. Assessment methods, tools and goals[10]

Methods	Tools	Goals
Systematic observation of	● Checklists	To valuate learning,

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[10] This table has been inspired on materials from the internship highschool with their consent.

classroom work and participation	- Class journal - Observation scales - Task deadlines	achievements, and progress in competence acquisition and the degree of objective attainment
Review of student work utilising an app such as Additio or Excel to record the data	- Oral productions - Written productions - Digital productions - Research projects	To evaluate learning, achievements, and progress in competence acquisition and the degree of objective attainment
Interaction in the class	- Dialogues - Debates - Interviews - Group discussions	To assess learning, achievements, and progress in competence acquisition and the degree of objective attainment.
Analysis of assessments	- Completion of written, oral, or digital-based tests - Checklists - Rubrics	To evaluate learning, achievements, and progress in competence acquisition and the degree of objective attainment
Self-assessment	Personal reflection	Students raise awareness of their own learning progress, evaluating their improvements, challenges, and outcomes
Coevaluation	- Dialogue with students - Interactive teams - Rubrics for coevaluation	Understanding students' needs and their evaluation of the teaching and learning process within the group context

The following table shows the percentage out of 100% assigned to every competence. For the final evaluation. All the Assessment Criteria carry the same grade on each competence, hence the average mark obtained on every competence is then multiplied for the percentage assigned to each competence.

Table 6. Percentage Distribution

Competence	Percentage (out of 100%)
Specific Competence 1: Comprehension	20%

Specific Competence 2: Production	20%
Specific Competence 3: Interaction	20%
Specific Competence 4: Mediation	20%
Specific Competence 5: Plurilingualism	10%
Specific Competence 6: Multiculturality	10%

According to the following table, the evaluation tools and methods previously presented will allow for the establishment of corresponding values for each competence. The simplest and most visual way to reflect this assessment is through a rubric indicating the level of competence acquisition based on the criteria for each and their achievement level. The grading criteria follows what *Royal Decree 984/2021, of 16 November*, called assessment records established for PCSE. Therefore, results will be expressed using the following terms: ''Not Enough (NE)'' for negative grades; ''Fair (FA),'' ''Good (GD),'' ''Notable (NT),'' or ''Excellent (EC)'' for positive grades, each of which corresponds to a numeric value.

Table 7. Example of Specific Competence 1 Evaluation Rubric[11]

Specific Competence 1	
Level of Acquisition	**Assessment Criteria: 1.1**
Not Enough (under 5)	Is unable to extract or analyse the main ideas, relevant information, or general implications from well-organised, moderately long, and somewhat complex texts, whether oral, written, or multimodal, and whether concrete or abstract.
Good (5-6)	Extracts the main ideas, the most relevant information, and some general implications from well-organised, moderately long, and somewhat complex texts, whether oral, written, or multimodal, and whether concrete or abstract.
Notable (7-8)	Extracts the main ideas, the most relevant information, and the general implications from well-organised, moderately long, and somewhat complex texts, whether oral, written, or multimodal, and whether concrete or abstract.
Excellent (9-10)	Extracts and analyses the main ideas, the most relevant information, and the general implications from well-organised, moderately long, and somewhat complex texts, whether oral, written, or multimodal, and whether concrete or abstract.

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[11] This table has been inspired on materials from the internship highschool with their consent.

Level of Acquisition	Assessment Criteria: 1.2
Not Enough (under 5)	Is unable to interpret or critically evaluate the content, intent, or discursive features of moderately long and complex texts, with particular emphasis on academic texts, media content, and works of fiction.
Good (5-6)	Interprets the content, intent, and discursive features of moderately long and complex texts, with particular emphasis on academic texts, media content, and works of fiction.
Notable (7-8)	Interprets and evaluates the content, intent, and discursive features of moderately long and complex texts, with particular emphasis on academic texts, media content, and works of fiction.
Excellent (9-10)	Interprets and critically evaluates the content, intent, and discursive features of moderately long and complex texts, with particular emphasis on academic texts, media content, and works of fiction.
Level of Acquisition	**Assessment Criteria: 1.2**
Not Enough (under 5)	Is unable to select, organise, or apply appropriate strategies and knowledge to understand global and specific information, distinguish intent and opinions (both implicit and explicit) within texts, infer meanings, interpret non-verbal elements, or search for, select, and contrast information.
Good (5-6)	Selects and organises some appropriate strategies and knowledge to understand global and specific information, distinguish intent and opinions (both implicit and explicit) within texts, infer meanings, interpret non-verbal elements, and search for information.
Notable (7-8)	Selects and organises appropriate strategies and knowledge to understand global and specific information, distinguish intent and opinions (both implicit and explicit) within texts, infer meanings, interpret non-verbal elements, and search for and select information.
Excellent (9-10)	Selects and organises appropriate strategies and knowledge to understand global and specific information, distinguish intent and opinions (both implicit and explicit, even when not clearly signposted) within texts, infer meanings, interpret non-verbal elements, and search for, select, and contrast information.

4.5. Measures for Addressing Individual Differences

Every highschool has a Diversity Attention Program (named PAD in Spanish), which outlines the procedures and actions to appropriately address the diversity of students. This program is specific to each centre, as the circumstances and needs of the students vary from one centre to another. The teacher must regularly consult the centre's PAD and

collaborate with the Guidance Department when designing and implementing the necessary measures. Consequently, the Learning Situations in this Long-Term Plan have been designed to be diverse, collaborative, and aligned with students' levels, fostering individual responsibility while promoting cooperative problem-solving. These tasks encourage research, self-esteem, empathy, critical reflection, and responsibility. It is vital to consider the coexistence of different learning styles in the same group, recognizing the importance of emotional factors in developing communication skills and broader competences like teamwork and task responsibility. Therefore, there are three areas of diversity to be considered:

1. **The ability to learn how to learn:** Each student has their own ability to learn and retain information, which is not necessarily linked to their intellectual capacity. All students can reach a minimum level, regardless of their individual work pace. By the use of materials that provide reinforcement opportunities for students with lower abilities and others that facilitate material expansion for higher-level students.

2. **The motivation to learn:** A student's motivation to learn is complex, especially when learning a language. It depends on various factors, including their past success or failure and the learning process they have followed. This will notably influence both their individual motivations and the most effective way of presenting content. As expressed previously in this paper, this is the core reason for the design of the Innovation Project.

3. **Different learning styles:** Students can be impulsive or reflective in their approach to tasks. Some may react quickly but need several attempts to grasp an idea, while others may learn more slowly but effectively. When teaching grammar structures, exercises and tables are used to help students learn and review content step-by-step, along with ample repetition and practise for those who don't use an analytical style of learning.

The teaching-learning process supports individualised attention, complemented by reinforcement activities assigned by the Guidance Department if necessary to consolidate the objectives and contents of the stage. Extension activities are also provided if needed. Grouping strategies are adapted to the type of activity and skills being developed, including whole-class activities, individual work, small groups, and pairs, with flexible grouping for reinforcement or additional activities. These adaptations focus on

instrumental content, which may involve eliminating certain content and adjusting the corresponding evaluation criteria, particularly for learning that is considered basic or essential. The adaptations prioritise aspects such as learning time and pace, offering a more personalised methodology, reinforcing learning techniques, improving procedural habits and attitudes, and increasing guidance and support.

For students with high intellectual abilities, the provision of appropriate additional materials will be essential, allowing them to develop their full potential, this is the case of three of the students in the class. However, their competences in this subject do not depend on their intellectual abilities, but rather on the level of development of their communicative skills in English and prior knowledge, which may even be below that of some students with a higher level of language competence due to their previous development. Therefore, given the nature of the subject, and in consultation with the Guidance Department, it has not been deemed necessary to increase the workload. However, it is expected that the motivation level of these students can be maintained and even increased, particularly for these three students.

On the other hand, for students who have integrated late into the education system, necessary reinforcement measures will be applied to facilitate their academic recovery and integration, ensuring they can continue their studies effectively. Finally, the following table shows a proposal of activities for students who have not acquired the necessary competences to pass the subject because they have no have not fulfilled he assessment requirements:

Table 8. Recovery Plan for EFL in PCSE, Year 1

1st Term	
Skill	**Activities**
Reading Writing Mediation	- Film Review Analysis: Read a film review from your favourite movie, identify key themes, and compare it to personal opinions.
Writing Speaking	- Personal Narrative Storytelling: Write and record a presentation of a short story about a memorable experience using past tenses, focusing on clarity and description.
Listening	- Film Conversation Listening: Listen to an interview about a

| | film or TV show, summarise the content. |
| | - News Report Listening: Listen to a news report, take notes, and identify the speaker's tone, perspective, and key points. |

| Use of English | - Grammar Review: Review grammar structures (past and future tenses) with exercises to apply them in context. |
| | - Vocabulary Practice: Practice vocabulary exercises related to themes like modern issues or personal narratives using the online resources found in the textbook. |

2nd Term	
Skill	**Activities**
Reading	- Read an article on benefits of spending time alone, reflect on personal perspectives and make a summary.
Writing Speaking Mediation	- NGO presentation: Write a description of a local NGO, focusing on structure and formal language. Record yourself making a short presentation of the NGO.
Listening	- Listen to a podcast about Red Cross volunteer work, and complete comprehension exercises.
Use of English Listening	- Modal Verbs Practice: (Ability, requests, obligation, prohibition, and advice). Watch a video presentation explaining modal verbs and complete exercises from a worksheet to practise using modal verbs in various contexts.
	- Conditionals Practice: (Zero, first, and second conditionals) Complete grammar exercises to reinforce the rules of using "if" and "unless" in hypothetical situations.

3rd Term	
Skill	**Activities**
Reading Writing Speaking	- Reading Excerpt from *Romeo and Julet* and Story-telling: Identify the themes and summarise the story. Write an alternative ending to the story.
Writing Seaking	- Social Media Post: Write a social media post describing a new video game using the passive voice. Highlight the game's features and functionality.
	- Podcast Script Writing: Write and record a 3-5 minute podcast episode script describing a film, series, or book character. Include a brief description of the character and why you find them interesting.
Listening Writing Mediation	- Listen to your favourite song, explain the meaning and give the reasons why you like it. Explain the author's intentions and message, why do you think it was written?

Use of English	- Passive Voice Practice: Complete exercises in a worksheet focusing on impersonal passive constructions. - Relative Clauses Practice: Complete exercises to practise usage. Identify 5 real life examples from movies, songs, the media, etc.

This plan is a proposal based on the Long-Term Plan to acquire the competences and knowledge expected from Year 1. The student should make them during each term and hand them in to the year 2 teacher for assessment, they should be finished one week before the end of term assessment. The assessment criteria that should be applied is the same criteria as that from year 1.

4.6. Plans, Programs, and Projects in the Area

The English Department from the Highschool has been regularly implementing a reading program organised by levels for several years. Every group reads at least one book per year, and if the work pace allows, some groups read two or three books throughout the school year. This activity is carried out in various ways, depending on the level and available teaching hours. In line with the department's proposal, this long-term plan includes various activities outlined in the units to work with these texts and bring students closer to anglophone literary culture. In PCSE, year 1 the literary excerpts chosen to work with come from the following works:

- *The Sign of Four* by Sir Arthur Conan Doyle
- *Wuthering Heights* by Emily Brontë
- *Frankenstein* by Mary Shelley

Regarding the professional future of the students there is a special vocational program organised every year for students of all stages but specially PCSE. Different professionals (from local companies, university students and public services like the police) give talks about their careers and the career opportunities available to students once they complete their education. Each year, various companies and professionals are invited to participate by the students and faculty, under the guidance of the school's guidance department. This program takes place over the course of a week in the second term, and students always show great interest in participating. It is closely linked to the innovation project, as it allows students to complement their learning process regarding the

professional world. In this way, they can gain a better understanding that helps them make more informed decisions about their academic and professional futures.

4.7. Complementary Activities

The activity *Enfants Terribles* is part of the 61st edition of the Gijón International Film Festival, aimed at 1st-year Bachillerato students. It will take place on November 20th, at La Laboral Theatre. The English Department, along with the teachers who teach 1st-year Bachillerato, are responsible for the activity. It is linked to Units 2 and 7, providing students with the opportunity to engage with the content in a real-world context.

The innovation project includes two on-site visits to the company to hold progress meetings between the students and the company. According to the previously outlined schedule, the first meeting will take place in weeks 13 or 14 of the first term. The final meeting and visit will occur during the last week of classes (week 38) in the third term to conclude the project. These visits will allow students to connect their learning to the real-world context of the company, helping them appreciate that their work serves a genuine purpose. Additionally, each term will include a virtual meeting at the beginning of each of the three project stages, scheduled for weeks 4, 16, and 30. In the second term, instead of a company visit, an additional progress meeting will be held in week 29 (prior to the Easter break).

4.8. Methodology, Resources, and Materials

This long-term plan, along with the innovation project, which was already analysed in this paper, uses various active methodologies to capture and maintain students' attention and motivation at the PCSE stage. Active methodologies consist of various methods, strategies, and techniques that teachers use to encourage meaningful learning and active student participation. These can be applied across different subjects in both formal and informal education settings, hence students should engage actively, autonomously, and with commitment in their learning process. (Bravo-Cobeña & Vigueras-Moreno, 2021). The lack of these methodologies often leads to student demotivation, disinterest, and consequently, lower academic performance. Additionally, the professional world

increasingly emphasises teamwork and cooperation to enhance performance and results, moving away from individualism.

The level of communicative competence achieved by students in English is directly related to the didactic-methodological teaching strategies used. These strategies foster the development of skills such as synthesising, connecting, and inferring, which support better performance in using English. Additionally, they boost motivation and promote learning autonomy. This approach enhances creativity through memorable and motivating experiences, ultimately enriching the teaching-learning process (Villavicencio & Eloisa, 2018). Therefore, a subject based on communication competences like EFL requires the implementation of active and cooperative methodologies. However, individualised work is also necessary to improve personal competences and, especially, to recognize one's own strengths and weaknesses and be able to work on them.

The Service-Learning (SL) and Project-Based Learning (PBL) methods integrate practical, community-oriented activities into the educational experience, providing students with meaningful learning while benefiting their communities. The SL methodology encourages students to apply classroom knowledge to real-world situations, fostering personal and social development. It emphasises skills such as teamwork, critical thinking, and problem-solving, making students active participants in their learning process. PBL focuses on creating real, context-based projects that address relevant issues within the students' surroundings, guiding them through stages such as hypothesis formation, data collection, and presentation. This method, highly motivating for students, allows for interdisciplinary work and collaboration with local organisations. It also directly supports the Sustainable Development Goals (SDGs), encouraging civic engagement and democratic citizenship. In an English learning context, SL and PBL methodologies immerse students in practical language use, connecting English with relevant community challenges, which enhances both understanding and retention. By engaging in projects that involve communication in English, such as presentations, debates, or problem-solving, students see the language as a practical tool, boosting their motivation and confidence. These approaches also develop essential soft skills, preparing students for academic and professional life while making a positive impact on their communities.

It is essential to understand that ICT plays a fundamental role in the educational development of this generation, making it a crucial component of learning, especially in a subject like English as a Foreign Language, which is connected to all other domains. The application of active methodologies using ICT serves as a powerful motivational tool for both students and teachers, who should use these as scaffolding tools applied in real communicative contexts (Bravo-Cobeña & Vigueras-Moreno, 2021). This approach shifts from traditional to authentic teaching, sparking students' interest and confidence in learning a second language. This also demonstrated a change in students' attitudes regarding the value of learning English for their professional development and encouraged them to reflect on their metacognitive activity through self-directed learning.

Regarding digitalization and innovation, the teacher uses all available digital and innovative resources related to the unit for both teaching and assessment. Students are expected to use digital resources for their oral and written productions. They also have access to the Voc App to practise vocabulary from the student's book on a smartphone. Additionally, they can use Oxford Online Learning Zone for interactive practice at home or in class, and Oxford Premium provides teachers with online material. Multimedia resources fully integrate the use of ICT in the classroom, allowing teachers to adapt the best digital solutions according to student needs. Tools from Office 365 are also used in the classroom and for online activities.

The textbook used is *Key to Bachillerato 2nd Edition* by Oxford University Press. The students have access to the Student's Book, which contains a grammar section with theory, additional practice, and consolidation exercises for each unit. They also have access to the Support & Extend pack, in both print and digital versions, which offers grammar and vocabulary exercises at three different levels, a Progress Review for each unit, including cumulative sentence transformation activities, extra Listening and Speaking sections, and a Real English section. Additionally, students have access to the Exam Trainer to practise specific tasks for university entrance exams and external tests.

The teachers has the Teacher's Guide, available in both digital and printed versions, which includes extra activities and tasks for fast finishers, ideas for additional web-based activities, cultural notes on various topics related to the English-speaking world, photocopiable evaluation pages, key competences, checklists from the Common European

Framework, a solved version of the Student's Book and other student materials, and the transcripts of the listening activities. There are also materials ready to print on Oxford Premium for additional vocabulary and grammar practice to reinforce and extend the content of the main units at three levels. There are additional worksheets for each unit (Writing Practice, Culture, Listening, and Real English) and audio scripts. Students can use Online Practice resources for interactive practice, which can be accessed at home or in the classroom.

4.9. Achievement Indicators and Evaluation Procedures

The Long-Term Teaching Plan is continuously monitored to ensure its effectiveness and functionality. This is achieved through regular observations and meetings with the teaching staff involved. Teachers are expected to assess both their own teaching practices and their students' progress, making adjustments as necessary to foster improvement. To this end, the following survey has been proposed. At the end of the school year, the teacher will complete this survey to evaluate the implementation and progress of the Teaching Plan. Based on the results, recommendations for the following academic year may be made.

Table 9. Achievement Indicator Survey[12]

Criteria	Achievement Indicator				Observations
Compliance with the planning in the group	Compliance lower than 70% and 90%	Compliance between 70%	Planned compliance (above 90%)	Compliance higher than planned	
Final evaluation results (grades)	Below the initial forecast	Close to the initial forecast	According to the initial forecast	Above the initial forecast	
Implementation of measures for addressing diversity	Not accomplished	Partially accomplished	Mostly accomplished	Fully accomplished	
Contribution of	Irrelevant	Partially	Positive	Very positive	

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[12] This table has been inspired on materials from the internship highschool with their consent.

the methodology and measures for addressing diversity to the improvement of the results obtained	contribution	positive contribution	contribution	contribution	
Adequacy of materials, teaching resources, and the distribution of time to the sequencing of content	Inadequate	Partially adequate	Adequate	Very adequate	
Use of information and communication technology (ICT)	Sporadic	Monthly	Weekly	Daily	
Response and adequation to the students needs	Inadequate	Partially adequate	Adequate	Very adequate	

The assessment process provides valuable insights into the implementation and effectiveness of the Long-Term Teaching Plan, considering various aspects such as compliance, attention to diversity, methodology, resource adequacy, and the integration of new technologies. The evaluation categories ranging from "not started" to "all completed" or from "irrelevant contribution" to "very positive contribution" allow for a detailed reflection on areas of improvement and success. Regular monitoring and self-assessment, both by teachers and students, contribute to continuous growth and refinement of the teaching practices. Based on the findings, adjustments and recommendations can be made to enhance the learning experience and improve outcomes for the following academic year.

5. Conclusiones

El presente Trabajo de Fin de Máster es un producto final que vuelca todo el aprendizaje adquirido durante el desarrollo de las clases y las prácticas. En su conjunto, toda la formación recibida me ha permitido obtener todos los conocimientos necesarios para desarrollar las tres partes en las que se divide este trabajo, tanto la reflexión como especialmente el Proyecto de Innovación y la propuesta de Programación didáctica. El proyecto presenta un enfoque innovador para la enseñanza de inglés en un grupo de 1º de Bachillerato, integrando temas de sostenibilidad y desarrollo local en un proyecto educativo que busca motivar y preparar a los estudiantes para los retos del mundo actual. En un contexto en el que la preservación ambiental y el turismo sostenible se tornan cada vez más relevantes, este proyecto ayuda a los estudiantes a construir una conciencia crítica sobre estos desafíos, acercándolos al contexto local de Asturias y a la transición ecológica en marcha en la región, a la vez que mejoran sus competencias comunicativas en inglés.

A través de la metodología de Aprendizaje-Servicio y del Aprendizaje Basado en Proyectos, se permite a los estudiantes participar en actividades que no solo refuerzan sus competencias comunicativas en inglés, sino también su desarrollo personal y social mediante el trabajo en equipo y la vinculación con un contexto profesional. El Proyecto de Innovación, *Asturias: Where Green Dreams Flourish*, permite a los estudiantes colaborar con empresas locales en la prestación de servicios lingüísticos, como traducciones y elaboración de materiales en inglés, en sectores que pueden ser diversos de acuerdo con las empresas que estén dispuestas a colaborar, como el turismo, la agricultura y la ganadería. Así, no solo practican la lengua inglesa en un contexto real, sino que también comprenden el papel de la sostenibilidad en el ámbito empresarial y social. Además, permite al alumnado tener un primer contacto con el mundo laboral, lo que les puede ayudar a decidir sobre su futuro académico y profesional en una etapa tan crucial como es el Bachillerato.

Personalmente, el diseño de este proyecto me ha traído muy buenos recuerdos respecto a la experiencia de Aprendizaje-Servicio que yo pude vivir durante la carrera de Traducción cuando pudimos colaborar con la Asociación Española del Síndrome de

Williams. Esta oportunidad me permitió poner en contexto mi formación y darme cuenta del impacto real y positivo que puede tener sobre otros (ya sean empresas, asociaciones o instituciones). Por eso, cuando conocí a este grupo me di cuenta de que esta metodología sería perfecta para complementar su proceso de aprendizaje de inglés y encontrar una motivación real que les proporcionase, no solo una mejora de sus competencias comunicativas sino una experiencia profesional enriquecedora.

Durante el Máster, los conocimientos adquiridos en áreas como la gestión de grupos, la comunicación intercultural y la atención a la diversidad han sido claves para el desarrollo de esta propuesta. Asimismo, las prácticas realizadas en un Centro de Educación Secundaria del Principado de Asturias han aportado una visión práctica y realista de los desafíos y oportunidades de la docencia en Educación Secundaria y Bachillerato, enriqueciendo la formación teórica con la experiencia directa en el aula. Poder haber estado presente en todos los niveles y haber podido intervenir especialmente en Bachillerato y en 3º de la ESO me ha permitido ver muchos contextos de aula diferentes, las necesidades diferentes del alumnado y de los grupos y las dinámicas de cada clase. Así he podido adquirir diferentes herramientas para poder hacer frente a distintas situaciones como, por ejemplo, las distracciones, las faltas de disciplina, gestionar al alumnado cuando está cansado o no tiene muchas ganas de trabajar y viceversa, saber aprovechar los momentos de concentración. De manera que todo este aprendizaje y experiencia me han permitido desarrollar el presente trabajo y comprender los retos a los que se enfrentan los docentes de inglés y qué herramientas necesito para poder abordarlos.

Sin duda que este proceso formativo solo acaba de comenzar, ya que la profesión docente tiene en su naturaleza implícito un proceso de aprendizaje continuo y la necesidad evidente de adaptarse a los cambios en la sociedad y en la cultura de las nuevas generaciones de estudiantes. Mi visión como futura docente que no hace tantos años estaba sentada aún frente al pupitre me permite poder comprender mejor los retos actuales de la educación secundaria, en concreto en la enseñanza de inglés, la especialidad elegida para el Máster. Ahora desde el otro lado, puedo valorar de manera mucho más clara la necesidad imperante de motivar al alumnado a aprender y valorar sus propias capacidades comunicativas en una etapa de su vida tan compleja como es la adolescencia.

A lo largo del Máster he podido aprender todos los aspectos de la labor docente y sus múltiples prismas, y una vez pasado por un centro para las prácticas he podido entender que es muy importante saber leer al alumnado y sus necesidades, para poder adaptarte a ello, pero también como docente entender cuáles son tus fortalezas y debilidades, con qué metodologías estás más o menos cómodo para que el proceso de enseñanza y aprendizaje sea eficaz. Por eso mediante esta propuesta de programación didáctica he optado por diseñar unos materiales que no solo están pensados para adaptarse a las necesidades del alumnado, sino que encajan en mi manera de trabajar como docente; y por ello está estrechamente ligada al Proyecto de Innovación.

En conclusión, este trabajo no solo apunta a mejorar las competencias comunicativas de los estudiantes en la lengua inglesa, sino también a fomentar su motivación en el aula y su compromiso como ciudadanos responsables, en sintonía con los valores de sostenibilidad. A través de la vinculación de los jóvenes con el entorno empresarial y social de Asturias, se logra un aprendizaje significativo que conecta los contenidos académicos con el mundo real, contribuyendo a su formación integral y fortaleciendo su confianza en sus habilidades comunicativas en inglés. La realización del Máster ha sido una experiencia positiva en mi formación como profesional, aunque por el momento haya decidido elegir otro camino diferente, la docencia es una de las tareas más transversales y necesarias en cualquier campo. Además, la experiencia adquirida durante las prácticas, sin duda me ha enseñado a mejorar no solo como compañera sino como profesional, ya que considero que es fundamental dar la mejor versión de uno mismo para recibir lo mismo a cambio.

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7. Anexos

Anexo 1. Propuesta de Situación de Aprendizaje para la Unidad 6 *(Unit 6)*

Unit 6: Innovation and Creation		Timing	Weeks 33-34	Sessions	5
Course	PCSE	**Year**	1		
Subject		**English as a Foreign Language**			
Related Subjects		**Economy, Technology and Biology**			
Learning Situation 7		**Startups for a Better Future**			
Educational Goals		- To carry out a product development project within the context of a company in which all students will simulate participation as members. They are tasked with identifying an improvement for a real problem the company wants to solve that directly impacts its community, aligned with Sustainable Development Goal (SDG) number 9. - To develop an awareness of problems and their potential solutions to enhance critical thinking skills. - To apply their English language knowledge, cultivate creativity, and gain an understanding of real-world challenges companies and society face, all while strengthening their linguistic competence. - To create a written report and an oral presentation of their companies and the projects they developed.			
Connection to the 2030 SDGs		**Goal 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation** In the face of a rapidly changing global economic landscape and increasing inequalities, sustained growth must include industrialization that first of all, makes opportunities accessible to all people, and second, is supported by innovation and resilient infrastructure. **Goal 11: Sustainable Cities and Communities** By focusing on sustainability, we choose to build cities where all citizens can enjoy a dignified quality of life and participate in the productive dynamics of the city. **Goal 12: Ensure sustainable consumption and production patterns** We need to change our consumption habits, and shifting our energy supplies to more sustainable ones are one of the main changes we must make if we are going to reduce our consumption levels			
Connection to Curriculum Elements					

Specific Competences	Assessment Criteria	Exit Profile Descriptors
Specific Competence 1	1.1, 1.2, 1.3	CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA4

Specific Competence 2	2.1, 2.2, 2.3	CCL1, CCL5, CP1, CP2, STEM1, CD1, CD3, CPSAA4,
Specific Competence 3	3.1, 3.2	CCL5, CP1, CP2, STEM1, CPSAA3.1, CC3
Specific Competence 4	4.1, 4.2	CCL5, CP1, CP2, CP3, STEM1, CPSAA3.1
Specific Competence 5	5.1, 5.2	CP2, STEM1, CD3, CPSAA1.1

Specific Key Knowledge

A. Communication
- **Contextual models and discourse genres commonly used in the comprehension, production, and co-production of short and simple oral, written, and multimodal texts, both literary and non-literary. Strategies for planning, execution, monitoring, and repair in the comprehension, production, and co-production of oral, written, and multimodal texts.**
- Communicative functions appropriate to the communicative field and context.
- Sound, stress, rhythm, and intonation patterns, with general communicative meanings and intentions associated with these patterns. Basic phonetic alphabet.
- Linguistic units and their associated meanings.
- **Common and specialised vocabulary relevant to students, covering time and space; states, events, and occurrences; activities, procedures, and processes; personal, social, academic, and professional relationships; education, work, and entrepreneurship; language and intercultural communication; science and technology; history and culture, as well as strategies for lexical enrichment.**
- Self-confidence, initiative, and assertiveness. Strategies for self-repair and self-assessment as a means of progressing in autonomous foreign language learning.
- Practice of pronunciation with connected speech.
- **Conventions and conversational strategies in synchronous or asynchronous formats, to initiate, maintain, and conclude communication; to take and give turns; to ask for and provide clarifications and explanations; to rephrase, compare, and contrast; to summarise and paraphrase; to collaborate, negotiate meanings, and detect irony, among others.**

B. Multilingualism
- Strategies to identify, organise, retain, retrieve, and creatively use linguistic units (vocabulary, morphosyntax, sound patterns, etc.) through comparison of the languages and varieties within one's linguistic repertoire.
- Systematic comparison between languages based on elements from the foreign language and other languages: origins and relationships.
- **Strategies and techniques to respond effectively, with a high level of autonomy, appropriateness, and accuracy, to specific communicative needs, overcoming limitations from one's level of competence in the foreign language and other languages in the personal linguistic repertoire.**

C. Interculturality
- Sociocultural and sociolinguistic aspects related to social conventions, politeness norms, and registers; institutions, customs, and rituals; values, norms, beliefs, and attitudes; stereotypes and taboos; non-verbal language; history, culture, and communities; interpersonal relationships, and globalisation processes in countries where the foreign language is spoken.
- **Strategies for identifying, rejecting, and responding to discriminatory uses of verbal and non-verbal language.**

Methodology	Class Organization
- Thinking-Based Learning - Problem-Based Learning - Project-Based Learning - Flipped Classroom - Cooperative Learning	- Heterogeneous Groups - Expert Groups - Whole Group or Class Group - Individual work

Activities	
Resources	**Description**
Computers, interactive whiteboard, Padlet, teacher-created materials.	**Task 1: Introduction to the Topic and Project Explanation** The teacher introduces the project using the digital screen, explaining what startups are, the product development process methodology, and the SDGs involved, which forms the basis of the projects. The students are going to participate in a competition to obtain a grant to start their project, one team will be chosen as the winner. - Activity 1: Working groups are established (4 people each). Discuss famous startups and what makes a business idea successful. Students brainstorm product ideas that address a specific problem or need in society. They identify the target audience, main goals, and products or services they will offer. - Activity 2: Students decide on a company name. Once chosen, they register it on a Padlet, using the school's tablets, including the group members' names and the company name.
Computers, digital documentation resources, Microsoft AI image generator, and paper.	**Task 2: Project Development** - Activity 3: The teacher provides useful vocabulary. Each group creates a structured outline for their startup written proposal, including: Name and mission of the startup. Description of the product. Target audience and market strategy and how they will make an impact.
Computers, digital documentation resources, Microsoft AI image generator.	**Task 3: Preparation of the Oral Presentation** - Activity 4: Students organise and prepare the presentation, each having 2 to minutes to speak. They will also create their presentations in PowerPoint or another chosen platform. Develop creativity and presentation skills through visual design while summarising the startup idea. Use an AI image generator to create a prototype of the invention.
Interactive whiteboard and materials prepared by the students.	**Task 4: Oral Presentation of Projects** - Activity 5: The teacher will distribute the rubrics to each team for peer evaluation of the presentations. Each rubric will assess the organisation, body language, vocabulary, materials, and originality of the project on a scale from 1 to 4. The points from each team will be totalled to facilitate peer assessment later. To guide their grading, students will be provided with a rubric breakdown outlining the criteria for each value.

	- Activity 6: Each group presents their startup idea and invention to the class, aiming for a persuasive and engaging pitch.
	Task 5: Final Competition and Feedback
	- Activity 7: The class votes to choose the winning project. There is a final discussion on the experience, asking what students have learnt, what would they change and rate the Learning Situation (1-10).

Evaluation		
Procedure	**Activity**	**Tool**
Class observation	Team work, cooperation and participation (10%)	Teacher diary, notes
Coevaluation	Oral Presentation (20%)	Rubric
Heteroevaluation	Written Report (40%) Oral Presentation (30%)	Rubric, competence target

Connection to Centre's Plans, Programs and Projects
This Learning Situation (LS) is linked to the Innovation Project, which is related to business and sustainable development, as the topics from this project.

Complementary Activities
This LS is complemented by the visit to the Innovation Project venue, as this will help students visualise a real professional environment such as the they are recreating in the class.

Anexo 2. Rúbrica de evaluación de presentaciones orales para el profesorado

Esta rúbrica ha sido descargada desde la web del Banco de Rúbricas y otros documentos de CEDEC. Ha sido modificada para adaptarla

https://cedec.intef.es/banco-de-rubricas-y-otros-documentos/

ASSESSMENT RUBRIC: ORAL PRESENTATION				

Name(s):_____

| ASPECTS	4	3	2	1
Greeting/ Farewell/	The student greets and introduces the topic to the audience. The main idea is repeated at the end to sum up.	The student greets and introduces the topic to the audience. The main idea is not repeated at the end to sum up.	The student doesn't greet the audience or the student doesn't introduce the topic to the audience but the main idea is repeated at the end to sum up.	The student doesn't greet, the student doesn't introduce the topic to the audience and the main idea is not repeated at the end to sum up.
Organization	The speech is always organized sequentially. The main ideas are shown first, and then, the secondary ones.	The speech is not always organized sequentially. The main ideas are normally shown first, and then, the secondary ones.	The speech is organized but not in the logical order: first the main ideas, and then the rest.	The speech isn't organized sequentially. The main ideas are not shown first, and then, the secondary ones.
Body language	The student is continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is not continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is continuously orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.	The student isn't orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.
Vocabulary	The student uses a wide range of vocabulary and there is no repetition.	The student uses quite a wide range of vocabulary and there is not a lot of repetition.	The student uses some new vocabulary and a few new expressions.	The student tends to repeat words all the time.
Materials	The student uses high quality material to support the speech. And the material is used in the right way.	The student uses good quality material to support the speech. And the material is usually used in the right way.	The student uses the material in the right way but it is not high quality one and/or the other way round.	The student doesn't use the material in the right way and it is not high quality one.
Pronunciation, Rhythm and Intonation	The pronunciation is nice and both rhythm and intonation correspond to those expected in an interview, which contributes to it being followed easily.	The pronunciation is often nice and both rhythm and intonation usually correspond to those expected in an interview, which contributes to it being followed quite easily.	The author makes an effort for adopting the adequate rhythm and/or intonation but it does not often match that expected in an interview. Pronunciation must improve quite a lot.	The author does not try to match the rhythm or the intonation expected in an interview. Pronunciation must improve a lot

Anexo 3. Rúbrica para el Alumnado

Para completar esta rúbrica se cuenta con los descriptores que se encuentran en la rúbrica del anexo 2.

Name of the Team	Organization	Body Language	Vocabulary	Materials	Originality

* Write your marks 1-4 in every category taking into account the information in the other document

Anexo 4. Diana de competencias
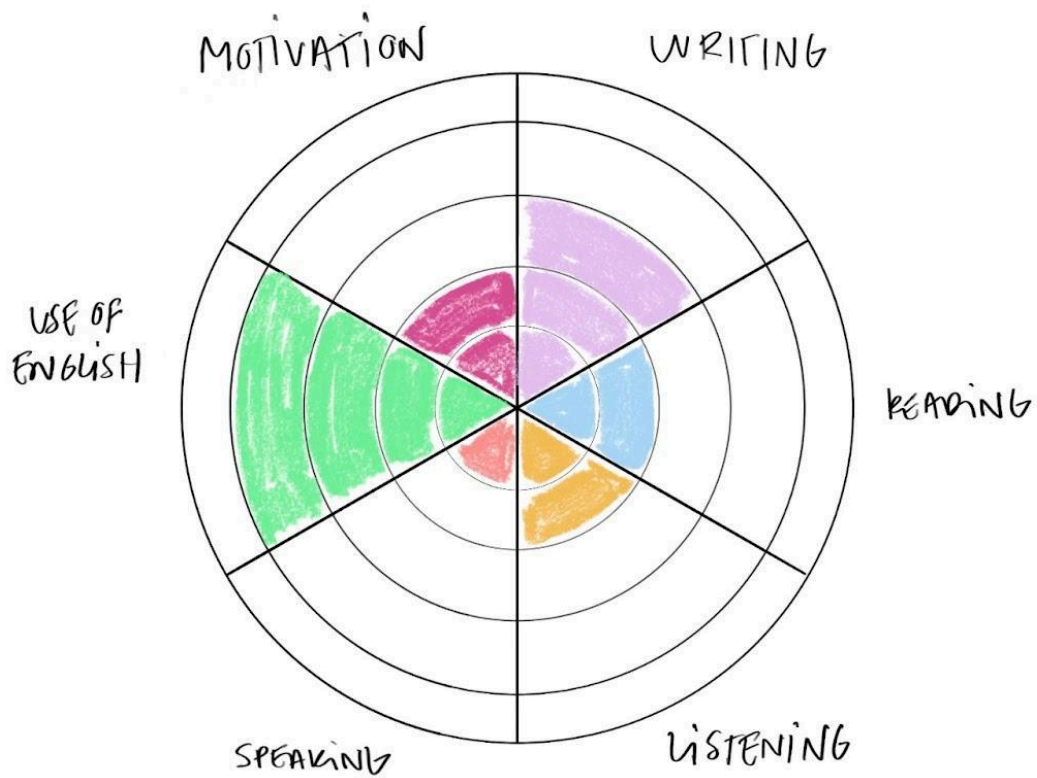
Anexo 5. Encuestas

Environment and Sustainability Survey (Antes del Proyecto)
1. What is your level of awareness about global environmental problems, such as climate change, deforestation, and air and water pollution?   2. What actions do you think are most important to protect the environment and promote sustainability?   3. How would you describe your consumption habits and their impact on the environment?   4. What is your opinion on the use of renewable energy and reducing the carbon footprint?   5. What do you think companies and governments can do to address environmental issues effectively?

Survey on Jobs and Work Experience (Antes del Proyecto):
1. What industries or job sectors interest you the most and why?   2. What are the skills and competences that you consider most important to be successful in the world of work?   3. Do you have any previous work experience, such as internships or part-time

jobs? If so, how would you describe this experience?

4. What are your long-term professional expectations and goals?

5. What challenges do you think you might face when entering the workforce and how do you plan to address them?

Final Survey on the Environment and Sustainability

1. How has the project impacted on your understanding of environmental issues and the importance of sustainability?

2. What specific actions have you taken or plan to take to reduce your environmental impact after participating in the project?

3. To what extent do you think the project has influenced your consumption habits and behaviours related to the environment?

4. What aspects of the project did you find most useful or significant in terms of learning about the environment and sustainability?

5. What suggestions do you have to improve future implementations of the project in relation to the issue of environment and sustainability?

Innovation Project Final Survey (Fin del Proyecto)
1. How has the project influenced your perception and understanding of work and professional opportunities? 2. What skills and knowledge acquired during the project are most useful or relevant for your professional future? 3. To what extent do you think the project has prepared you to face the challenges of the working world and develop a successful career? 4. What activities or aspects of the project did you find most beneficial in preparing you for the world of work? 5. What suggestions do you have to improve future implementations of the project in relation to the topic of the world of work and professional skills?

End of Project Survey
1. Overall, how would you rate your experience working on the project? (1-10) 2. To what extent do you feel the project helped you improve your understanding of the subject matter (environmental sustainability, language skills, etc.)? 3. Did the project meet your expectations? Why or why not?

4. What specific aspects of the project did you find most valuable or impactful?

5. Did the project inspire you to take any specific actions or change any behaviours related to the project topic (environmental sustainability, career aspirations, etc.)?

6. What challenges did you encounter during the project, and how did you overcome them?

Other comments: