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CLIL: A LESSON PLAN

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CLIL: A Lesson Plan

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An In-depth analysis of its origins, process of implementation in Spain with an emphasis on the Spanish Region of Castilla – La Mancha and a practical example of a CLIL –based didactic unit on the curricular area of History.

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I. Rationale

1. Rationale

This paper provides an introduction to the research inquiry into the appearance and development of the concept of Content and Language Integrated Learning, both in Europe and its specific implementation in Spain. It starts with an introduction to the concept of Content and Language Integrated Learning (CLIL), its appearance in Europe as well as its comparison with other educational models such as the Immersion Learning Schools in Canada. An in-depth account of its main goals together with the consequences that the application of this method has held both to teachers and pupils will be discussed. Secondly, we will put an emphasis on describing how this model has begun in the Spanish province of Castilla La Mancha, that is, how many schools run this project, and the stages that the implementation of Content and Language Integrated Learning has required. Moving on, a model of a didactic unit based on the principles underlying CLIL will allow us to put into practice how this new educational system might be applied in any Spanish state school for pupils in their 4th year of Compulsory Secondary Education (ESO).

We have chosen CLIL as the topic of our research for a number of reasons. To begin with, due to the expansion of the European Union, new languages are now present in our European social reality and the need for communication in other languages is a central issue. Until recently, both English as a Foreign Language and English as a Second Language were the means of promoting language acquisition. Now, due to the surge of languages by the European Commission, as well as to social, cultural, professional and multilingual demands of the global society, innovations in the field of education should be implemented. These will encourage learners' motivation and they should be more in accordance with their interests, expectations and real levels of cognitive demands.

2. Objectives Of the Research

The objectives to be achieved at the end of this research will be:

- ✓ To provide an introduction to the concept of CLIL; definition & origins.
- ✓ To compare CLIL with the Canadian model; similarities.
- ✓ To set the aims of CLIL.
- ✓ To discuss benefits for learners and teachers who are immersed in a CLIL programme.
- ✓ To provide an account of how CLIL was introduced in the Spanish region of Castilla La Mancha.
- ✓ To design a didactic unit on The Industrial Revolution based on the CLIL criteria.
- ✓ To make use of ICTs as innovative resources in the elaboration of a CLIL – based didactic unit.

3. Content and Language Integrated Learning

3.1. Definition

To begin with, it is necessary to provide readers with a definition of content and language integrated learning. The term CLIL was coined by David Marsh (1994) as a means of referring to situations where subjects or parts of subjects are taught through a foreign language. This is why in 1994 CLIL was referred to as dual – focused education by David Marsh. Although 1994 marks the date when the term first appeared, the practice of CLIL has been around a lot longer with its roots in immersion education from the 1970s and the 1980s. Finland was one of the first countries to take up the challenge of Content and Language Integrated Learning and Jyväskylä was among the first cities to adopt this approach. According to the British Council, CLIL is an umbrella term describing both learning another subject (content) such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject. Thus, as Van de Craen, Mondt, Allain and Gao (2007:70) point out, CLIL is a “powerful and empowering way to learn languages”. Similarly, González Rodríguez and Borham Puyal (2012:105-124) state that “learning a language should not just involve linguistic competence but also include intercultural competence”. These two scholars acknowledge “the relevance of literary texts for the enhancement of intercultural awareness”. (2012:105-124). We will see along this research how language proficiency could benefit from other curricular areas to achieve proficiency.

3.2. CLIL vs CBLT

We ought to distinguish between Content and Language Integrated Learning (CLIL) and Content – based language teaching (CBLT) as the former deals with teaching a subject at the same time as teaching a language, and the latter focuses on teaching content in language lessons. CLIL also differs from immersion in that “learners learn subjects in another language and there is no focus on language in subject lessons”. (Dale & Tanner, 2012:4). The European model has its roots in the Canadian project where the first modern language immersion programmes appeared in the late 1960s. However, as Cummins (1998:1) points out “there is nothing new in the phenomenon of immersing students in a second language instructional environment”. And he adds that “throughout the history of formal education the use of a second language as a medium of instruction has been the rule rather than the exception”, (1998:1). The Canadian model was innovative simply because it pioneered long – term research evaluation.

3.3. CLIL vs Immersion Programmes

Both Immersion and Content and Language Integrated Learning are frequently used as interchangeable terms because, according to Lasagabaster and Sierra, “they are used as generic terms covering any kind of teaching in which a second language is used to teach content”. (2012:1). However, these two scholars, in their research “Immersion and Content and Language Integrated Learning: more differences than similarities” make a detailed account of the differences that these two approaches have. CLIL is characterised by the practice of two or more languages in academic contexts; one of the languages is the student’s home language (L1) and the other is a second or foreign language (L2). It was initiated in Montreal to provide English – speaking learners with an opportunity to acquire Canada’s two official languages: French and English. Lasagabaster and Sierra set out in their research that both immersion and CLIL programs’ first aim is to train learners to become proficient in at least two languages and provide them with the necessary acquisition of academic knowledge. This second language must be new to them and their teachers are required to be proficient bilingual trainers who are involved in the learner’s communicative progress. In order to do so, the school should foster communicatively - effective environments which motivate learners to use the L2 through real situations. Up to this point it could look like they were interchangeable terms, however their analysis does not end there. As Lasagabaster and Sierra state (2012), several differences might be highlighted. To begin with, the first and most important difference between these two terms refers to the type of language taught in schools, that is, while immersion programmes teach local languages learners are easily in contact with, CLIL focuses on foreign languages. This first distinction leads us to the rest of distinguishing characteristics, which are the fact that learners attending an immersion programme have ample possibilities to use this language outside school, whereas as for CLIL learners, they do not have contact with the foreign language when they leave school. Two examples which illustrate the two systems could be Catalanian and French as two examples of immersion and CLIL programs respectively. Thus, from our point of view, the Canadian model pioneered the start – up of a variety of linguistic programmes in Europe, but it

simply worked as a starting point because as many differences as similarities have been exposed.

3.4. The Canadian Model

Immersion programmes have been implemented across the whole of Canada comprising in total 350.000 learners of whom some 155.000 are in Ontario. Among the numerous advantages, two are noteworthy; on the one hand, it was initiated to show the French – speaking population that the English – speaking community sees the country as a bilingual and multicultural nation, and on the other hand, it is a means of “strengthening national unity” (Harley, 1994:230) and differentiating them from the neighbour United States of America.

The main purpose of this programme was to foster bilingualism among pupils in order to appreciate “the traditions and culture of French – speaking Canadians as well as English – speaking Canadians”, according to Baker (2001:204). The Canadian approach was one of the first programmes to emphasize the importance of using the L2 as a vehicle for teaching content as opposed to direct instruction of the L2 *per se*. Briefly, linguistic immersion in Canada may happen at three different stages involving a higher or lower percentage of French use:

- Early immersion, which learners start in kindergarten or grade 1.
- Middle immersion in grades 4 or 5.
- Late immersion starting in grade 7.

Johnson and Swain (1997:284-309) cite eight characteristics which define immersion programmes:

- The target language is used for meaningful communication within the school, that is, for instruction in all subjects.
- Overt support exists for the L1.
- The programme aims for additive bilingualism.
- The students all begin not knowing the target language and instructional strategies and materials are designed with that in mind.
- The target language is not the prevalent language in the community.

- Instruction on subject contents is never repeated in both languages.
- The programme objectives are expected to be achieved at the end of grade 12.
- Parents play an important role in establishing and supporting immersion as a key element of the programme.

In general terms, they do conclude that “under conditions favorable to immersion, claims based on research have gone beyond additive bilingualism to include cognitive, cultural and psychological advantages... Under less favorable conditions, doubts have arisen concerning the potential of immersion programmes to achieve a full additive bilingualism” (1997:284-309). Particularly problematic are two areas of discussion: firstly that affecting the quality of learners’ oral and written skills, and secondly an extremely high drop – out rate in some immersion programmes. Cummins (1984) makes a similar point in that bilinguals show increased cognitive skills in terms of metalinguistic awareness, cognitive flexibility and greater creativity.

3.5. Aims of Content and Language Integrated Learning

Broadly speaking, the aims of CLIL are to improve both the learner's knowledge and skills in a subject and their language skills in the language the subject is taught through. Regarding CLIL's goals, Van de Craen, Mondt, Allain and Gao highlight at least 4 goals for CLIL in their collaborative research "Why and How CLIL works: an outline for a CLIL theory" (2007). These are:

- The promotion of linguistic diversity.
- The promotion of language learning.
- The improvement of learner's proficiency.
- Internationalisation.

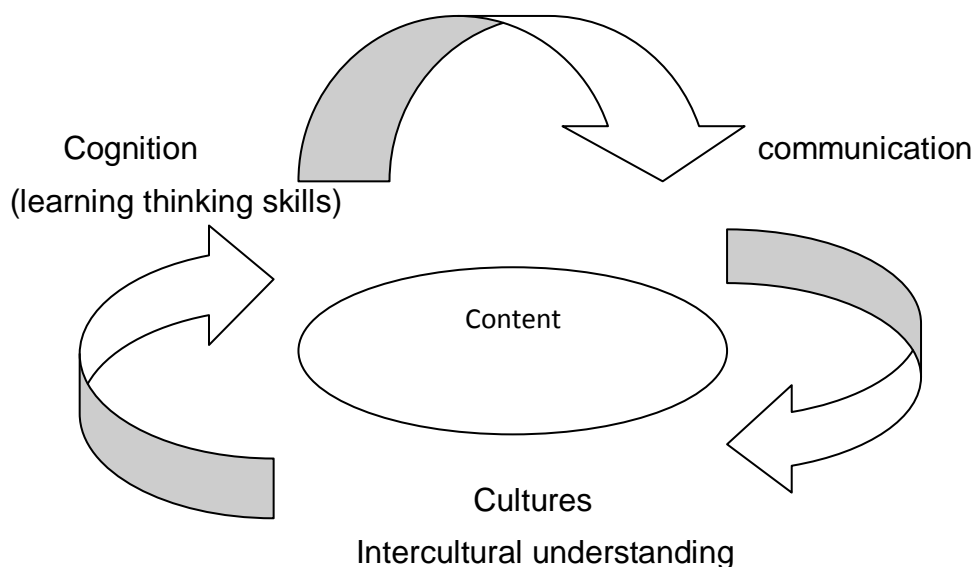
We can make reference to other goals such as:

- Develop intercultural communication skills.
- Prepare learners for internationalisation.
- Provide learners with opportunities to study content through different perspectives.
- Develop learner's oral communication skills.
- Develop multilingual interests and attitudes.
- Improve overall target language competence.
- Deepen awareness of both mother tongue and target language.

In fact, it is quite difficult to find a detailed account of CLIL's goals as there is a challenging relationship between language and content. According to Met (previously mentioned on Snow (1998)), CLIL programs have different motivations and settings. On the one hand, we may come across content – oriented programs and on the other, language – driven contents. Met (1999:3) states that "the term content – based instruction is commonly used to describe

approaches to integrating language and language instruction’’. One of the most significant examples of content – oriented programmes is immersion schools where content is taught in the L2 and language learning is secondary. At the other extreme of the continuum, language – oriented programmes put an emphasis on language learning and content acquisition is incidental. Content is simply used as a means of using the L2. In fact, as stated in Wikipedia, CLIL comes to be a type of sheltered content instruction. This is an approach to teaching English language to learners which integrates language and content instruction.

Coyle’s (2007) four Cs provide a more specific account of CLIL aims. These are communication, content, culture, and cognition.



(Coyle, 2007).

This diagram shows that content is at the heart of what is taught. The content of CLIL varies according to the subjects learners are taught. It determines what cultural aspects, what language and what cognitive skills are to be taught by the teacher.

Within the field of Content and Language Integrated Learning, professor Do Coyle occupies a position of relevance because of her research in the field of CLIL practice including the 4Cs conceptual framework and the English national guidelines for CLIL. In her work “CLIL – a pedagogical approach” (2008), Do

Coyle describes CLIL as a cohesive conceptual tool in which all its elements are interwoven. This framework is based and influenced by the early work of Mohan and his “Knowledge Framework” (1986) but there is a slight difference in emphasis because the starting point is language education. The 4Cs framework for CLIL starts with content and deals with the interrelationship between content, cognition, communication and culture to unite learning theories, language learning theories and intercultural understanding. As for content, Vygotsky (1978) and Lantolf (2000) state that subject matter is not only about acquiring knowledge but also about how the learner is able to construct his/her own knowledge and developing skills. In the case of acquiring skills and an understanding of the world it is related to learning and thinking, that is, cognition. Cognition, in turn, needs to be analysed for their linguistic demands. (Bloom, 1984; McGuinness, 1999). As for communication, interaction is fundamental to learning. Finally, intercultural awareness is needed to CLIL.

3.6. Benefits of CLIL's implementation

Another important issue to bear in mind is that of how CLIL affects both learners and teachers. According to Dale and Tanner (2012) in their research on CLIL activities "A resource for subject and language teachers", the implementation of CLIL in schools is a good thing as it generates benefits for learners, teachers, and the school.

Schools which put into practice CLIL are reported to have benefits both in terms of curriculum development and teaching skills. Teachers who are involved in CLIL practice reconsider the way learners learn both language and content and therefore they make some changes to the curriculum. As Dale and Tanner state (2012:14), "the implementation of CLIL encourages whole school development and innovation: implementing CLIL can be a powerful impulse for renewal and reflection in a school". Subject teachers improve their language skills by means of language development courses and most of them get a certificate corresponding to level B1 for the European framework of Languages. Collaboration among teachers is also a must; they share ideas on how to work on language in lessons or on cross – curricular projects. CLIL teachers should also know how to activate learner's previous knowledge of the topic, to provide appropriate multimodal input (Dale and Tanner: 2012) and to help learners generate progressive output. Also, they should be trained in how to assess pupils' progress both in content and language, and give them feedback in both areas.

As for learners, benefits are even more obvious. According to Wesche (2002), CLIL students do better in tests of second language competence compared to students in regular second language programs. Furthermore, "despite studying the same curriculum in their non – native language, CLIL students have still been shown to perform, on average, at least as well as on tests of content knowledge than those learning the same curriculum material in their first language" (Dalton – Puffer 2008:139-157).

According to Tennant, on Macmillan's, CLIL is a holistic approach to teaching and learning, in which teachers use existing knowledge, contextual clues and overall meaning to teach learners. Tennant also states that through CLIL

learners are more motivated than if the focus is on the nuts and bolts of the language. Thus, language is, in CLIL contexts, meaningful as it is connected to familiar content.

From Dale and Tanner's reflections on the topic, CLIL can be said to be positive on a cognitive, cultural, communicative and content basis. To begin with, cognitively speaking, it is believed that bilinguals' brains work harder and form more connections. As Coyle points out (2006:1-18), "it is harder to learn like this, especially at the beginning, but if it makes you concentrate more, then you learn it better, and so it is better to do it this way". We certainly think that learning through a foreign language leads to the development of learner's creativity and thinking skills. Furthermore, CLIL learners are said to be more motivated because they notice their progress in their other language.

In cultural terms, CLIL learners develop intercultural awareness by means of communication with people from other cultures. "CLIL students have also been shown to demonstrate higher levels of intercultural competence and sensibility, including more positive attitudes towards other cultures" (Lasagabaster & Sierra, 2009; 4-17, Rodriguez & Puyal, 2012; 105-124, Sudhoff, 2010:30-37).

Communicatively speaking, attending a course on CLIL makes learners' language progress more. These learners will learn the language quickly and achieve a high level of proficiency. Fluency and accuracy are at the learner's hands. Interactions happen to be meaningful because learners concentrate on expressing, both orally and in writing, what they are learning.

On a content basis, learners receive input and work effectively with that input. It is widely believed that for learning to be successful, this must be meaningful, relevant and realistic, and this is what happens in CLIL lessons where learners are in contact with subject content. They do receive and interpret that input, which is more efficiently understood thanks to constant revised output.

3.7. Stages in the implementation of CLIL in Spain; the example of Castilla La Mancha

Moving on, our next focus of attention is the implementation of CLIL in Spain, with particular emphasis on the Autonomous Community of Castilla La Mancha. Spain, due to its great richness of local languages, holds a wide variety of CLIL models. Interest in Content and Language Integrated Learning has spread through Spain in recent years, and they have received support from educational authorities. As the country comprises nineteen autonomous communities, the level of implementation varies from contexts where a foreign language such as English is promoted in an already bilingual society to monolingual communities which teach one or more foreign languages. In the particular case of Castilla La Mancha, the curriculum covers the official language of the State and one or two foreign languages.

The programme “secciones bilingües” was put into practice in Castilla – La Mancha during the school year 2004 – 2005 as part of a global plan of multilingualism addressed to both public and direct – grant schools. It was firstly designed to teach in English at least two subjects but since it started, constant extensions have made it possible to cover all subjects (except Spanish Language and Literature) in the curriculum. This is, in general terms, a strategic plan which comprises not only present but also future initiatives for the promotion of both communicative and intercultural competence in one or more foreign languages within the European framework of reference for languages. To this end, several orders have been published to regulate the proper functioning of the so – called “secciones bilingües”. In this regard, it is worth mentioning the order February, 7th 2005 and March, 13th 2008, both of them ruling the appropriate functioning of this programme. Initially, the programme was designed to be taught in English, French or Italian, but in the last few years German has also been included as lingua franca in pre – school, primary and secondary education.

At present, there are three hundred and twenty four “secciones bilingües” in the community of Castilla La Mancha divided up into 295 schools, two hundred and sixty of which are public schools and thirty - five are charter schools. The

highest number of “secciones bilingües” is located in Toledo, which has sixty - seven schools, followed by Albacete, which has as many as 40 schools. All of them are for English and French. These figures correspond to the academic year 2013 – 2014, and ninety new “secciones” are expected to be created this next academic year.

The teaching of foreign languages has its origin, on the one hand, in the agreement between the Ministry of Education and the British Council, and on the other, in the Spanish and French bilingual sections. Both of them started up in 2002.

4. How to design a didactic unit according to the CLIL's principles

4.1. General principles

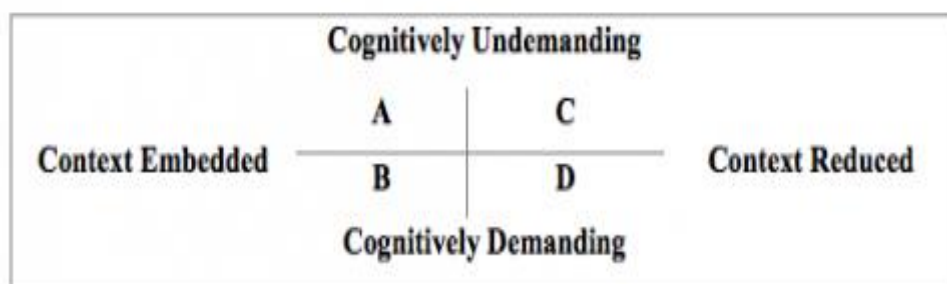
Our next issue within this tour is to think of and design a didactic unit under the perspective of CLIL principles. It will be focused on History and addressed to pupils in their 4th year of Compulsory Secondary Education. This didactic unit “On the Factory Floor”, which will be devoted to learning about The Industrial Revolution in Great Britain, is to be dealt with in 8 lessons. For a CLIL – based didactic unit, we should bear in mind the following key concepts:

- ✓ Planning the unit
- ✓ Cognitive challenges
- ✓ Scaffolding
- ✓ Selection of the activities
- ✓ Adapting materials

These are, from our point of view, basic elements to take into account in the elaboration of a CLIL – based didactic unit. Planning a CLIL lesson is in many ways similar to planning a non – CLIL lesson. Apart from common aspects such as the aims, a good range of activities and suitable procedures, the balance of language and content and the type of CLIL approach ought to be carefully considered. In general, a distinction between genre and enquiry approach could be made, the former being focused on mastery of content, with less emphasis on the development of skills while the latter being more focused on learning content as a means to develop information – processing and problem – solving skills. As far as genre approach is concerned, students are the receivers of information and lessons are teacher – centred. The enquiry approach is more student – centred, with the teacher as facilitator of learning. Students are involved in the construction of knowledge through active participation and the teacher becomes a kind of “mentor” who promotes autonomy, creativity, and maturity. The genre and enquiry approach are just two approaches out of many. Whatever the approach, assuming the information is new, it is important to activate prior knowledge, present content – based vocabulary and include practice stages moving from controlled to more autonomous production. “On the Factory Floor” is said to be based on an enquiry approach as we constantly encourage learners to participate in class by posing questions, problems and

scenarios rather than simply presenting facts with none or little interaction between the teacher and learners. To illustrate, in didactic unit “On the Factory Floor”, learners will come across some high – order questions to check previous knowledge and initiate a brainstorm of ideas among the pupils.

Moving on, it is also important to help learners develop their cognitive skills. When we are deciding what kind of tasks and activities should be included in our lessons, it is necessary to consider the abilities of our students, both in terms of communicative skills but also in terms of their ability to do the tasks based on their cognitive ability and context. In order to plan our lessons, Cummins’ framework should be a role model to teachers on how to design cognitively appropriate activities to learners. To demonstrate how tasks can be made easier or harder, Cummins created a framework based on a partnership between cognitive challenge and contextual support.



The two quadrants on the left side of Cummins’ chart represent tasks which are highly embedded and contextually supported. Tasks in the two quadrants on the right side are those that are context reduced. Strategies to move tasks from quadrant IV to quadrant III are commonly called scaffolding. It is scaffolding strategy that allows students to formulate their own conclusions: real learning is taking place, independent of English language knowledge. Firstly, learners should be exposed to non – demanding activities, which are context – embedded so that they get confidence progressively. This could be done by means of explanations, questions, and graphs. As the didactic unit goes on, we will keep reducing visual support.

As mentioned on section 3.5., from this research, any CLIL model needs to consider the importance of cognition, communication, culture, and content as key elements in the learning process. Activities in this didactic unit have been

devised in order to fulfill at least one of these criteria. To illustrate, the final quiz on session 3 contributes to reinforcing content (industrial inventions) and analysing the main goal of a Venn diagram could be an example of cognition.

Scaffolding theory was first introduced in the 1950s by a cognitive psychologist, Jerome Bruner. At a basic level, scaffolding means providing students with support in order to help them complete tasks in the most effective way, and through this support ensuring that their motivation is increased and anxiety decreased. This support can take various forms, which we will make use of in the elaboration of our didactic unit. Some common scaffolding techniques used in didactic unit “On the Factory Floor” are;

- ✓ The use of glossaries accompanying texts.
- ✓ Constructive feedback after grammar activities to make learners notice possible mistakes
- ✓ Guessing meaning from context by means of general questions to choose the correct alternative out of several options.
- ✓ Breaking down tasks into small steps
- ✓ Activating previous knowledge through warm – up questions.
- ✓ Creating interest by means of pictures, flashcards to make them visualise ideas.

The appropriate selection of activities is tightly related to the characteristics of our pupils. Two aspects should be taken into account;

1. Their communicative skills
2. Their ability to do the tasks based on their cognitive abilities and the learning context

We base our activity selection on the assumption that they have an upper intermediate level of English for they are in their 4th year of Compulsory Secondary Education. The 4th year of ESO corresponds to level B1 in the European Framework of Reference.

As far as their cognitive level, we have selected activities in accordance with the official curriculum for this stage of education. The Industrial Revolution is a key concept within the area of History.

It is worth highlighting such activities as;

- ✓ Match vocabulary to meaning
- ✓ Fill in the blanks
- ✓ Summarising
- ✓ Running dictation

There is no question that materials should be adapted to the real level and interest of our pupils. The time when teaching was restricted to textbooks is now past. Now learners demand motivating activities, which must be challenging and related to the ICT's. "On the Factory Floor" has been adapted to the 4th level of ESO; materials are supposed to encourage participative tasks which promote communication and acquisition of contents. To that end, common materials will be, among other, glossaries, word banks, different font styles, underlined words, repetition of words, activation of previous knowledge, etc.

4.2. Contents

We will focus our attention on the following contents, classified in terms of language and skills:

- Main target language

I. Compound words

II. The passive voice

- Main target skills

III. Origin of the Industrial Revolution: causes and consequences in Great Britain.

IV. British inventors

V. Industrial areas in Great Britain

VI. Characteristics of the factory system

VII. Social and political movements

4.3. Objectives

As far as objectives are concerned, these are our goals at the end of this didactic unit:

- Being able to name the main inventions during the Industrial Revolution
- Being able to explain causes and consequences of the industrial Revolution
- Naming and geographically identifying the most relevant industrial areas in Great Britain
- Critically discussing the conditions of workers in factories with an emphasis on child labour
- Being able to properly express facts using the passive voice
- Actively participating in the creation of activities based on multimedia format

These are the aims that learners should have achieved by the end of the didactic unit. In terms of content, learners should be able to have an overall understanding of the causes that led to the Industrial Revolution as well as the consequences that this social and economic movement brought about. In linguistic terms, they will learn how to efficiently express passive events by means of the passive voice.

4.4. Materials

In all teaching, teachers need to find or create materials and then evaluate them in order to make sure the content and language are suitable for the stage the learners are at. In order to do so, the materials we propose using in this didactic unit are:

- Slide projector
- Flashcards
- You tube
- <http://www.bbc.co.uk/search?q=Industrial%20Revolution>
- <http://www.bbc.co.uk/search?q=Industrial%20Revolution>
- www.schoolhistory.co.uk
- Work sheets
- Visual organisers including timeline, mind map, and Venn diagram
- Games such as trivia search, that is, things you know, and things you want to know
- ICT resources should play a major role in any CLIL lesson. For that reason, and taking into account Temprano Sánchez in his book “Las Tic en la enseñanza bilingüe”, some of his most noteworthy suggestions will be assigned in our didactic unit. To illustrate, “dotsub” and “overstream” will be useful to have some videos transcribed for the average ability pupils. Through www.classtools.net a wide range of interactive quizzes can be created both by teachers and learners. This resource allows learners to make up their own set of questions and save them onto the school network. We find particularly interesting some specific apps for pupils at this level of education, for instance, arcade game generator and flashcards. www.schoolexpress.com is another webpage which allows making up a great variety of games such as cross words, quizzes, story time and the like. Regarding this section we could make use of social Web 2.0., which provides both teachers and learners with an endless amount of pedagogical resources. One of these refers to the creation of virtual boards through www.wallwisher.com . We can choose to make our wall private or public, but if we choose the public option anyone can

quickly add notes to our wall. Thus, we should approve additions to the wall before they appear. (www.freetech4teachers.com)

4.5. Time and Space Organisation

Regarding time and space organization, classes will be usually taught in the language classroom combined with some lessons in the computer room. Lessons will be designed to last 55 minutes three days a week and the didactic unit is expected to be dealt with during the 3rd term. The last two sessions will be reserved for the final exam and peer – evaluation.

On a daily basis, learners will sit in pairs except for bigger groups or even the class as a whole for specific activities. We ought to distinguish highly structured activities as opposed to more loosely structured activities. Certain activities such as speaking and vocabulary allow us to freely move around the classroom whereas for listening and reading students should be quiet in their seats. Learners should be expected to meet up after class so as to prepare the final project.

4.6. Socio – cultural Awareness

Considering social and cultural values, by means of this didactic unit we want to make learners aware of the hard working conditions that people in factories had to face during this period of industrial progress. In order to do so, learners are expected to learn about Charles Dickens and some of his most well – known novels. Furthermore, learners will get closer to the most important industrial cities in the United Kingdom as well as to its main business routes. At the end of the didactic unit, learners should be able to identify inventions known worldwide.

4.7. Basic Competences

Key competences play a major role in current education. In Spain, both LOE and Royal Decree 1631/2006 fully describe how to implement the eight basic competences established by the Ministry of Education. Castilla – La Mancha is ruled by Decree 68/2007 and, unlike the rest of the country, it has added a ninth competence called “emotional competence”.

This didactic unit will cover some of these:

- Linguistic competence. CLIL encourages using the L₂ as a means of communication in class. Students learn to consider English as the vehicle of content acquisition. CLIL advocates dividing language skills into BICS and CALP both having equal billing. In the classroom, it is important that students have the language they need to complete their tasks and the actual success of CLIL hinges on the provision of this functional language to students. Learners will be taught basic functional language by means of flashcards, bubbles, and constant repetition of useful clauses/phrases. Furthermore, throughout this didactic unit learners will be taught how to properly discuss ideas on The Industrial Revolution both by means of vocabulary and activities focused on the 4 skills: reading, writing, listening and speaking.
- Autonomous learning competence. CLIL helps learners become more autonomous as they do generate their own questions and actively participate in class. Students actively and collaboratively participate in the learning process by means of pair and group work. The teacher works more as a facilitator who guides the learning progress.
- Digital competence. In this didactic unit, ICT's are fully present from the very first moment. A wide range of resources mentioned above will be on hand. Learners will make up their own interactive quizzes out of a list of questions written by them.
- Social and Cultural competence. CLIL involves contexts and content which enrich the learner's understanding of their own culture and those of others. Any CLIL context strengthens intercultural understanding and global citizenship. Coyle refers to cultural aims as one of the four CLIL

principles in action. It encourages cooperation, help, and respect within the group. Pair and group work get children to collaborate on activities and share experiences. Certain tasks as jigsaw activities require both cooperation and sharing of information between pupils.

- Learning to learn competence. CLIL involves rich input and it accelerates the development of a range of language learning strategies including recognising key words and cognates. It is common for CLIL activities to use prior knowledge to predict content. In this didactic unit, learners ask themselves questions such as “what do I already know about The Industrial Revolution” and “what do I think I know about it”. They also make predictions about the meaning of key words and they set up relationships between English and their own language.
- Emotional Competence is said to help teachers integrate emotional education into the curriculum. Castilla – La Mancha gives patterns to successfully achieve this goal. According to Darder and Bisquerra (2001, pp. 5-6), “emotions can be taught as long as we apply a continuous and systematic action to them”. In order to do so, teachers should work on such aspects as cognitive, social and affective parameters. This effort will lead to an education based on attention to diversity. In this regard, our didactic unit responds to the academic expectations set in the official documents. Throughout the didactic unit, we promote a wide number of academic situations so that learners can work both in pairs and in groups, express their opinions with confidence, and where different points of view are observed. Learners will be asked to do a great number of tasks in which they must express their opinions, with no right or wrong answers. With this type of methodology, we hope to create an inviting and receptive atmosphere where learners take the lead role in the learning process.

4.8. Sequencing

An important aspect in any didactic unit has to do with how to sequence activities. Below, we provide you with a detailed account of the activities designed to be done throughout the eight sessions which make up this didactic unit. To begin with, we must say that any activity should be divided into 4 stages:

- Processing the task. In order to facilitate comprehension, texts will be accompanied by pictures so that learners can visualise what they are reading. The use of structural markers is also common. These may be linguistic (headings) or diagrammatic.
- Identification and organisation of knowledge. As information is best understood when it is represented diagrammatically, most receptive activities (reading and listening) will include identifying and drawing a diagram to check comprehension.
- Language identification. Learners are expected to write the core of the text in their own words so they should be familiar with any kind of language. Underlining key words, identifying semantic fields and classifying types of words according to their meaning might be useful.
- Tasks for students. Finally, a variety of activities will be provided taking into account the learning purpose, learner styles and preferences. Both receptive and productive activities will be present in this didactic unit. The former could be achieved by means of do – genre tasks as well as read/listening activities. The latter is mostly common with essays, summaries, and reports.

Didactic unit “On the Ground Floor”

Previously in this research, we saw how the 4Cs Curriculum provides a useful guide for the overall planning of a unit of work. Now, the 3As tool is used for a more detailed lesson planning. Although there is some overlap between the tools, the aims of each stage are significantly different.

Stages	Focus	Activities
Analyse	The content focus must be defined. It includes such contents as key words, phrases, grammatical functions for concept formation and comprehension.	Each lesson begins with a warm-up activity to activate learner’s previous knowledge. It includes such tasks as vocabulary, brainstorm of ideas, etc.
Add	The focus is on the learner. This includes classroom talks, learner strategies, and discussions. This is a crucial stage in which both the content and the language must be truly integrated.	This stage comprises a wide variety of tasks. To illustrate, underlining key words, both skimming and scanning, yes/no questions, etc.
Apply	At this stage, tasks are at the core of the learning process to help learners extend their cognitive skills.	It includes more autonomous tasks; summarising a text, identifying similarities and differences, and in general any cognitively demanding activity.

Session 1**Analyse**

1. How much do you know about the early history of the Industrial Revolution?



- _____
- _____
- _____
- _____

2. Warm – up activity. Answer the following questions in pairs. Then, the teacher comments on ideas with the class as a whole. (This activity combines low order with high order¹ questions).

- What does commerce mean?
- What does manufacturing mean?
- What does the word economy stand for?
- What does a rural economy mean?
- Did the industrial revolution improve life?
- Can you think of any disadvantage that the industrial revolution led to society?

Add

3. Choose the correct alternative
 - The Industrial Revolution created an urban middle/working class
 - The Industrial Revolution was
 - A) The acceleration of personal and economic development that began in Britain in 1650

¹ High order questions require answers that go beyond simple information and as such both the language and thinking behind them is more complex.
Low order questions are usually what – questions.

- B) The acceleration of technical and economic development that began in Britain in 1750
- The new industry was dominated by selling and servicing/machinery and manufacturing
 - Which is probably the most important development?
 - A) Machinery replacing people
 - B) Steam replacing water power
 - Coastal ports/urban areas grew the most

Apply

3. Watch a video about The Industrial Revolution and answer the questions. (<http://www.youtube.com/watch?v=3Efq-aNBkvc>). Yes/No questions will be given to those students with more learning difficulties.

- Where did aristocrats live?
- When did most people work and live in the fields?
- What did inventors find?
- How did new machines power?
- How did mechanization begin?
- Where did families move to?
- What did workers produce?
- Who are the industrialists?

4. Read the text about The Industrial Revolution and put the phrases in the correct position. Leave one out.

Factories	Great change
Puzzling	Simple
Farming	Industrial Revolution
Manufacturing	

The word revolution means _____. We have already learned that the industrial revolution saw a great change from _____ to _____. Britain changed from a mainly _____ based country to a

_____ based country. The diagram above shows what the _____ meant but only in a very basic way.

As we progress in our studies, we will see how it wasn't actually as _____ as this.

Session 2

Its content theme will be “A Day in the life of an Industrial kid”. Learners will watch a video extracted from YouTube and they will compare and contrast the lives of kids during the Industrial Revolution (especially child labour) and kids now.



<http://www.youtube.com/watch?v=KTSsAFKtpBI>

Analyse

1. Before showing the video, the learners will reflect upon the following questions:
 - How much was a child paid in a factory during the industrial revolution?
 - Why were children used as labour during the industrial revolution?
 - What were the benefits of child labour in the industrial revolution?
 - How did child labour affect the people and society?
2. Watch the video and check your answers.
3. Match and form compound words.

NarrowBadly
 Broken..... Threads
 FactoryHouses
 WageUnder
 Living..... Work
 Crawl..... Act
 Out of..... Conditions
 Treated.....Deductions

Add

4. Fill in the gaps with the previous compound words.

- The invention of new machines left many people _____.
- Parliament passed _____ in 1833.
- Children were small enough to _____ machinery.
- _____ for children included little or no pay, and many working hours.
- Children were in factories to tie up _____.
- Families lived confined in _____.
- They worked long hours and were _____ by the supervisors.
- If children arrived two minutes late, there would be _____.

Apply

5. Think about what children's life was like in The Industrial Revolution and compare it with children's life nowadays. Write a paragraph about how things have changed in terms of education, health, opportunities, resources, etc.

Session 3

Analyse

In this session pupils will learn how to use the passive voice. Learners will be given a timeline with the name of famous inventors. The teacher will write them on the board together with the years when their inventions happened. Then, the teacher takes one example and writes a sentence for it using both the active and passive voice. The teacher gives the students some passive voice sentences and asks them what the passive voice does to a sentence. This is a kind of inductive approach and allows students to work more on their own.

Add

Then, learners are asked to go back to the timeline seen before. In small groups, they comment on the invention they consider being most important and give their reasons. They must use the passive voice. Each pupil, in turns, tells their classmates the date and name of the inventor.

Apply

Finally, two groups are formed. The teacher will speak either the name of the invention or the date and the learners answer as fast as they can with an answer. Pupils who do not know the answer or respond too late are left out. Finally, some kind of prize will be given to the group who guesses more correct answers.

Session 4

In this lesson learners will interpret and draw graphs and charts.

Analyse

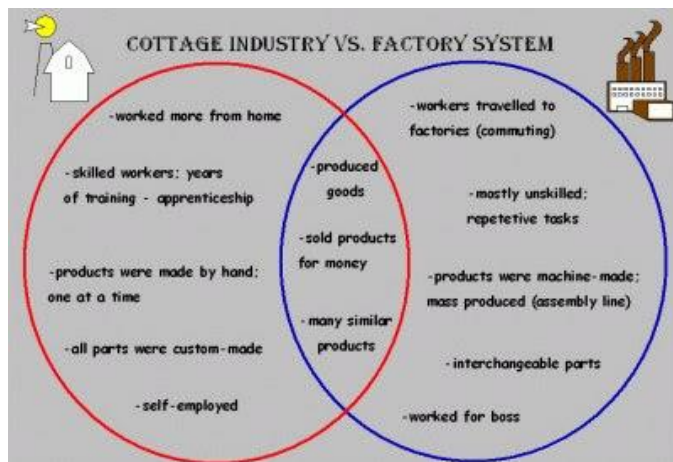
Learners will be given a Venn diagram and analyse the type of information displayed.

Add

Secondly, they will complete some gaps with missing information about similarities and differences between The Industrial Revolution and The Digital Revolution.

Apply

Then, from a given text about the first and second Industrial Revolution they will draw a diagram on their own.



The First Industrial Revolution began in England in the late 18th century, following in the wake of James Watt and his steam engine. The initial focus of industrialization was on textiles; cloth was needed by almost everyone. Early textiles were produced by a “cottage industry” system in which a central agent, the factor, would provide raw cotton and oversee the work of the various production units. Individual families would master one part of the process – spinning, dyeing, weaving and so forth.

It saw fundamental changes in agriculture, the development of factories and rural – to- urban migration.

The Second Industrial Revolution, usually known as the Technological Revolution, was a phase corresponding to the latter half of the 19th century until World War I. It is considered to have begun with Bessemer steel in the 1860s and culminated in mass production and the production line. Electricity became the primary source of power for factories, farms and homes.

The Second Industrial Revolution saw rapid industrial development in Western Europe (Britain, Germany, France and the Low Countries) as well as the United States and Japan.

Both the First and Second Industrial Revolution involved an increase in the degree to which machines were being used to do tasks that had once been done in other ways. As far as differences are concerned, the earlier Industrial Revolution was more about capital goods like steam engines while the second was about consumer goods. But, in both cases, the main thing that was going on was an increase in the use of machinery

Session 5

In this session learners will summarise what they read from a text about the Industrial Revolution as well as the main inventions during this time. A glossary of new words is included. In small groups, we choose a short paragraph and make several copies. We put the copies up around the walls of the classroom. Students, in small groups, walk to read the passage on the wall. They remember some of the passage and walk back to their partners. They quietly dictate what they remembered to their partners, who write it down. They then swap roles. Over several turns they will build the whole passage. This means they really have to run back and forth because students will only remember three or four words at a time. The winning group is the team that finishes first - although we need to check for mistakes. If there are mistakes, they must keep walking to check.

Analyse

Learners are explained what the activity consists of, and they decide the order each participant will have in the development of the activity. They have to make other decisions such as the number of sentences they will memorise each time they go to the wall.

Add

Learners begin doing the task, in turns they memorise one or two sentences and try to write them on their notebooks.

The Industrial Revolution begins

In the final decades of the 18th century, Europe (and the thirteen English colonies of North America) was the scene of important revolutions. In America, the colonies fought to separate themselves from the control of the English king, George III, and Parliament. In Europe, the great political upheaval¹ called the French Revolution sent shock waves across the continent as revolutionaries executed Louis XVI and his queen. While these political changes were altering the lives of millions of people in the world, another revolution was taking place in Great Britain. The Industrial Revolution caused

great strains² and violence as economy changed from manual labour to artificial labour.

The revolution hit its stride³ in 1815 and continued up to the end of the 19th century. The greatest invention of this mechanical period was the steam engine, designed by Thomas Savery. Within decades of its invention, steam engine was applied to mining, textile production, and other industrial pursuits⁴. Steam engines allowed for the invention of steam – boats⁵ and later steamships⁶, which drastically reduced the time required to travel overseas.

Glossary

- Upheaval: agitación
- Strains: esfuerzos
- Hit its stride: alcanzar el zenith
- Pursuits: persecución
- Steam – boats: máquinas a vapor
- Steamships: barcos de vapor

Source: CLIL History Activities. Annalisa Bianco and Eileen Mulligan. Editori Laterza.

Apply

At the last stage they have already written their texts. They must revise their writings to change any mistake related to spelling, grammar, and to add some possible missing word.

Session 6

In this lesson students will learn more about some side effects of industrialization.

Analyse

Firstly, a brief account of industrial urbanization will be read. Then, Charles Dickens' extract from *Hard Times* will teach learners to what extent industrialization brought about pollution and environmental devastation. Again, in both cases glossaries will be given.

Urbanization

When Friedrich Engels (1820 – 1895), the son of a German textile manufacturer, came to England to look after his father's businesses, he was horrified by the conditions of working men and women. In the introduction to his book 'The Condition of the Working Class in England' (1845) he set out his views on the changes that had happened in England over the previous eighty years.

"Sixty, eighty years ago, England was a country like every other, with small towns, few and simple industries, and a thin but proportionately large agricultural population. Today it is a country like no other, with a capital of two and a half million inhabitants; with vast manufacturing cities; with an industry that supplies the world, and produces almost everything by means of the most complex machinery; with an industrious, intelligent, dense population, of which two thirds are employed in trade and commerce". Engels' description of the northern industrial city, Manchester, in the 1840s is as follows:

"surrounded on four sides by tall factories and high embankments, covered with buildings, stand two groups of about two hundred cottages, built chiefly back to back, in which live about 4,000 human beings [...]. The cottages are old, dirty and of the smallest sort, the streets uneven¹, fallen into ruts² and in parts without drains or pavement; masses of refuse, offal³ and sickening filth⁴ lie among standing pools⁵ in all directions; the atmosphere is poisoned by the

effluvia from these, and laden⁶ and darkened by the smoke of a dozen tall factory chimneys”.

1. Uneven: quebrado, desnivelado.
2. Ruts: con grietas
3. Offal: vísceras
4. Filth: suciedad
5. Pools: charcos
6. Laden: cargado, empapado

Source: “CLIL History Activities”. Annalisa Bianco and Eileen Mulligan. Editori Laterza. (Pages 148 – 149).

Add

1. Read the text and check words you do not understand. In pairs.
2. Summarize the text. Then, explain it to your partner.

Apply

3. Answer the following questions
 - What was England like many years ago?
 - What does Engels mean with the expression “a country like no other”?
 - What does the writer draw particular attention to?
 - What is Engels’ attitude towards Industrialization?
 - What description does Engels give of Manchester?
 - What effects does urbanization have on cities? Are these effects positive or negative?

The town of smoke and ashes

“It was a town of red brick or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood, it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever and never got uncoiled¹. It had a black canal in it and a river that ran purple with ill – smelling dye, and vast piles of buildings full of windows where there was a rattling² and a trembling all day long, and where the piston

of the steam engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness. It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next”.

1. Got uncoiled: desenroscarse
2. Rattling: sonido persistente, traqueteo

Source: “CLIL History Activities”. Annalisa Bianco and Eileen Mulligan. Editori Laterza. (Pages: 149 - 150).

[Charles Dickens, Hard Times, 1854, Book 1, chapter 5]

Analyse

1. Read the text and underline any word you do not know. Check with your partner. Try to translate these words.

Homework:

Add

2. Answer the questions
 - What feelings does the author express?
 - What words are repeated and what effect do they have on the description?
 - What opinions do Engels and Dickens share with regard to urbanization?

Apply

Write a summary of the main side effects of The Industrial Revolution. 250-300 words.

4.9. Assessment and Evaluation

Along this didactic unit, a number of methods will be used;

- ✓ Objectives from the curriculum
- ✓ Tests
- ✓ Exercises
- ✓ Peer – assessment
- ✓ Checklists
- ✓ Teacher’s day – to – day observation
- ✓ One – to – one counselling with the teacher
- ✓ Student’s portfolios
- ✓ Grids

We will describe and exemplify each of them in detail.

Regarding assessment criteria, these will be closely related to the didactic objectives set in the didactic programme.

At the end of this didactic unit, learners will be assessed in a number of key aspects. These are;

- ✓ Identifying inventions and being able to match them with the correct inventor.
- ✓ Being able to identify causes and consequences of the Industrial Revolution.
- ✓ Being able to locate the main industrial areas in Great Britain.
- ✓ Describing working conditions in factories during the Industrial Revolution with an emphasis on child labour.
- ✓ Expressing facts using the passive voice.

Whenever we listen to the word “assessment”, **test** is the first idea which comes to our mind. However, assessment is quite a complex concept, with multiple methods, features and outcomes. Curricular adaptations should be done to those learners with special difficulties. These will appear, not only in tests, but throughout the didactic unit by means of graphs, glossary of words, multiple choice exercises, and so on.

A great variety of exercises will be done throughout the year, including summaries, fill in the gaps, matching, discussions, and open comprehension questions.

Concerning **peer - assessment**, learners will be given a **checklist** so as to critically evaluate their classmates' work after running dictation. In groups, they will revise each aspect and decide whether the objectives have been achieved.



: Well done!



: You need to revise your work.



Correct spelling		
Correct use of the past tense; regular and irregular forms		
Degree of cohesion: appropriate use of connectors		
Quality of completed work		
How much work was done		
Accurate spelling of compound word		

Thanks to **peer – evaluation**, learners will receive positive feedback; their comments and suggestions will develop both their social and emotional competence and teachers can assess the learners' degree of achievement of both learning and communicative objectives.

Throughout the didactic unit, we should ask ourselves a wide scope of questions so as to deal with such aspects as;

- ✓ The development of learning objectives
 - Are objectives clearly stated in class?
 - Are the objectives given verbally or written?

- ✓ Climate for learning
 - Do the learners actively participate in class?
 - Do we use the student's name?
 - Are the students motivated and relaxed to participate in class?
 - Do the students feel confidence to ask questions?
- ✓ Variety of activities
 - Do we repeat the same activities or do we innovate periodically?
 - Do we involve our students in the selection of activities?
- ✓ Teaching methods
 - Are the explanations clear to the students?
 - Do we emphasize and sufficiently practise key points?
 - Are the activities thought – provoking?
 - Is the delivery paced to student's needs?
 - Do we revise content before the beginning of a new lesson?
 - Are the activities appropriate to fulfill the objectives?
- ✓ Individualization of work
 - Are the emotional and intellectual needs of students met?
 - Are the activities connected to the real world?
 - Do the activities respond to the individual features of students?
- ✓ Learning difficulties
 - Do we show any favoritism?
 - Are we available to learners before or after class to respond to their doubts or to answer any specific question?
 - Does one group dominate discussion and hinder other's participation?
 - Have we got technical resources to respond to learner's specific physical needs? Can we use them properly?
 - Have we got mechanisms to detect specific learning difficulties?
- ✓ Opportunity for student participation

- Do we encourage learners to participate in class?
 - Do we promote discussions and debates?
 - Do we promote respect among students?
 - Do we help shy learners to interact and get confidence on themselves?
- ✓ Preparation of classes
- Do learners clearly know what preparation should be achieved prior to class?
 - Do we prepare extra activities to reinforce knowledge?
 - Do we talk to colleagues to exchange ideas and methods?

So as to respond to these questions, it is in our best interest to observe both our daily work and the learners' response to it. Daily **observation** of work will help us have useful **one – to – one interview** with students.

Portfolios can be used to assess learner's effort and level of engagement, ability to self – reflect and identify personal learning objectives, as well as to critically select key information and organise work. In portfolios, learners will be asked to reflect on their work, and to engage in self – assessment. We will propose the learners to divide portfolios into different sections. To illustrate, objectives to be achieved, new vocabulary, grammar structures to revise, homework to be done, graphs and charts, questions to ask to the teacher, etc.

Grids can be used to set the minimum contents the learners are expected to achieve at this level of education. We must determine what the learners are supposed to do to be marked. Grids ought to specify the assessment criteria the teacher must take into account during the assessment process.

The degree of achievement of this objective will determine the learner's mark. To illustrate, “naming and geographically identifying the most relevant industrial areas in Great Britain” is one of the objectives to be accomplished at the end of “On the Factory Floor”. The marking criteria will be...

1 – 4

- The learner cannot properly name the main industrial cities.
- He/she is unable to identify the industrial areas on a map.

- He/she makes spelling mistakes.

5

- The learner can name at least two industrial cities.
- He/she makes some spelling mistakes.

6

- The learner can name and locate several industrial areas on a map.
- He/she makes one or no spelling mistake.

7 – 8

- He/she locates the main industrial areas on the map.
- He/she is able to explain at least two features of the industrial areas.
- He/she practically makes no spelling mistakes.

9 – 10

- The learner locates and explains the main features of the industrial areas in a confident way.

Session 7

Assessment will be presented in the form of a test.

1. Match the words with the correct definition

Hit the stride	disorder, disruption
Upheaval	producing, making
Strains	salary
Wages	struggle, effort
Manufacturing	to start to do something well

2. Briefly answer the following questions.
 - a. Name two side effects of The Industrial Revolution
 - b. Describe the work of children during The Industrial Revolution
 - c. Main changes in the rural areas during the Industrial Revolution
3. Choose one of these two topics and make a **summary** of its main characteristics. Write between 150 and 200 words.
 - a. The First Industrial Revolution
 - b. The Second Industrial Revolution
4. Make sentences about inventions during the Industrial Revolution. Use the passive voice.
 - Steam engine
 - Dynamite
 - Spinning jenny
 - Telegraph
 - Telephone
 - Sewing machine
5. Watch the video and answer the questions:
 - 5.1. Decide if the following sentences are true or false. Correct the wrong ones.

- a. Before the Industrial Revolution England possessed just a few factories.
- b. For the most part England was a quiet and lovely land of farms.
- c. Before the Industrial Revolution England just possessed two big cities, London and Manchester.
- d. England was a land of great political inequalities.
- e. A handful of aristocrats owned most of the land.
- f. They didn't build magnificent palaces for themselves.
- g. Lower classes did own small properties.
- h. England possessed rich resources of iron and gold.
- i. England provided to herself with raw materials.
- j. The colonies helped to stimulate the British textile and iron industries.

<http://www.youtube.com/watch?v=AT-ToV5heso>

Session 8

Peer – evaluation.

Learners will swap their tests and correct them. With the help of the teacher, they will check their classmates' answers. Apart from that, they will be given a questionnaire to analyse their classmates' work.

They should have written a list of three or four questions about the Industrial Revolution at home. After the evaluation, the learners will choose ten questions to include in the English blog. They will use the webpage www.classtools.net.

5. Conclusion

Throughout this research, we have dealt with a great variety of aspects concerning CLIL. Firstly, we have provided an introduction to the concept of Content and Language Integrated Learning. We have also reviewed its main features and compared it with other approaches to language such as immersion programmes. Then, a detailed description of bilingualism in Spanish schools has been discussed with an emphasis on its application process in the Community of Castilla - La Mancha. Finally, we have designed a didactic unit on History for the 4th year of ESO. The didactic unit has been divided into eight sessions; it includes such aspects as the promotion of ICTs, attention to diversity, and the improvement of both social and cultural awareness.

In summary, Content and Language Integrated Learning is a natural way of learning a language. Learners are immersed in a wide range of real activities which foster both language and thinking skills. Furthermore, CLIL is seen as an effective way of approaching the curriculum. This is not seen as a set of “watertight compartments”, but as the integration of curricular areas in which ICT’s play a major role. In CLIL lessons, learners actively participate in the teaching process, ask their own questions, anticipate knowledge and face cognitively challenging situations. Thus, this is an exhaustive approach to the curriculum for learning is seen as an integrated network of processes comprising both content and linguistic skills, social and cultural experience, active use of ICT’s in the classroom as well as the progressive development of cognitively demanding skills.

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