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Master's Dissertation / Trabajo Fin de Máster

Teaching Through CLIL and ELF: A Practical Proposal for Secondary Education

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Abstract

This Master's Dissertation is divided into a theoretical part followed by a practical part. In the first one, it is argued why teachers should follow CLIL and English as a Lingua Franca methodologies to achieve a converging objective: Content and Foreign Language Learning at the same time being intelligible speakers all around the world. In the second part of this thesis, the aforementioned theories are put into practice through a didactic unit called *A Trip around the World,* based on globalisation as the backdrop. Delving deeper into both methodologies, a change in the way English is taught is required, as in the last decade, it has become a global language with more non-native speakers than native speakers.

Key Words: CLIL, ELF, bilingualism, globalisation, English varieties, culture.

Resumen

Este Trabajo de Fin de Máster se divide en una parte teórica seguida de una parte práctica. En la primera parte, se argumenta y se dan razones por las cuales seguir las metodologías AICLE e Inglés como Lengua Franca para lograr un mismo objetivo: el aprendizaje de contenido y de una lengua al mismo tiempo llegando a ser hablantes inteligibles en todas partes del mundo. En la segunda parte de este trabajo se ponen en práctica las teorías explicadas en la primera sección mediante una unidad didáctica llamada *A Trip around the World* basada en la globalización como tema principal. Tras haber examinado ambas metodologías, se requiere un cambio en la forma de enseñar inglés ya que ha pasado en estas últimas décadas a ser un idioma global, hablado por más hablantes no nativos que nativos en sí.

Palabras clave: AICLE, ILF, bilingüismo, globalización, variedades del inglés, cultura.

1. Introduction

At first glance, the real difference between education in the 20th century and education in the 21st century is that society is constantly changing and individuals are exposed to it. Hence, students must be prepared to face these social variations by being competent in this globalised society. At present, the current profile required in today's real world is known as "knowmad", which is a term that names innovative, creative and sociable people or, in other words, the ideal citizen. As a result, students must be provided with tools which allow them to adapt their knowledge to different future situations. Furthermore, as Malcom Forbes affirms, "Education is the key to replace an empty mind with an open one." (n.d.). That is to say, by means of education people become cultured and capable of living in society, which depends on each of the present student.

In line with the foregoing, this Master's Dissertation takes into consideration the real needs of English students within this changing society by implementing practical and motivating methodologies. Overall, it is divided into two main parts. The first one will be devoted to explaining and establishing the theoretical background and some important aspects of *Content and Language Integrated Learning (CLIL)* and *English as a Lingua Franca* (ELF) methodologies, as well as discussing the common aspects in which they converge. Vis-à-vis CLIL, it is an approach which focuses on the learning of the content of any subject taught in a foreign language so that it is considered as a compilation of different methods and more specifically, this didactic unit will be focused on the application of *Task Based Learning* (TBL) and the *Flipped Classroom* methodologies. Conversely, the term ELF is considered to be a current English teaching methodology which presents this language as global and not attached to any specific country. Regardless of the fact that both methodologies follow different objectives, they converge at some points that will be explained in section 2.9. Finally, the last heading will be focused on the development of a didactic unit applying the aforementioned approaches: CLIL and ELF.

In addition, the Spanish and Andalusian legal frameworks will be present throughout the unit. Therefore, the curriculum is mainly based on Royal Decree 1105/2014, 26th of December, which establishes the basic curriculum for secondary education and baccalaureate, and Order ECD/65/2015, which describes the relationships between competences, contents and evaluation criteria in primary, secondary education and baccalaureate. Besides, the tasks and the evaluation criteria are based on the objectives, content and competences of the aforementioned laws. Furthermore, when designing the curriculum of the unit, the contents are based on Bloom's taxonomy in order to scaffold students to reach *Higher Order Thinking Skills* (HOTS) through which they will be able to create a final product.

Lastly, with a focus on contextualizing the reality of the students to whom this unit is devoted, some of their characteristics should be mentioned. On the one hand, the school is called Carmen Sallés Concepcionistas and it is a bilingual charter school located in Santa Fe, which is a small village next to Granada. On the other hand, the didactic unit will be taught in a 30-student classroom from the third grade of *Compulsory Secondary Education* (CSE) which has two subjects in English, namely Geography and History and Physical Education. Although not all the students have the same level of

English, the majority have already reached a B1 level. For this reason, there are measures throughout this unit in order to attend to diversity including fast learners, slow learners and students with special needs. The backdrop of the tasks is the topic of globalisation in the aforementioned subject of Geography and History.

2. Literature Review

2.1. What is CLIL and What is Bilingualism?

Before all else, it is necessary to clarify what CLIL is as it has turned into a paramount methodology in European education. According to Breeze (2014), "such programmes involve an attempt to integrate language learning with content learning, usually by careful coordination of both types of input, or by focusing on the acquisition of skills needed to cope with both areas." (p.7). Hence, this approach combines both learning the content of a subject and learning a foreign language at the same time. In this way, "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al. 2010, p. 1). Then, it must be taken into consideration the commonalities in CLIL approach according to San Isidro (2008):

- CLIL integrates language in the curriculum.
- CLIL is based on acquiring language in real situations. That is why fluency is more important than accuracy and students reach this fluency through communication.
- Content and tasks are a priority. Language is a tool to learn content and it is scaffolded.
- Content determines the language students learn and this leads to CALP (Cognitive Academic Language Proficiency).

In order to give a clearer view of what CLIL involves, Papaja and Świątek (2016) compile in their book the following aspects of CLIL to be taken into account. Firstly, it is essential that content goes hand in hand together with language. Secondly, the full integration of the two subjects must be an aim, and finally, it is essential to use a foreign language as a medium to teach and learn content. These authors also consider that there are five reasons or dimensions for introducing CLIL in the educational system, which rest on culture (CULTIX), environment (ENTIX), language (LANTIX), content (CONTIX) and learning (LEARNTIX).

At this point, a question needs to be posted: What does bilingualism refer to? In general terms, it is the ability that allows an individual to communicate in two languages and it is present all around the world. In education, it implies the use of two languages to teach the content of a subject (Cano, 2013). In this term, translanguaging is a positive tool to help students learn in a CLIL environment due to the fact that they are allowed to use both L1 and L2 to learn. An instance of a translanguaging task is that students are

given a text in their L1 and they must answer the questions about this text in the L2, in this case, English.

However, there are several theories to shed light on when a speaker should be considered as bilingual or not and if there are different levels of bilingualism. According to Beker (1996), there is a distinction between bilingual ability and bilingual usage. On the one hand, bilingual ability happens when a person is proficient in both languages and the four skills (listening, reading, speaking and writing), whereas language usage refers to the movement from one situation or place to another in terms of communication. In addition, Redinger (2010) claims that language proficiency and context are key and they vary depending on the bilingual speaker. Then, bilingualism is content-dependent and there are many levels of language proficiency. In addition, Richards and Smith (2002) consider different degrees of bilingualism depending on the level of proficiency in the four skills (p.51). In terms of context, bilingualism today is not a matter of regions or particular countries but it is the result of language contact, migration and multilingual communities so that people should start thinking about bilingualism as part of globalisation and how it changes languages and cultures. García (2009) affirms that "citizens in the 21st century have at their disposal a varying and shifting repertoire of language practice to fulfil different purposes." (p.54).

Regarding cognition, several studies assert that bilingual speakers differ from monolinguals in terms of mental flexibility, cognitive control and creativity. As Hakuta and Diaz (1985) claim, bilinguals are more flexible and they are more aware using the language than monolinguals. Moreover, Bialystok (2007) states that bilingualism affects the way individuals structure information and, in this way, selective attention is one of the benefits related to cognition. Finally, Adesope et al. (2010) consider that individuals' bilingual creativity is also influenced since their ability to solve problems and manipulate situations to complete tasks is improved. Therefore, research does support that bilingualism is positive for mental flexibility and creativity. On the subject of CLIL, its aim is that students become bilinguals as it will have considerable advantages for their brain and skills over monolingual students.

On the whole, bilingualism is a complex concept which depends on a great number of cognitive, social, or political factors. Moreover, CLIL is an approach that attempts to reach bilingualism by considering not only subjects and language independently but teaching a foreign language in a certain context related to a subject. Therefore, the next section will develop the theory through which Coyle integrates CLIL in teaching practice.

2.2 4cs Framework

This Dissertation has been started by establishing a general background of CLIL and bilingualism. Now, let's delve deeper into the transition between theory and its application to the classroom. The term *4cs Framework* was launched by Coyle for the first time in 2005 and it deals with curriculum planning. Hence, this framework clarifies how to implement CLIL in the teaching practice and it is built upon four principles that teachers should put into practice when they teach through CLIL. These principles are compiled in four blocks: content, communication, cognition, and culture.

- **Content**. New knowledge and understanding are constructed by students in an integrated curriculum. This concept refers to the subject or cross-curricular theme to be taught so that teachers must specify the topic of the subject and it must be part of the official curriculum. For instance, History, Maths or treating global issues such as environment, health and values. In addition, content will allow teachers to design the subject goals (see page 31) through specific units. Along with the aspects of the foreign language to be taught, teachers not only must cover the content they are working with but teaching must be addressed to the context of students' language level and learning of content.

  Anderson, Krathwohl et al. (2001) allege that content is divided into four groups:

  - ✓ Factual: specific elements and details of a subject.
  - ✓ Conceptual: building ideas.
  - ✓ Procedural: how to perform skills.
  - ✓ Metacognitive: learning awareness and the strategies used to control it.

  In terms of planning curriculum, Meyer's CLIL pyramid (2010) establishes how to create materials following five stages:
  1. Selection of content: this is the first step to planning a subject unit and it is part of selecting curriculum objectives.
  2. Multimodal input: materials must be designed according to students' needs and they must integrate different ways of learning and the use of language skills.
  3. Input scaffolding: selected input must be neither too difficult nor too easy for students.
  4. Cognition and communication: students develop communication and interaction skills through tasks.
  5. Output scaffolding: the type of output will be determined by the input scaffolding needed to complete the task.

- **Cognition**. When designing content, cognition must be borne in mind with the intention that the CLIL subject content must be a cognitive challenge for learners. In this way, they must think and be engaged in the learning process with an effort to construct their own knowledge. As will be explained in the next section, Bloom's Taxonomy establishes thinking skills from *Lower Order Thinking Skills* (LOTS) to *Higher Order Thinking Skills* (HOTS).

  In a similar way, Coyle claims that cognition is "the learning and thinking processes" (Coyle et al., 2010, p. 41). Regarding the development of the didactic unit the most common methodologies that are employed in the CLIL approach are based on *Task-Based Learning* (TBL), the *Flipped Classroom* and *Project-Based Learning* (PBL) and, for this reason, these approaches will be part of the didactic proposal. Going further, according to Cano (2013), there are four stages for task development:

  - ✓ **Introduction:** to help students recognise what they know. See exercise 1 from session 1 (page 56).
  - ✓ **Investigation:** to engage students in research. See exercise 6 from session 4 (page 70).

✓ **Consolidation:** to structure what they have learned. See exercise 2 from session 3 (page 63).

✓ **Creation:** to be able to evaluate and create knowledge. See exercise 1 from session 6 (page 74).

- **Communication**. Students need language to learn content and this language must be accessible for learners. CLIL moves from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency) since the language in the classroom is not only instrumental but also specialised in a certain subject.

   In addition, Communication involves the learning of the language and the use of that language. Thus, Coyle, Hood and Marsh (2010) divide communication into three points creating the language triptych which is clearly represented in the table of contents on page 35:

   ✓ **Language of learning (CALP):** it is the language that students need to acquire concepts. This language is specialised for each subject. For example, specific vocabulary, grammar, or expressions.

   ✓ **Language for learning (CALP or BICS):** students need it to communicate and work generally. For instance, to ask questions, to give reasons, to agree or disagree, or to work in a group.

   ✓ **Language through learning:** it points out the language learners produce when they learn content. Hence, students are able to transfer knowledge to new contexts. They need language skills to acquire knowledge. Thereby, without language, learning cannot take place.
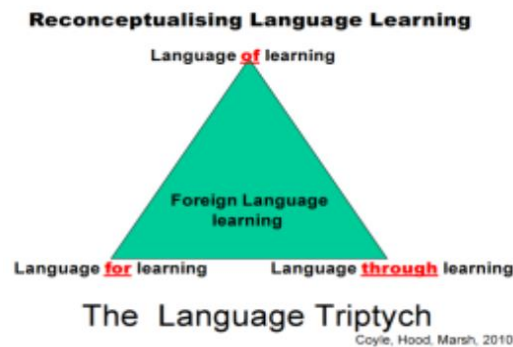
Figure 1: The Language Triptych.
Source: Coyle et al. (2010)

   As there exists one taxonomy dealing with cognition, which is Bloom's taxonomy there also exists a taxonomy, for communication which is Barrett's Taxonomy (1968) and it is very useful to plan objectives related to language. Barrett affirms that there are four levels of reading comprehension: literal comprehension (it involves recognition of elements or ideas), inferential comprehension (it is a combination of previous knowledge and imagination), evaluation (it involves critical reading) and appreciation (it

entails creativity). Hence, considering Barrett's taxonomy, students will be presented with tasks which gradually demand more cognitive engagement.

- **Culture**. Identity, culture and citizenship are part of learning languages. As Coyle et al. (2010) affirm, "the relationship between cultures and languages is complex. Intercultural awareness is fundamental to CLIL." (p. 42).

  According to the official curriculum, Royal Decree 1105/2014, one of the key competences that must be covered in the didactic units is awareness and cultural expressions competence. Therefore, it is important that students experience other cultures through the content and the target language of the subject becoming pluricultural individuals.

  Likewise, teachers should prepare students to be part of a multicultural society by promoting interaction between students, using ICTs and bringing materials from different parts of the world into the classroom so that they can have a global view of the world. Now, how can teachers keep students connected to the rest of the world? Digital competence is part of the seven key competences and teachers can implement this by using active methodologies such as the *Flipped Classroom*. In addition, there exist projects and platforms like eTwinning that can be used to develop digital competence and multiculturality. All of these methodologies and platforms will be explained later.

  There is also a connection between CLIL and ELF since the cultural component is present when teaching language varieties from different places as well as the understanding of the English language as a source to communicate between non-native speakers.
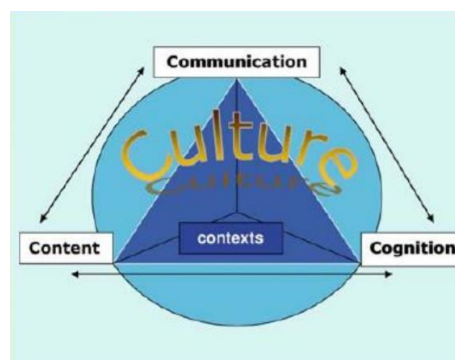
Figure 2: The 4cs Framework for CLIL.
Source: Coyle (2005)

2.3 Student-centred Methodologies in CLIL

All of the background theory is essential to know the basic concepts that are part of this complex approach. However, how can teachers apply it to a real classroom? In general terms, the most common methodologies followed in CLIL and that will be used in this didactic proposal are presented below.

The first methodology is *Task Based Learning* (TBL), which establishes a connection between content, goals and assessment, and in this way, it helps the

application of the curriculum in the classroom. Before explaining this methodology, it is necessary to know what a task is. According to San Isidro (2017), a task is "an activity which engages students in understanding, manipulating, producing and interacting in an additional language while their attention is focused on meaning rather than on form" (p.142). As presented in the didactic unit, tasks are composed of pre-tasks that perform as preparatory or scaffolding tasks which give the necessary input to reach the final task or post-task where students usually are supposed to use their HOTS to create the final product (see page 73).

According to Meyer (2010), there exist several strategies which help teachers to design tasks. These strategies are:

1. **Rich input**: it deals with materials which must be meaningful and challenging for students. For instance, the use of mind-maps, videos, or images.

2. **Scaffolding**: it is a strategy to help students to reach their goals and to make sure they succeed in learning. The way that materials are presented is crucial to scaffold tasks. Moreover, this engages students to be more active and be aware of their own learning since scaffolding helps them move from their previous knowledge and it also leads to autonomous learning since learners develop their key competence on learning how to learn.

3. **Rich interaction and pushed output**: interaction means that the learners have the opportunity to produce their own output. By doing tasks they are encouraged to make use of their abilities.

4. **Adding the intercultural dimension**: teachers must be sure that they include intercultural awareness in their syllabus design.

5. **Make it HOT**: all the tasks must be oriented to the creation of the final product, which will be the most demanding one.

6. **Sustainable learning**: it refers to the connection teachers establish in relation to students' attitudes, experiences and knowledge and how they put the different curriculum subjects and languages in relation (for example, by means of translanguaging).

The second methodology used in CLIL is *Project-Based Learning* (PBL), which shares most of its methodology with TBL. In fact, they have in common the same strategies explained by Meyer (2010) and also the same way of structuring, as they are both based on Bloom's taxonomy. Therefore, what is the difference between projects and tasks? Projects are more carefully planned and complex than tasks and they also involve the integration of the curriculum. A project is usually more demanding than a task since it entails more demanding cognitive processes. According to Sierra (2016), "Project work (PW) can be understood as a concatenation or constellation of tasks carried out over a period" (p.70). Projects are related to a topic or sub-topics and students must cover this topic by doing tasks so that they are engaged in learning. In addition, San Isidro (2017), affirms that "due to the fact that learning is a social activity, teaching methods can scaffold on students' prior experiences and include a focus on community and culture" (p.151). Hence, learning through PBL prepares students to be global citizens.

Another well-known method used in CLIL is the so-called *Flipped Classroom* or *blended learning*. It is a new methodology that tries to change the traditional way of teaching in order to adapt learning to the current social needs. This system allows students to learn content or part of it outside the classroom and, in this way, when they come back to the classroom, they discuss the subject matter with the teacher and with the rest of their classmates and they can also continue doing tasks and group-work. Some of the advantages of applying this method are that students will be more autonomous and active, it favours diversity since they can check contents every time they need and use ICTs, and, as a final point, it improves individual and collaborative work competences.

Finally, the last methodology to be mentioned is *Collaborative Learning*, by which students will work together both in pairs or in groups to solve a task, a final product or a project. Through this method, students have certain roles in the group and they help each other. According to the Center for Teaching Innovation (2022), collaborative learning activities include three stages: the first one is to introduce the task, the second one is to give students time to be engaged with the task and the last one is to debrief; that is, to ask students to share their work with the rest of the classroom. Furthermore, some of the benefits of this method are the development of HOTS, the promotion of students' interaction, the increase of students' self-esteem and responsibility and to prepare them for future social situations.

As mentioned previously, TBL, PBL, the *Flipped Classroom* and *Collaborative Learning* are some of the most common methodologies used in CLIL. Thus, the didactic proposal will be focused on TBL, the *Flipped Classroom* and *Collaborative Learning*.

2.4 Bloom's Taxonomy

In a broad sense, as was mentioned before in the explanation of cognition in Coyle's *4 Cs Framework*, it is relevant to delve deeper into this taxonomy. Benjamin Bloom, associate director of the Board of Examinations of the University of Chicago, published *Taxonomy of Educational Objectives* in 1956, which is a framework that categorises the educational goals. First of all, what does the concept of taxonomy mean? *The Cambridge dictionary* defines it as "a system for naming and organising things, especially plants and animals, into groups that share similar qualities" (Cambridge University Press, n.d.). Therefore, Bloom's taxonomy classifies learners' skills in relation to their cognitive domain that is based on knowledge. It consists of a hierarchy of six categories: knowledge, comprehension, application, analysis, synthesis and evaluation.

Anderson and Krathwohl (2001) revised Bloom's taxonomy adding some ideas. The new version uses verbs instead of nouns, as verbs imply actions such as thinking and active learning. "The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice" (Anderson & Krathwohl, 2001, p.66). At the same time, these categories are organised into subcategories from simple to complex and concrete to abstract goals. Firstly, they used nouns as *knowledge* to define these categories, although in the second revision they used verbs since they are intended to be

more appropriate to define educational objectives. They also changed the order of the two top categories: remember, understand, apply, analyse, evaluate and create. Moreover, these levels can be divided into HOTS such are analyse, evaluate and create and LOTS such as remember, understand, and apply. The following image represents Bloom's Taxonomy (on the left side) and Anderson's revised version (on the right side).
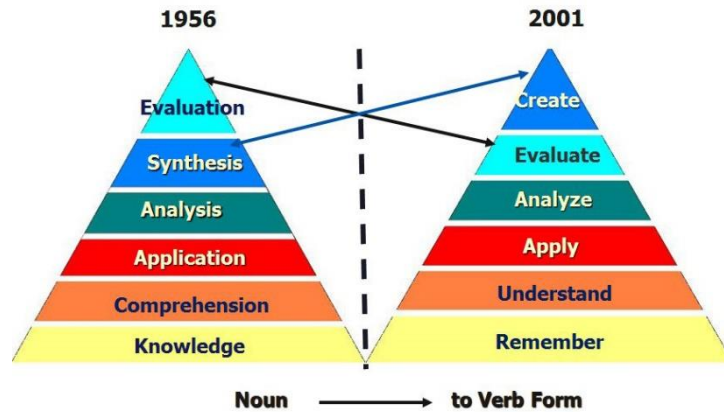

Figure 3: Bloom's Taxonomy revised.
Source: Wilson (2001)

Concerning teaching practice, Bloom's taxonomy is useful for teachers to design tasks since they can focus on the achievement of HOTS on the basis of LOTS. As it is illustrated on page 35, contents are developed according to Bloom's taxonomy. Last but not least, the last part of the CLIL block in this Dissertation will be devoted to analysing and explaining the different plans and programmes in Europe and Spain which can be useful to integrate into the didactic proposal.

2.5 European and Spanish Training Programmes

Concerning teaching practice at the European level and national level, this section will delve deeper into how CLIL is implemented in the classroom by explaining the current main language policies and programmes, both at European and national level, that must be taken into consideration.

1. European training programmes

Due to the fact that the Council of Europe promotes plurilingualism, linguistic diversity and language learning through specific policy programmes that show the importance of foreign language learning, these are some of the main policies to assist bilingualism:

- The **Common European Framework of Reference (CEFR)** is one of the most famous European policies in the field of education. "It promotes quality plurilingual education, facilitates greater social mobility and stimulates reflection and exchange between language professionals for curriculum development and in teacher education" (Companion Volume, 2020, p.11). It presents the descriptors that compose each

language level from the lower (A1) to the most proficient level (C2). Therefore, it is conceived as a reference for all the member countries in the European Union (EU).

- The **European Language Portfolio (ELP)** is a document divided into three sections: passport, biography and dossier. "The ELP allows its owner to document linguistic knowledge and competences already acquired and to confirm that self-assessment by means of official qualifications" (Language Policy Unit, 2014, p. 23). The ELP is favourable for learners to set their goals and be aware of their knowledge and skills in the target language.

- **Erasmus +**: the aims of this programme are to improve students' skills in the foreign language and to increase employability. Furthermore, it can be implemented for teachers and school staff.

- **eTwinning**: it is an initiative to encourage collaboration between European schools using a platform. It is useful to carry out projects through which students keep in contact with other schools around the world so that they improve their communicative skills.

A crucial aspect to be mentioned is that CLIL is not carried out in the same way in every country. Contrarily, it is characterised by a variety of approaches as Wolff (2002, p.48, as cited in Pérez Cañado, 2012, p.319) affirms "this variation is due, among other things, to the educational and linguistic background of each specific country". Notwithstanding, according to Pérez Cañado (2012) CLIL in Europe shares certain characteristics:

✓ The target language appears in the curriculum and a number of subjects are taught through it.
✓ The number of subjects taught in L2 can vary depending on the educational cycle as primary or secondary education.
✓ English is the most popular language taught in the EU, followed by French and German.
✓ Trilingual CLIL is popular in countries such as Spain, Netherlands, or Austria.
✓ Some countries do not follow a common criterion to establish CLIL measures although others consider students' level of L2 and their knowledge of the subject.
✓ The most frequent subjects taught through the target language are History, Geography, Science and Social Sciences. In addition, authentic materials are adapted in every subject.
✓ The is a great lack of CLIL studies at the university level.

At a global level, and as is mentioned previously, bilingualism is not just seen as a teaching tool. Otherwise, it is considered "in political contexts as a means of and understanding, (…) CLIL sees its advantages in terms of both achieving bilingualism and improving intercultural understanding." (Darn, 2006, p.3). To this extent, CLIL facilitates interculturality and globalisation due to the knowledge of the target language and cultural references. European institutions are seeking to improve language competence in a globalised world. "Education policy has a central part to play in this new knowledge-

based economy, and language learning is crucial to this (Ruiz de Zarobe, 2013, p. 231)". Therefore, bilingualism also promotes the economy and social sense in Europe. As Beker (2001, as cited in Muszynska & Jassen, 2016, p.181) claims "Second language learning is more often now seen as a resource fostering international trade, world influence, or even peace".

In fact, it should be pointed out that a great range of organizations carry out CLIL implementation in the EU. One example of a CLIL project in the UK is the case of The National Centre of Languages (CILT) that hosts the project CLIP. "These projects cover the 7-16 age range and involve a variety of approaches ranging from innovative techniques in language teaching to the integration of French into the primary curriculum" (Darn, 2006, p.3).

2. Spanish training programmes

As stated, CLIL is taken into account in the European Union by its implementation through certain policies. When it comes to Spain, the spread of CLIL methodology in the Spanish educational system has increased in the last decade due to European policy efforts to reach "multilingualism and a growing awareness of the need to learn foreign languages" (Lasagabaster & Ruiz de Zarobe, 2010, p. 9). Over the last decade, each autonomous community has adapted and developed its own legislation to approach bilingualism at schools. While bilingual communities like Galicia or the Basque Country have more experience in this field, monolingual ones have started working on the new legislation. To this extent, there exist diverse programmes which encourage bilingualism and plurilingualism in this nation. It is worth highlighting one example of a public bilingual programme that is currently developed in 10 autonomous communities, as is the case of the MEC, which started in 1996 and integrates the Spanish-British curriculum. Besides, it is aimed at students from 3 to 16 years old studying in a bilingual programme. In addition, let's examine two examples of private programmes in Spain which are Plan Integral de Plurilingüismo Educativo (PIPE) and Bilingual English Development and Assessment (BEDA):

- **Plan Integral de Plurilingüismo Educativo (PIPE)**: initially, it was set up by Catholics Schools of Catilla y León in 2011 and now it is found in 18 different provinces. The objectives of this programme are that students obtain official international certificates and that at the end of secondary education, students reach bilingual linguistic competences. In addition, within the PIPE programme there are three options which are Programa de Iniciación Plurilingue (PIP), Programa de Avance Continuo Plurilingue (PAP) and Programa de Profundización Plurilingüe (3P).

- **Bilingual English Development and Assessment (BEDA)**: initiated by the Catholic Schools of Madrid coupled with Cambridge English Language Assessment. The objective of this programme is to improve students' level of English although it also offers training for teachers.

More specifically, according to *La Junta de Andalucía,* there are three main documents to encourage bilingualism at school levels. The first one is the Common European Framework of Reference (CEFR), which is mentioned in the previous section. The second one is known as *Plan de Fomento del Plurilingüismo* (PFP) and last but by no means least, is the *Plan Estratégico de Desarrollo de las Lenguas* (PEDLA).

- **Plan de Fomento del Plurilingüismo:** this document explains that the process of globalisation has spread in the linguistic field on the idea that holds the necessity of unifying languages and cultures in just one Lingua Franca. It is a response to the Andalusian social needs as well as the current technological, cultural, and economic changes that have been carried out during the last decades.

- **Plan Estratégico de Desarrollo de las Lenguas:** "this document considers a methodological renovation to reinforce language learning, which gives preference to the development of the communicative competence and the basic skills." (PEDLA, 2016, p.6).

One can state that it is essential for schools where CLIL is one of the main approaches to know and implement bilingual or plurilingual programmes in order to improve the quality of students' education. In addition, through these programmes teachers also learn new methodologies and innovative resources to enrich their teaching skills.

Having explained the last part of the CLIL section related to some of the main plurilingual projects in Europe and in Spain, the next block of this Master's Dissertation focuses on the explanation of the concept of English as a Lingua Franca and how it can be integrated with the CLIL approach.

2.6 The concept of English as a Lingua Franca and its Spread Today

The aim of learning languages and implementing bilingualism at schools is to enrich students' knowledge and cultural background, which will lead them to be competent individuals or, as previously mentioned, "knowmads". From now onwards, the following parts are devoted to the development of the second main concept of this Dissertation, namely, English as a Lingua Franca (ELF).

Before anything else, let's start by briefly summarising the English language background. English is a global language mainly due to its history. It goes back to the invasion of Britain by the Germanic tribes (Angles, Saxons, and Jutes) in the 5th century. Before this event, the British inhabitants' language was Celtic. The term English comes from "Englisc" which was the language of the Angles. The mix of the languages spoken by these tribes resulted in Old English. Then, it developed into Middle English and Modern English. In 1600, the English colonies were spread around the world and by 1700 the British Empire was known as one of the most powerful domains. In those countries which belonged to Britain, English was used as part of their lives and those countries

which were not part of Britain started to be interested in its language. As a result, many citizens from different countries learned and used English due to several reasons: the economic power of the United States, the influence of media and the fact that English became the language of tourism and science.

Today, English is not just the language employed to communicate in English first language countries. On the contrary, it has been spread all over the world to be used as a tool to communicate between non-native speakers who do not have in common the same language. In addition, data provides us with clear results: there are more non-native English speakers than native speakers. According to Anil Yadav (2018), 3,78 million people are native speakers of English and 7,43 million are non-native speakers or people whose second language is English. This information leads to perceiving English as a vehicular language or Lingua Franca that does not belong to any specific culture anymore. In this way, in order to provide a definition of what a Lingua Franca is, Kiczkowiak and Lowe (2019) define it as a "language used as a means of communication between populations speaking vernaculars that are not mutually intelligible.". The same scenario can be found with the spread of the Latin language in the ancient Roman Empire, where the language of Romans emerged as a Lingua Franca until the XIX century. In addition, the concept of ELF "refers to any English use between people who do not share a first language" (Kiczkowiak & Lowe, 2019) and it is focused on the use of English in an effective way to be understood and to be able to communicate around the world.

Consequently, English adopts three main positions around the globe. As Jenkins explains, "the spread of English around the world is often discussed in terms of three distinct groups of users, those who speak English respectively as a native language, a second language and a foreign language." (Jenkins, 2002, p.15). The term English as a Native Language makes reference to the countries where English has been their first language traditionally. For instance, the UK, USA, Australia and New Zealand. On the other hand, English as a Second Language is spoken in the countries that were colonised by the British Empire, such as India, Bangladesh, Nigeria and Singapore. Lastly, English as a Foreign Language means that it is not used as an official language although it is taught and used between people to communicate. Historically, people used English to communicate with native speakers from the UK and the USA; however, the current purpose to use this language has changed.

Hence, Jenkins's classification of English is useful to understand the situation of English around the world. However, Kachru has given another influential model. He makes a distinction between three circles of English: The Inner Circle, the Outer Circle and the Expanding Circle. The three circles represent "the type of spread, the patterns of acquisition and the functional allocation of English in diverse cultural contexts." (Jenkins, 2002, p. 18). Thus, English as Native Language countries are represented in the inner circle, English as Second Language countries belong to the outer circles and, finally, English as a Foreign Language Countries are placed in the expanding circle. In such a manner, English from the inner circle is seen as the norm whilst English from the expanding circle is intended to perform as the rest of the circles "Without any official status" (Jenkins, 2002, p. 20). Although this model of categorising English has been spread in the linguistic field, it has limitations since it is a way of classifying a language

and its speakers in just three categories without taking into account other important factors such as multilingualism.
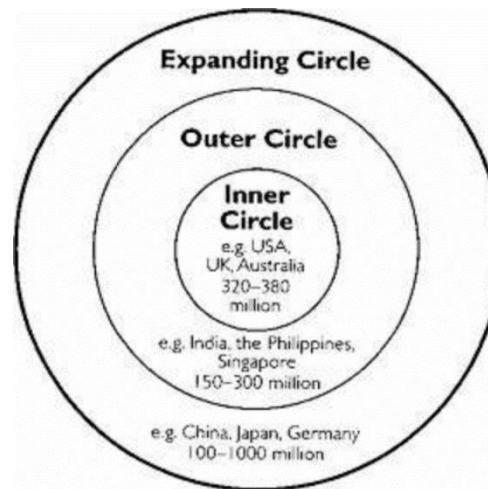

Figure 4. The "Three Circles of English".

Source: Kachru, 1985

2.7 Lingua Franca Core

Jenkins (2000) also claims that learners normally fail to acquire a native-like accent and this is the reason why teachers should not devote more effort to teaching their students how to sound British. Moreover, she remarks that the number of interactions in English is higher among non-native speakers than natives due to the expansion of English around the globe. Considering these arguments, she created the Lingua Franca Core, where she established a clear distinction between what is essential and what is not for users of the English language to be understood and intelligible. Hence, she used Core features to refer to the fundamental components of the language and non-Core features to refer to those components that do not affect comprehension between speakers, and therefore, they can be omitted.

In short, these are the elements that must be highlighted in terms of Lingua Franca Core:

- ✓ All the consonant sounds except /ɵ/ and /ð/ that can be replaced by /t/ and /d/ or /f/ and /v/.

- ✓ The difference between short and long vowels. E.g., sh**ee**p, sh**i**p.

- ✓ The /ɜ:/ sound must be pronounced accurately.

- ✓ Consonant clusters at the beginning cannot be simplified.

- ✓ Consonant clusters in the middle or at the end of words can be simplified according to rules of elision.

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✓ Nuclear stress placement especially for contrast or emphasis.

In terms of L2 education, this approach can be adopted by teachers in their methodologies. Instead of devoting most of their effort and time to teaching the perfect native-like way of speaking, it is worth training efficient and fluent speakers of English. In that way, they will save time so that they can devote most of their lessons to making students fluent speakers.

2.8 Language Intelligibility

At this point, it is essential to know how communication can be affected by some factors. There is not a single definition of what intelligibility is. Pickering (2006) summarises in her article the main points of Smith and Nelson's (1985) definition:

> The ability of the listener to recognize individual words or utterances; comprehensibility, the listener's ability to understand the meaning of the word or utterance in its given context, and interpretability, the ability of the listener to understand the speaker's intentions behind the word or utterance. (Pickering, 2006).

It is worth nothing that the listener plays a paramount role in judging if intelligibility has succeeded or not. Nevertheless, the concepts of comprehensibility and accentedness refer not only to how the listener understands the message but also to the listener's message perception. In addition, pronunciation is not the only element that makes speakers be intelligible since other factors such as sharing a common cultural background or accent varieties can also affect understanding.

Two main features affect intelligibility. On the one hand, segmental features are sounds, consonants and vowels. On the other hand, suprasegmental features are linguistic elements such as rhythm, intonation and speech rate. As was mentioned in previous sections, Jenkins porposes a Lingua Franca Core that consists of segmental features. For her, segmental features are more significant than suprasegmental ones, arguing that "certain pronunciation deviations, particularly in 4 consonant sounds, vowel length and the placing of tonic stress (sentence prominence) render an NNS's pronunciation unintelligible to an NNS interlocutor" (Jenkins, 2000). On the other side of the coin, Derwing and Rossiter (2003) argue that suprasegmental features are also important in terms of intelligibility. As Michelle (2007) holds, "only the Global group to whom suprasegmental instruction had been given was perceived as having improved comprehensibility, but both the Segmental group and control group were not rated as improving after 12 weeks." (p.8).

2.9 Varieties of English

When learning English, it is common in Spain to teach the British variant forgetting about the other ones and this entails negative effects on students who are just able to recognise the English spoken in one specific region. Hence, this section will mention and briefly explain the varieties of English around the globe to take into account in the teaching process. Firstly, Nordquist (2020) gives a clear definition of what a language variety refer to:

> A language variety is a general term for any distinctive form of a language or linguistic expression. Linguists commonly use *language variety* (or simply *variety*) as a cover term for any of the overlapping subcategories of a language, including dialect, register, jargon, and idiolect." (Nordquist, 2020, p.1).

As English is a compilation of language variations, all of the linguistic varieties should be valid and considered as important as the others. Linguistic varieties can be noticeable in different countries such as American English and Australian English or in the same country. For instance, it is not the same the way Londoners speak and the way Manchester citizens do. However, let's delve deeper into some of these varieties:

- **British English:** it is the accent of people from London and the Southeast of England. Furthermore, it is considered superior to other varieties although it is actually not. Most of the English as a foreign language books are focused on the teaching of this variety of English, which has traditionally been considered standard English.

- **American and Canadian English:** in America, there exist two main varieties of English: one spoken in Canada and the other in North America. Besides, both share most of their characteristics due to the fact that historically, many of the settlers came from the USA so that they influenced Canada.

- **Australia and New Zealand English:** they are called Australian English and New Zealand English and they also share common features such as the use of *thanks* instead of *please.* Regarding vocabulary, some of the words are old words which have new meanings to name new things. For instance, *robin* refers to birds which are unknown in Europe. Moreover, shortenings are common such as *footy* instead of *football*.

- **Irish English:** it is spoken in Ireland although this variety can be subdivided into North Ireland English and South Ireland English. However, they have similar characteristics. For instance, cleft-sentences are very common in both languages.

- **South African English:** it was influenced by settlers and native Africans. The official language of this country is Afrikaans which shows

characteristics of Portuguese, Bantus or Dutch. Africanisms can be found in the English language such as *commando* or *gogga* to name an insect.

- **Indian English:** English is used for education and as a high register although it is not the first language of the country. It should be pointed out that Babu English has risen from the tendency to mix several registers. They also tend to bring features from other dialects like Hindi.

- **Caribbean English:** it is characterised by the simplification of the syntax. For instance, the verb to be is not used in the present. Another feature is that in terms of pronunciation there is no distinction between the /a/ and /o/ sound.

Once the English varieties have been presented, students should be aware of the existence of these language differentiations and their corresponding cultures. Students not only will improve their listening and speaking skills and enrich their vocabulary in the target language but they will also be tolerant towards other cultures.

2.10 CLIL and ELF: Common Aspects

The first part of this Master's Dissertation has been devoted to delving deeper the two main approaches that will be put into practise in the didactic unit. Despite the fact that both approaches may be seen as diverse since the aim of CLIL is to be proficient in the foreign language whereas the objective of ELF is to be intelligible, the reality is that both share common features which can be divided into ten according to Pérez Cañado (2021):

1. **Pragmatic, proactive and controversial nature**. The introduction of this Master's Dissertation started mentioning that society is changeable and unpredictable so that the required individual profile is someone capable to create. The Spanish curriculum also remarks the sense of initiative and entrepreneurship as a key competence for students. In this sense, both CLIL and ELF take part in this competence. Through CLIL, students will be successful at reaching the goal of learning content through, with language errors not being important. Similarly, ELF focuses on intelligibility and does not pay attention to minor mistakes preparing students for real communication.

2. **The type of language taught**. Both CLIL and ELF focus on communication skills and they highlight fluency instead of accuracy. All the teaching activities are meaningful and focus on form. As Pérez Cañado claims, "both CLIL and ELF target successful communication in uncontrived real-life situations, with a primacy of fluency over accuracy" (Pérez Cañado, 2021 p.33). CLIL and ELF are also similar in the sense that language is planned according to content where students must be provided with language awareness to reach competence in English.

3. **The language level targeted.** The aim of CLIL and ELF is to foster language competence to communicate and not to sound as native speakers. Indeed, being a native speaker does not directly mean having perfect language proficiency, so

the CEFR has included a new term that substitutes native speakers which is "speakers of the target language". In the classroom, students standardise their own English variety. Thus, both approaches show English varieties which students identify and simplify. CLIL and ELF do not expect students to sound like native speakers, but seek for them to be intelligible and competent. Their aim is to move away from British standard English to learn each speaker's variety.

4. **The teacher training.** Teachers needn't sound as native speakers anymore. In CLIL, teachers must be efficient in terms of both content and language, having a positive command of BICS (Basic Interpersonal Communication Skills) and CALPS (Cognitive Academic Language Proficiency). In ELF, the competent speaker and his/her competences in teaching are what really matters. Hence, CLIL and ELF teachers have in common that linguistic competence, as well as pedagogical competence, are the basis of their teaching practice.

5. **The learner.** CLIL and ELF allow students to reach competences in English and to have an intercultural point of view. For this reason, "both approaches afford all students, regardless of social class and economic consideration, the opportunity to learn additional languages in a meaningful way" (Pérez Cañado, 2021, p.36). Therefore, CLIL is a way to bring foreign languages and multiculturality to every school, regardless of their economic level or location. In addition, ELF helps students to reach more realistic goals in the target language and intercultural education.

6. **The role of intercultural awareness:** Both approaches agree with the importance of intercultural awareness. While ELF is a tool to make students be aware of the different cultures around the world, the aim of CLIL is to promote communication skills and the 4Cs framework where one of them refers explicitly to culture. Hence, both develop this competence.

7. **Materials.** They must be designed and adapted to students' needs since authentic materials are no longer rich enough. When designing materials, the adaptations must be based on interculturality and students' own culture, real world topics, language level and students' context and characteristics.

8. **Methodology.** It seems that there exists a gap between theory and pedagogy. Concerning CLIL pedagogy, it is essential to implement tasks, projects and collaborative work coupled with innovation in relation to teaching although it must be challenging for some teachers who are not familiar with them. In contrast, there is not much research on how to apply ELF in the class. Hence, how should teachers approach both methodologies? On the one hand, students must be the centre of the process. They should be exposed to the different varieties of English so that teachers present the differences between accents and lexicon. Moreover, they should have language support, for instance, presenting warming-up vocabulary activities related to the content of the unit as Coyle (2010) presents in the C for Content (language for learning). As Vettorel and Corrizzatto (2010) assert, scaffolding, communication strategies and intelligibility are key elements. To finish, assessment should be based on content objectives and it includes students' success in communication.

9. **Research.** It is needed to apply the theory into practice as was mentioned in the previous paragraph and research is key to clarify a great number of questions that are still arising today, such as how both approaches will deal with all types of students.

10. **Pedagogical implications.** On the one hand, materials have to be adapted according to CLIL and ELF. Moreover, intercultural awareness should be present in the teaching process. On the other hand, teachers should share ELF information and characteristics in the CLIL class in order to mix both approaches.

2.11 Teaching implications

This is the last section of this Master's Dissertation literature review will discuss how CLIL and ELF can be implemented into a classroom of secondary education or baccalaureate.

The CLIL approach is conducted by means of TBL which comprises pre-tasks, main-tasks and post-tasks, projects such as eTwinning and collaborative work which helps students to establish relationships with the rest of the learners. Communication is also key to developing this approach where students are expected to communicate in their L2 although they can use their L1 as help on some occasions. In addition, teachers should scaffold tasks so these tasks are neither too complex nor too easy to keep students engaged. Finally, it is crucial that teachers make use of the language assistant in bilingual contexts since (s)he is useful to improve communicative skills among students and to bring his/her own culture into the classroom.

In addition to CLIL, ELF is a way to scaffold tasks due to the fact that through this approach, complex linguistic concepts will be simplified and adapted to the student's level so that they will be intelligible. It goes without saying that in terms of culture, ELF is the perfect way to approach interculturality by showing students the different English varieties around the globe.

Therefore, CLIL and ELF work hand in hand to develop students' competences in the target language and as global citizens. Now, having explained the theoretical background of both approaches and their possible implications in the classroom, the next block of this Dissertation is the practical part, which is a didactic unit taught in the Geography and History subject of a bilingual school.

3. Didactic Unit

3.1 Introduction and Justification

This didactic unit will be addressing the topic of globalisation. Nowadays, this topic is not considered new since it has been a burning issue in the last decade. Nevertheless, what is new is the way people from different backgrounds keep in contact mixing their languages and cultures which lead to new context and needs. The level of difficulty of this unit is a B1 according to the Common European Framework of Reference. Likewise, this proposal will start explaining the contextualisation of the village, school and students who will be taught. Then, it will present the theoretical principles followed according to the Spanish and Andalusian laws including objectives, content and assessment. Moreover, it will offer an explanation of the methodology used based on CLIL, ELF, TBA and *Flipped Classroom* approaches, alongside the aspects related to attention to diversity, cross-curricular issues, materials and interdisciplinarity. All the tasks are found in the appendix.

It goes without saying that it is an interdisciplinary approach that tries to put into practise all the theory that has been explained in the theoretical block. CLIL, coupled with ELF, are two innovative and effective approaches through which students learn both language and content having a global perspective of English. The Spanish and Andalusian legislation are followed in the whole unit. Firstly, this didactic unit is divided into 6 sections of 60 minutes each. It is addressed to students from the third year of Compulsory Secondary Education. The backdrop, as is mentioned, is the issue of how globalisation has an impact on cultures and languages, and it is part of the content of the Geography and History subject. Secondly, all the tasks presented are focused on teaching ELF. Thus, the resources used are real and the speakers are native and non-native English speakers from different nationalities. In addition, there are exercises focused on pronunciation to improve intelligibility as well as interaction and mediation activities. On the other hand, Coyle's 4Cs framework is present in the development of the unit, paying attention to content, communication, cognition, and culture. Also, the present tasks are designed from easier to more difficult ones in order to achieve scaffolding and follow Bloom's taxonomy approach.

Last but not least, languages are part of people's culture. This unit intends to show students the different cultural facts that take part in learning English. For instance, the recognition of different English varieties around the world and the awareness of the existence of different kinds of cities around the globe. Students will also have knowledge about the global economy and business matters during the first sections.

Taking all things into consideration, this is an attempt to enrich students' knowledge by integrating an interdisciplinary view of two subjects: Geography and History and English.

3.2 Contextualisation

This didactic has been created under the influence of the students' certain environment according to the place they live, the school and also the families.

3.2.1 Characteristics of the Village

The high school is located in Santa Fe, which is a village very close to Granada city centre being one of the biggest towns of the metropolitan area of this city. It has got around 14,986 inhabitants.

Although it is a rural place surrounded by countryside and the river Genil, the communication with the city centre and with the nearby villages is excellent due to the fact that the highway crosses the town and there are metropolitan buses every 20 minutes.

Concerning the students' facilities, there are four English academies which prepare for official exams like Cambridge certificates. Therefore, some of the students attend these academies to get official certificates and also to help them to improve their English level. Apart from this school, there are three other high schools in the town which sometimes collaborates with the school carrying out projects such as "The International Day for the Elimination of Violence against Women". Still further, the town possesses a tourist office and a museum that organise activities for the younger ones.

Finally, Santa Fe is well known for its history since in 1492 the Catholic Kings signed the "capitulaciones" that allowed Columbus to start his trip to America. Therefore, every year inhabitants celebrate this festivity on the 17th of April with different cultural events such as art expositions, free concerts and the famous medieval mark where people dress up with XV century costumes.

3.2.2 Characteristics of the School

Firstly, the name of the school is Colegio Carmen Sallés Concepcionistas and it is a charter school whose principles are based on Christian faith and values so that teachers integrate Christian principles in every subject, as well as implementing other extra activities such as visiting the town church, celebrating Christmas and confessing sins.

Secondly, the educational staff is composed of 16 teachers in secondary education. They cooperate with each other in order to integrate subjects. In the case of Geography and History, there is one teacher who works hand in hand with the English subject teacher to facilitate students' language learning and scaffolding.

Likewise, the school is immersed in a bilingual project in which 30% of the subjects are taught in English. The subjects that are taught in English in 3rd grade of CSE are Geography and History, Maths and Physical Education. At an international level, this school participates in the eTwinning programme so that students communicate with other learners around the world. Further, at a local level, this school collaborates with

the rest of schools in the town on projects such as "the World Book Day" (23th April) or "The Capitulation Market" (15th April).

With regards to the characteristics of the building, the school is divided into two main blocks. On the one hand, in the first building, the secretary is located together with the students' classrooms, the library, one chapel, the computer room, the events room and the staff room. On the other hand, the second building is separated from the first one by the students' playground and it is devoted to the gym and the school canteen.

When it comes to the 3rd grade of CSE classroom, it is designed so that the teacher is in front of the students and the students are sitting individually. The walls are decorated with posters in English that show the basic language classroom and with drawings that learners designed themselves. Furthermore, there is an interactive board and speakers. Finally, the classroom is equipped with small laptops for each student which are very useful for online activities.

3.2.3 Characteristics of the Students

This classroom is formed by pupils whose age is between 14 and 16 years old. The total number of students in the classroom is 30. The majority of them are from Santa Fe except one who is from Morocco. Although this student has no problems speaking Spanish and he has a great relationship with the rest of his classmates, one positive point for the content-foreign language lessons is that he loves sharing his culture with his partners. Hence, it is an intercultural enrichment for the rest of the students. There are also two students who have repeated the course and need reinforcement activities. All of the students get along well with each other and, in general terms, they are motivated with English and Geography.

As far as students' families go, they used to have active participation in the school's projects and activities. They attend tutorials and they cooperate with teachers for their children's education. In addition, the greatest number belong to the middle-class, although there are two families who cannot afford children's excursions and for this reason, other families and teachers collect money for them to come to excursions.

3.3. Legislation

3.3.1 Key Competences

Competences are the tools by which students acquire knowledge and apply it into different contexts. There are seven competences that are integrated in the curriculum. As stated in order ECD/65/2015 of January, these key competences contribute to a continuous learning so that they are intended to be developed along this didactic unit. The following table shows the contributions of the key competences to this didactic unit.

Competences	Contributions to the DU
Linguistic Competence	This unit is based on CLIL and ELF approaches that promote communication and intelligibility at the same time. The linguistic components that appear in this unit are the following: 1. Linguistic component in different dimensions: lexicon, grammar, semantics, phonology, orthography, and orthoepic. 2. Pragmatic-discursive component: it contains three dimensions (sociolinguistics, pragmatics, and discursive). 3. Sociocultural component includes two dimensions: one that refers to the word knowledge and another that refers to the intercultural dimension. 4. Strategic component: it allows the individual to overcome difficulties and solve communication problems. 5. Personal component that takes part in communicative interaction in three dimensions: attitude, motivation, and personal features.
Mathematical competence and basic competences in science and technology	In this unit, students will learn about globalisation, economy, human activity, industrialization, and inequality issues in order to achieve a globalised view of the world and cultural consciousness.
Digital competence	In this unit students will work on this competence by means of using online and real material that students can find on web pages such as YouTube and also practising methodologies like the *Flipped Classroom,* where students learn at home.
Learning how to Learn	This unit shows how to organise ideas in a diagram as well as how to mediate between people step by step. In addition, this competence is acquired in group work. Hence, during this unit and in the final presentation, students will make groups and work with different classmates.
Social and civic competences	This unit deals with the concept of English as a medium for communication around the world as well as a culture-transmission vehicle between speakers from different backgrounds regardless of whether they are native or non-native speakers of English so that students value and respect multiculturality.

Sense of initi-ative and en-trepreneur-ship	Along this unit students will work individually and in groups. In this way, students will be encouraged to initiate, organise and reflect on their own learning process as well as to acquire the competence of being part of a group keeping them motivated.
Awareness and cultural expressions	As the C for culture in the 4Cs framework, this unit integrates English language and different cultural backgrounds in CLIL and ELF in a way that students value and appreciate different ways of speaking English, accents and cultural expressions through cities around the world. Moreover, students will be conscious about how important globalisation is and the relationships with people from different cultures. There are activities to encourage creativity such as mediation, writings, speaking, games, or a presentation.

Table 1. Key competences

3.3.2 General objectives of the Area of Foreign Languages

According to article 11 of the Royal decree 1105/2014, 26 of December, Secondary Education contributes to develop the capacities that allow students:

A. To acquire the responsibility of doing homework, to know and apply their rights related to the respect towards the rest of the students and teachers, to be tolerant, cooperative and solidary, to be able to build dialogues taking into account human's rights, and to be prepared to be part of a democratic community.

B. To develop and consolidate habits of discipline and study in individual and team-work as a necessary condition for effective performance of learning tasks and as a means of personal development.

C. To value and respect the difference of genders and the equality of rights and opportunities between them and to Reject stereotypes leading to genders' discrimination.

D. To strengthen their affective capacities in every aspect of the personality and their relationships with others, as well as reject violence, prejudices of any kind, gender behaviours, and peacefully resolve conflicts.

E. To develop basic skills in the use of information sources critically to acquire new knowledge. To acquire a basic training in the area of technologies, especially those of ICTs.

F. To perceive scientific knowledge as an integrated knowledge that is structured in different disciplines, as well as to know and apply the methods to identify problems in the different fields of knowledge and experience.

G. To consolidate entrepreneurial skills and self-esteem, participation, a critical sense, personal initiative, and the ability to learn how to learn, plan, make decisions and assume responsibilities.

H. To understand and express correctly the spoken and written forms of complex texts and messages, the Spanish language and begin studying, knowing and reading literature.

I. To comprehend and be able to express themselves in a foreign language appropriately.

J. To know, value, and respect the basic aspects of the proper and other cultures and history as well as the artistic and cultural heritage.

K. To know and accept the functioning of one's own physical aspect and that of others, respect differences, strengthen health habits and include physical education and sports to promote personal and social development. Know and value the human dimension of sexuality in all its diversity. Critically value social habits related to health, consumption, protection of human beings and the environment, contributing to its preservation and improvement.

L. To value creativity and understanding the language of different artistic expressions, using different meanings of expression and representation.

3.3.3 Area Objectives (English)

The Order of 14th July 2016 establishes the curriculum of Secondary Education in Andalusia. In the area of foreign languages, the following objectives are required:

1. To listen and comprehend specific information from oral texts in different communicative situations, adopting a respectful, tolerant and cooperative attitude.
2. To be able to express themselves in oral situations in normal oral situations in a clear and adequate way, using dialogue to solve conflicts.
3. To Read and Comprehend different kinds of texts at a suitable level for the students with the aim of learning specific and general information and use it as if the reading is for pleasure in order to acquire new concepts.
4. To use reading in different ways to promote the pleasure of reading and personal enrichment.
5. To write simple texts with different purposes about different topics using cohesion and coherence.
6. To use the appropriate phonetic, lexical, structural, and functional basic components of the English language in a real communicative context.
7. To develop autonomous learning, discipline, study, and work habits. Reflect on the learning processes and transfer all the communicative knowledge and strategies acquired in other languages to the English language.

8. To develop teamwork, reject sex discrimination or any type of discrimination, working on social abilities and affective capacities that are important to solve problems in a pacific way, and also to reject stereotypes and any type of prejudices.

9. To use learning strategies as well as other resources including technologies of the information and communication to obtain, select and present oral and written information.

10. To value English and other languages in general, as a communicative and entertainment medium between different kinds of people and cultures avoiding any discrimination and linguistic or cultural stereotypes.

11. To appreciate foreign languages as an instrument to access information and also as a learning tool of different contents, as an artistic medium and the development of learning capacity.

12. To manifest a receptive attitude and confidence in the capacity of learning and the use of English.

13. To know and appreciate specific elements of Andalusian culture in order to be valued and respected by citizens of different countries.

14. To recognise the importance of tourism in Andalusia transmitting and respecting the basic aspect of our culture and history as well as the artistic and cultural heritage, using English as a medium.

3.3.4 Area Objectives (Geography and History)

1. To conceptualise society as a complex system analysing interactions between different elements of the human activity (political, economic, social and cultural), valuing through research of current relevant issues, the multifactorial nature of the historical facts and how these contribute to the creation of collective and individual identities and the role that women and men play.

2. To locate in the space, know and classify the elements which constitute the Andalusian, Spanish, European and global physical environment knowing the connections between them and the humanisation of the landscape and analysing the political, socioeconomics and environmental consequences that have an impact on the resource management, being aware on the necessity of the environmental conservation.

3. To know and analyse the way society changes the environment, and at the same time how the territory influences the organisation and identity of the aforementioned society's reflection on the humans' intervention dangers on the environment, highlighting the case of Andalusia.

4. To comprehend geographical and geoeconomics diversity of the world, Spain, Europe and Andalusia, through analysis, identification and localisation of basic resources, as well as the main characteristics of his/her human physical environment.

5. To acquire a global view of human history and the place Andalusia, Spain and Europe occupy, through the knowledge of the most relevant historical facts, social processes, and the mechanisms of interaction that there exist between them, analysing the interconnections between past and present and how Andalusia is represented by the present global society based on its historical heritage.

6. To value and comprehend the cultural diversity around the world and in the historical roots present in Andalusia, manifestation respect and tolerance of the different cultural manifestations as well as the ability to give a critical view of them, and how these attitudes are sources of wellness and development and the increase of a democratic society.

7. To compare and analyse the diverse artistic manifestations along with the history, contextualising them in the social and cultural media of each period, through the knowledge of artistic elements, techniques and functionalities and valuing the importance of conservation and diffusion of the artistic heritage as a tool for the development, individual and collective wellness and the projection of Andalusia around the world thanks to its artistic heritage.

8. To appreciate the Andalusian culture and history for the comprehension of the position and relevance of Andalusia in the rest of Spain, Europe and around the world and the ways its identity, economy and society have been developed.

9. To explain principles, institutions, mechanisms and the ways of governing by a democratic state is built, analysing the territorial organisation and Andalusian, Spain and EU politics, the requirements for a good government and the citizens' participation of them.

10. To expose the importance, for the preservation of peace and the human's development and wellness, of the necessity of reporting and being against discrimination, injustice and social exclusion and participating in solidarity initiatives.

11. To analyse and know the main milestones, in Andalusia, in the rest of Spain and around the world, concerning the equality between men and women and comprehend, value and control the skills and strategies of women's empowerment as well as the most important policies and initiatives in that sense.

12. To give arguments about the importance of having an entrepreneurial spirit and the capacities linked to this, knowing how they have contributed to the human, economic and political development of the society along with the history and nowadays.

13. To debate and analyse the international view of Andalusia and its role in the current globalised process, valuing the highlighted opportunities and problems of this historical phenomenon for our autonomous community which have existed in the past and will exist in the future.

14. To know and manage the vocabulary and the specific research techniques as well as the specific analysis of social science for the development of problem-solving abilities and the comprehension of the most relevant issues of the current society, paying special attention to the causes of military conflicts, the manifestation of social inequality, women's discrimination, environmental territory and any intolerant behaviour.

15. To complete individual or collaborative case studies and researches, on current global issues, of the historical evolution of the human societies and on the most relevant environmental characteristics and challenges, both in Andalusia and in the rest of the world, by means of the compilation of information from different resources (verbal, graphics, iconic, statics or cartographic), belonging from diverse sources, that must be organised, edited and presented through the use of the ICTs, following the basic rules of working and researching of Social Sciences.

16. To participate in debates and oral presentations on highlighted issues around the world, the historical evolution of the human social formation and the most relevant characteristics and challenges of the environment, both in Andalusia and in the rest of the world, using the TICs for the compilation and organisation of data, respecting students' turns and external opinions, analysing and valuing different points of view and giving their arguments and conclusions in a clear, coherent, and proper way according to the vocabulary and procedures of Social Sciences.

3.3.5 Didactic Objectives and their relationship with goals:

Delving deeper into the specific didactic objectives of this unit, the following table presents a general view of the relationship between objectives from different levels that encompass the stage level (stage goals), the subject level (area goals in both English and Geography and History) and this unit level (didactic objectives):

Didactic objectives	Stage goals	Area goals (English)	Area goals (Geography and History)
To know what globalisation is as well as its main characteristics.	J	10, 11, 13	4, 6, 13
To know the pros and cons of living in a globalised world.	J, D	10, 11, 13	4, 6, 13
To understand inequalities between developed and underdeveloped countries.	C	10, 11, 13	10, 13
To distinguish between long and short vowel pronunciation.	H, I	1, 2, 6	
To know how to look up the meaning and the pronunciation of words in the dictionary.	E, F, H, I	7, 9	
To distinguish between different native and non-native accents.	H, I	1, 6, 10	
To be aware of the different English varieties and cultures.	J, C	10, 11, 13	4, 6

To know expressions for giving opinions and agreeing or disagreeing with something.	H, I	2, 6	
To read and guess from the text.	H, I	3, 4	
To know reported speech statements.	H, I	2, 6	
To know vocabulary related to economy and trades.	F	2, 6	14
To know vocabulary related to places in the city.	F	2, 6	14
To know how to describe images.	H, I	2, 6	
To know how to mediate between people.	C, H, I	1, 3, 5	
To be able to work in groups and in pairs.	B, C, G	8	15, 16

Table 2. Didactic Objectives and their relationships with goals

3.3.6 Block of Contents

From Article 4 of the Royal Decree 1105/2014, of the 26th December that establishes the contents of the foreign languages and the Order of the 14th July 2016 for the third year of secondary education, this unit focuses on the following contents:

Subject-related contents	Block 2: The Human Space 1. The analysis of the European population, in terms of its distribution, evolution, dynamic, migrations and population policies.

	8. The recognition of economical trades in Europe, in the three sectors, identifying different economic policies. 9. The understanding of the urbanization process and its pros and cons in Europe. 14. The explanation of the unequal distribution of the industrialised regions around the world.
Language-related contents	**Block 1: oral texts comprehension** Comprehension strategies: -Listen and understand brief oral messages related to classroom tasks: instructions, questions, comments, dialogues. -Distinction and comprehension of the basic oral text information, transmitted orally or through audio-visual devices about concrete common topics (instructions, instructions, requests, warnings, everyday processes, informal dialogues). -Distinction of different types of understanding (general meaning, essential information, main points, relevant information). -Formulation of hypothesis on content and context. Communicative functions: -Requesting and offering help, information, directions, permission, opinions, and points of view, advice, warnings. -Expression of interest, liking, and surprise, ability, feeling, approval, appreciation, sympathy, hope, confidence, surprise, and their opposites. -Expression of knowledge, certainty, doubt, and guess. -Establishment and maintenance of communication and organization of discourse. Linguistic- discursive Structures: daily life activities, trades, and language and communication. Phonological patterns: sound, accentual, rhythmic, and intonation patterns. **Block 2: oral text production** Production Strategies: -Conception of the message clearly, distinguishing its main ideas and basic structure. -Adequacy of the text to the addressee, context and channel, applying an appropriate register, and discursive structure. -Readjustment of the task (modest version of the task) or of the message (concessions in what you would like to express), after valuing the difficulties and resources available. -Support and take advantage of prior knowledge (using "ready-made" language, etc.). Communicative Functions:

	-Initiation and maintenance of personal and social relationships (greetings and farewells, introductions, invitations, apologies and thanks, agreement, and disagreement). -Expression of interest, taste and surprise, ability, feeling, and intention. -Establishment and maintenance of communication and discourse organization. **Block 3: Written texts comprehension** <u>Comprehension Strategies:</u> -Previous information about the type of task and topic. -Understanding of instructions for the correct resolution of activities. -Distinction between the types of comprehension (general meaning, essential information, main points) in different authentic texts about different topics according to students' age and related to other subject's contents. -Inference and formulation of hypotheses based on the comprehension of significant linguistic and paralinguistic elements (for example, inference of meanings by contexts, by comparing similar words or phrases in the languages they know.) **Block 4: Written texts production** <u>Production strategies:</u> -Mobilize and coordinate their own general skills and communicative competences in order to perform tasks effectively (review what you know about the topic, what you can or want to say, etc.) -Locate and appropriately use linguistic or thematic resources (use dictionaries or grammar, obtaining help, etc.). -Writing brief texts on paper or digital support. -Express the message clearly, adjusting to the models and structures of each type of text. -Readjust the task (undertake a more modest version of the task) or the message (express what you really like to express), after assessing the difficulties and the available resources. -Be supported by previous knowledge and take advantage of it (use ready-made language, etc.)

Table 3. Block of contents

Now, as was explained in the literature review, curriculum design must be based on the transition from LOTS to HOTS in order to achieve students' creativity. This a representation on how content and linguistic objectives are organised according to Bloom:

Subject-related contents	LOTS	Remember	-The vocabulary related to economy and trades. - The vocabulary related to places in the city.
		Understand	-Explaining what globalisation is. -Inferring the main characteristics of globalisation. -Explaining the differences between developed and underdeveloped countries. - understanding the differences between cultures.
		Apply	-Looking up words in the dictionary.
	HOTS	Analyse	-Analysing the functions of mediation.
		Evaluate	-Evaluating the pros and cons of globalisation.
		Create	-Making an oral presentation in groups.
Language-related contents	Language of learning		-Vocabulary: economy and trades (increase, index, policy, rise, board, income, etc.), places in the city (harbour, airport, opera house, monuments, advanced communication infrastructures, etc.) -Grammar: reported speech - Expressions: giving opinions (in my opinion, it is much better to…, I believe that…, personally,), be in favour (absolutely, I see what you mean…), being against (I see your point, but…, I don't think so…), describing pictures (In this picture I can see…)
	Language for learning		- Asking questions -Giving personal opinions - Agree and disagree with their partners - Describing pictures
	Language through learning		- Reported speech -Globalisation -Mediation -Oral presentations

Table 4. Content related to Bloom's Taxonomy

3.4 Methodology

The methodology followed in this unit is based on CLIL and ELF approaches although there are two methodologies within the scope of CLIL called *Flipped Classroom* and *Task Based learning* (TBL) that will take part of the unit as well. This is a brief explanation of each approach:

- **Content and Language Integrated Learning (CLIL):** as was explained in the literature review, this is a dual methodological approach because it comprehends both language and content, focusing on meaning. Therefore, students will finish this unit knowing content from the Geography and History subject at the same time that they will improve their English language skills. Moreover, students' work and materials will be presented through tasks by the implementation of TBL. The aim of this approach is to achieve language competence by using language in real tasks. Students learn through communication, not for communication, so that language is just an excuse to reach content knowledge. Tasks are authentic and language is used to realise these tasks. They differ from activities because they have a final outcome and language is needed to achieve it. Therefore, students are presented with a problem to solve and they are totally free to use the language they wish, focusing always on meaning. All the sessions in this unit are in agreement with the three basic stages of task design: warming-up activities, while-tasks, and post-tasks. All the tasks done in class and as homework will count for the continuous assessment. Regarding attention to diversity, students will be given the possibility to repeat the tasks if necessary, counting for the final mark only the repeated version. The following section will explain more deeply how to approach attention to diversity.

  In addition, the 4 Cs framework is also included in this unit as students will practice communication in interaction and speaking tasks; content has been selected according to the curricula for 3rd grade of CSE Geography and History and English subjects; culture is present in activities such as mediation, English varieties recognition or reading comprehension. Finally, cognition is promoted by encouraging critical thinking. That is, there are exercises (mostly post-tasks) where students are asked to give their personal opinion and point of view about certain issues. Hence, the principles of Bloom's taxonomy are applied in pre-tasks with the aims of remembering and understanding, in main-tasks with applying and analysing, and finally the post-tasks with the goals of evaluating and creating.

  Likewise, the other method presented in CLIL and in this unit is the so-called *Flipped Classroom*. This is a pedagogical approach that takes the learning process out of the classroom. In the case of this proposal, students have to watch two explanatory videos at home in order to save time in class. Then, the teacher and students comment on what they have understood from the content of one video and clarify concepts that can be problematic. Finally, they apply what they have learned doing tasks. Grammar and mediation are taught through this methodology in this unit.

- ***English as a Lingua Franca* (ELF):** English is taught as a globalised language in this unit. Students are not going to pay attention to only one variety of English or the perfect spoken English, but will instead learn from different accents and cultures in order to be intelligible and fluent speakers. They must listen to their teacher's pronunciation, who is probably a non-native speaker. Moreover, all the listening resources are real materials from speakers around the world. Students will also practice pronunciation by discriminating problematic vowel sounds and speaking with their classmates and teacher. Therefore, this is an attempt to join together a language that is spoken in different cultures as a tool to be understood and to bridge a gap between diverse L1 speakers.

3.5 Attention to Diversity

As was mentioned in the context section, there are two students who have repeated this course last year and for this reason, it is crucial that teachers help them to reach the seven key competences by considering certain measures:

1. To sit them next to the teacher to monitor them better.

2. To motivate them to ask for their tastes and include them in the planning as far as possible. For instance, working on one student's favourite song as an extra activity.

3. To allow them to repeat failed tasks.

4. To give them the opportunity to work in groups.

5. To organize exam dates with the rest of the teachers in such a way they do not coincide on the same day.

6. To give them extra minutes to explain the final presentation.

On the other hand, faster students will be provided with extra activities that are found in each of the sessions. Likewise, slower students who do not have any intellectual disability, the same as students who have repeated the course, will have the opportunity to repeat the failed tasks as well as the implementation of other special measures such as the fact that they will be given extra time to complete the tasks, the teacher will reward and motivate them to foster their self-esteem, they will be encouraged to complete more tasks in groups and, what is more, the teacher will be in touch with their parents to follow their learning process.

3.6 Cross-curricular Issues

It is worth highlighting that this unit not is only intended to encourage values which entail the respect of the political diversity of the current economic system. Rather, students will be aware of people's inequalities around the globe as well as the different

English accents that citizens from different regions may have. This leads to establishing a connection between the existing varieties of English and cultures and realising that every peculiarity, accent, or costume is as valid as the variant that students have been exposed to since previous years. In addition, students will be encouraged to speak in public to improve their discourse skills.

Last but not least, learners will work in groups to enrich problem-solving, improve communication with their partners and be able to have a role inside the group and responsibility for their own work.

3.7 Interdisciplinarity

Curricula in Spain has promoted teaching involving all subjects. Apart from Geography and English, this unit focuses on the following interdisciplinary subjects:

- Spanish language: students will know how to look up words in the dictionary as well as how to summarise the main ideas of texts and paraphrase. They will also improve their oral skills which will help them to overcome some speaking problems in their mother tongue.

- Economy: they will learn the main concept and vocabulary from economy and trades according to their level.

- Technology: they will use different online resources and electronic devices encouraging the use of ICTs.

3.8 Assessment Criteria

Article 10 of the Royal Decree 1105/2014 establishes that the evaluation of the learning process must be continuous, formative and integrative (see table 5, which represents the evaluation criteria and learning standards of the unit). Also, the teacher will evaluate the students' learning achievements as well as the teaching processes and his/her own teaching practice. In this didactic proposal, students will be assessed by means of continuous evaluation, language portfolio and the final presentation task (see table 6). Moreover, teachers will evaluate students following the rubrics shown on the following pages.

- **Continuous evaluation:** it is a tool to check the student's progress and achievements in the subject. In this unit, the teacher evaluates each student by means of a rubric valuing class participation, realisation of homework, realisation of tasks in the class, adequate group work and communicative achievement. In this way, students will be supported and guided during the learning process (see table 7). Students also have the opportunity to evaluate their own work by completing a rubric (see table 8).

- **Portfolio:** it allows students to be autonomous learners and to be aware of different cultures and languages. In addition, portfolios encourage students to assess their own language competences. The student's realisation of the portfolio will be assessed by being worth 10% of the final mark.

- **Final presentation:** this enables the teacher to evaluate students' group work. Each group will get the same final mark regarding the content of the presentation, intelligibility of student's speech, quality of the slides, group organisation and work, and writing skills (see table 9).

	Evaluation criteria	Learning standards
Subject- related evaluation	Block 2: 7, 9, 11	Block 2: 7.2, 9.1, 11.1
Language- related evaluation	Blocks 1, 2, 3 and 4	Block 1: 1, 4, 5, 6 Block 2: 1, 2, 3 Block 3: 1, 6 Block 4: 1, 2

Table 5. Evaluation criteria.

Continuous Evaluation, Classroom work and participation, observation of student's work Instrument of evaluation: rubric.	Portfolio Instrument of evaluation: portfolio.	Self-assessment Instrument of evaluation: rubric.	Final presentation Instrument of evaluation: rubric.
60%	**10%**	**10%**	**20%**

Table 6. Subject grading criteria.

Didactic Unit: A trip around the World	Student's Name:			
Indicators	LEVEL 1: D Score: 0.75p	LEVEL 2: C Score: 1p	LEVEL 3: B Score: 1.5p	LEVEL 4: A Score: 2p
Participation in the class				

Realisation of homework				
Realisation of tasks in the class				
Collaboration with part-ners and group-work				
Communicative achieve-ment				
TOTAL SCORE: / 10				

Table 7. Continuous evaluation rubric.

Didactic Unit: A trip around the World	Student's Name:			
I KNOW…	**LEVEL 1: D Score: 0.75p**	**LEVEL 2: C Score: 1p**	**LEVEL 3: B Score: 1.5p**	**LEVEL 4: A Score: 2p**
The meaning and characteristics of globalisa-tion and its impact on society.				
To distinguish long vowels from short vowels.				
Vocabulary related to economy.				
To distinguish different English varieties.				
The pros and cons of globalisation.				
To write down a dictation.				
To give my personal opinion.				
To Report statements and its changes.				
To tell my classmates about my personal expe-riences.				
Vocabulary related to places in the city.				
To guess information from texts.				

To describe images.	
To look up words in the dictionary.	
To use the internet to research information.	
To match headings with texts.	
To mediate between people in written format.	
To make a presentation and explain it to my classmates and teachers.	

Table 8. Student's self Evaluation Rubric.

Didactic Unit: A trip around the World	Group's Name:			
Indicators	LEVEL 1: D Score: 0.75p	LEVEL 2: C Score: 1p	LEVEL 3: B Score: 1.5p	LEVEL 4: A Score: 2p
Appropriate content				
Intelligibility				
Quality of the slides				
Group organisation and work				
writing				
TOTAL SCORE: / 10				

Table 9. Final presentation rubric.

3.9 Materials

Materials are essential to design a quality unit so it is crucial to plan how content will be presented to students in order to motivate them. Besides, these are the materials and resources used by teachers and students in the classroom in order to make the lessons easier.

General Resources	Classroom, Blackboard, Projector
Teacher Resources	Program, Laptop with internet connection
Student Resources	Electronic devices, Dictionaries, Phonemic chart
Others	Speakers, Photocopies

Table 10. Materials.

3.10 Timing and Lesson Plan

As indicated previously, this didactic unit has been designed to be implemented in 3rd grade of CSE. Students are expected to work with activities requiring a B1 level according to the CEFRL. This unit will be covered in 3 weeks, this is, two sections per week. The date when it will start is the 26th of October since it is the world development information day.

SESSION 1 (60 min)

What does globalisation mean?

	Activities	Time
Pre-task Activity 1	In this activity, students will be allowed to use their electronic devices in order to go to *Mentimeter* and complete the word cloud. Each of them must write three words answering the question below. Then, the teacher and the students will discuss the main words in the cloud. Finally, in pairs, students must discuss the questions from exercise 1 (see exercise 1, page 55).	**15'**
Main task Activity 2	The teacher will show the mind map to the students and they will try to guess the meaning of each characteristic of globalisation (see exercise 2, page 56).	**10'**
Main task Activity 3	Students will be asked to read the text carefully and find words which correspond with the given definitions (see exercise 3, page 56).	**20'**

Post-task Activity 4	In this activity, students will work on vowel sounds that are problematic for Spanish speakers. The teacher will pronounce each word first and the students will classify the vowel sound into long or short. He or she may draw a table on the blackboard and use the phonemic chart to make it easier to understand (see exercise 4, page 58).	**15'**

SESSION 2 (60 min)

Pros and Cons of Globalisation

	Activities	Time
Pre-task Activity 1	The teacher must explain what types of dictionaries students can use as a tool to learn a language. For instance, Word-Reference, Oxford dictionary, Cambridge dictionary, etc. Then, students may choose the option that is the most suitable for them and look up the meaning of the words in the table (see exercise 1, page 59).	**15'**
Main task Activity 2	Students have to choose 6 words from the table in exercise one and listen to the different ways of pronunciation in the dictionary. By doing so, students will be aware of the different English varieties. Then, they will listen to a video and guess which is the accent of the speaker (see exercise 2, page 59).	**10'**
Main task Activity 3	Students will listen to the video again and answer the questions after listening. The teacher can play the video more than once if it is necessary. Subsequently, the teacher must ask for volunteers to correct and comment on the answers (see exercise 3, page 60).	**15'**
Main task Activity 4	The teacher will ask students to close their books and start the dictation. (S)he will read the text slowly and aloud to facilitate the students' comprehension. The teacher will probably be a non-native speaker of English so that students will be used to listening to different varieties of English. Lastly, the content of this dictation delves deeper into the pros and cons of globalisation (see exercise 4, page 60).	**10'**

Post-task Activity 5	The teacher writes down on the blackboard the expressions found on the table that students may need as help to express opinions and to agree or disagree with something. Then, they will make pairs and discuss if they are in favour or against globalisation (see exercise 5, page 61).	**10'**

SESSION 3 (60 min)

Reporting Ideas

	Activities	Time
Pre-task Activity 1	This is the *Flipped Classroom* methodology by which students will learn at home and save lesson time. They have to go to *Edpuzzle* and watch a video about reported speech. In class, the teacher and students will discuss what they have learned at home and clarify the main grammatical concepts which are use and form (see exercise 1, page 62).	**15'**
Main task Activity 2	Before doing the task, the teacher must explain the verb and adverb changes in reported statements. Then, the students will use their electronic devices to complete the interactive worksheet from *Liveworksheets* (see exercise 2, page 62).	**30'**
Post-task Activity 3	Students will be asked to make 6 groups of 5 students each. After having the groups, the teacher will explain to them the rules of the game. They have to tell each other something interesting about themselves, the listener must show surprise and report to the other members of the group what they have listened to (see exercise 3, page 65).	**15'**

SESSION 4 (60 min)

The Globalisation of Cultures

	Activities	Time
Pre-task Activity 1	The teacher will show a video to the students in which they have to guess the variety of English of each speaker or the country they belong to. Students can find native and non-native accents from the speakers who appear in the video (see exercise 1, page 66).	**10'**

Pre-task Activity 2	The teacher will review reported speech statements from the last lesson and, then, students will listen to the video again and report at least three statements they have heard from the speakers (see exercise 2, page 66).	**10'**
Main task Activity 3	The teacher will explain the meaning of the words in the table and, then, the students have to select five words they think are the most important ones for a global city (see exercise 3, page 67).	**5'**
Main task Activity 4	The teacher must show and comment on the two images below with the students. Afterwards, they will be intended to read the texts and guess which image belongs to each one (see exercise 4, page 67).	**15'**
Post-task Activity 5	In this post-task activity, students are asked to reflect on the images that show a gap between developed and underdeveloped countries. The teacher asks for volunteers to answer the questions (see exercise 5, page 68).	**5'**
Post-task Activity 6	This is an activity designed to improve students' writing skills. They are given some structures that must be explained by the teacher. Individually, students have to write down a description of both images from exercise 5 using some of the given structures. Finally, students make groups of five students each to search on the internet by using electronic devices, information about a global city they like. They can write down the information on a paper to hand it to the teacher. If they have not finished at school, they would finish it at home as homework (see exercise 6, page 69).	**15'**

SESSION 5 (60 min)

Interconnected

	Activities	Time
Pre-task Activity 1	This is a *Flipped Classroom* activity where students were asked to watch a video about what mediation is about at home and in class, they will share any experience about intercultural misunderstanding with their	**10'**

	classmates. The teacher can take part in this activity, telling them about another experience (see exercise 1, page 70).	
Main task Activity 2	Students have to read the headings and match them with the corresponding piece of text. Understanding the text will help students to know the steps to mediate (see exercise 2, page 70).	**20'**
Post-task Activity 3	Students will work as mediators. They have to read the poster carefully to get the main ideas. Then, they have to complete the exercise following the tips on the left side. The teacher should help them by giving examples of paraphrasing and summarizing the main points together (see exercise 3, page 72).	**30'**

SESSION 6 (60 min)

Assessment

	Activities	Time
Self-evaluation	Before starting to work with the presentation, students must be given the self-evaluation sheet to fill it (see table 8).	**10'**
Assessment	In order to evaluate the unit, alongside the continuous evaluation and portfolio, students will be required to make groups of five and give a presentation. Once the groups are made, each group must choose a topic and go to the given webpage to understand how presentations must be given. Also, the teacher has to explain the structure that they will be following (introduction, main content, and conclusion). Students will be assessed the next day (see session 6, page 73).	**50'**

4. Conclusion

In short, this Master's Dissertation is an attempt to conflate two innovative approaches which, at first glance, could be considered as totally opposed, although when delving deeper into them, it is clear that CLIL and ELF match quite well in bilingual contexts, as it is proved in the development of the didactic unit.

On the subject of the CLIL approach, the focus is on learning content using the foreign language so that students will learn a new language without being aware of it. That is, learning a language through content enables students to realise that they need it in order to learn something that is real and therefore to acquire knowledge. However, in order to achieve content learning, teachers must help students in the learning process by scaffolding tasks from LOTS to HOTS. That is why the careful planning of the curriculum is crucial. To this end, Bloom's Taxonomy is an excellent tool for teachers who work in CLIL contexts.

Regarding ELF, it is essential that students become competent individuals in the seven key competences. Therefore, as non-native speakers, their main goal is to be understood by others in a variety of contexts. It is not worth losing class time to make an attempt to be accurate since it is useless and almost impossible. Controversially, focusing on intelligibility and the lingua franca core is more effective for learning and less time-consuming. Moreover, students will be real intelligible English speakers capable of communicating around the globe due to the fact that English is used as a vehicle to communicate between people who do not speak the same language, much more than between native speakers.

Likewise, culture is intended to be part of the curriculum due to the fact that students need to understand the varieties of lifestyles, religions, customs, or politics in which different countries and regions are exposed and organised in order to be global citizens who are always prepared for this changing society. In addition, it is true that people are interconnected. For instance, one video taken from one part of the world can go viral in just minutes. Hence, society has changed and the way English is taught must be changed too.

Last but not least, in terms of the didactic proposal, globalisation has been chosen as the main topic for this unit since it is important to understand how the world works nowadays. The contents for this unit are mainly related to economy and trade and they can productively be mastered by CLIL and ELF approaches. The principal aim of the unit is to develop the Higher Order Thinking Skill that according to Bloom is creativity and it is the most difficult one in the cognitive process.

All things considered, students are the centre of this process and it is the duty of teachers to make tasks seem as easy as possible for them, supporting their learners and taking into account each student's needs to achieve goals and competences in all stages of learning.

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6. Appendix

A Trip around the World
3rd grade of CSE

Pre-Task   **Interaction**

1. **Go to Mentimeter, write down three words to complete the word cloud and then, discuss the following questions with your answers with your partner.**[1]

   ✓ What is *Globalisation* for you?

   ✓ How new is the term *Globalisation*?

   ✓ Is *Globalisation* something good or bad for a country?

   ✓ Can you think about the impacts of *Globalisation*?

Go to www.menti.com and use the code 2823 5303

When you see the word *Globalization*. What comes to your mind first?

_____

[1] Originally designed activity.

Reading comprehension

2. Use this mind map as a help to understand the text. Can you guess the meaning of each characteristic?[2]
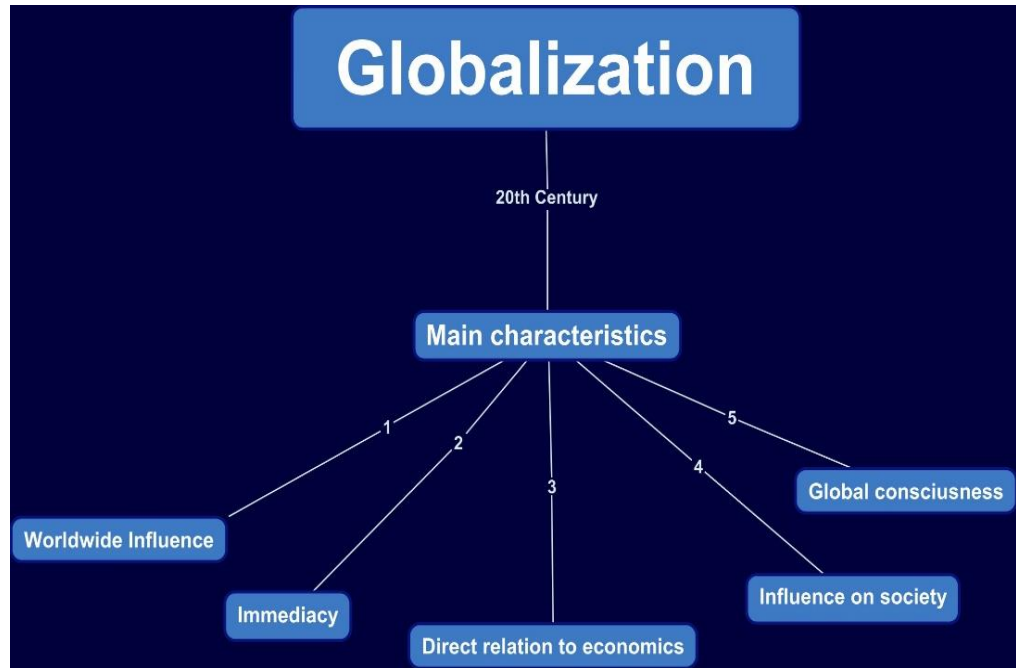
3. Now, read the following text and find the words with the following definitions.[3]

a) A process by which ideas, products and cultures spread to all parts of the world.

b) The type of money a country uses.

c) A country or region that is gradually becoming more economically powerful.

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[2] Originally designed activity.
[3] Activity from: Mas et al. (2021) *Link up to*. Vicens Vives.

5 🔊 A global system

5.1 Globalisation

Globalisation began in the second half of the 20th century. It was a phenomenon that emerged as countries around the world became increasingly interdependent, from economic, political, social and cultural perspectives. Its main characteristics are the following:

- **Worldwide influence**. Events in one part of the world can affect the rest of the world.
- **Immediacy**. Actions or decisions that happen in one place can affect another immediately, thanks to advances in information and communications technology (ICT).
- **Direct relation to economics**. Almost everything, including immaterial things, are goods or services that can be bought and sold. For example, the buying and selling of currency represents the majority of trading in the financial markets.
- **Influence on society**. Globalisation influences the way society works, such as how things are produced, lifestyles and even ways of thinking and types of government.

  Increasingly, people identify more with those who have similar lifestyles. These days, factors such as social class or place of origin are becoming less relevant as people's social networks extend beyond the place they live in.
- **Global consciousness**. People from all over the world share common concerns over issues such as sustainability, inequality and injustice. This has led to the creation of international organisations that can mobilise members worldwide.

Pronunciation!

4. **Listen to your teacher and classify these vowel sounds into short and long. Then, try to pronounce them.[4]**

Bite/ bit sit/ side hat/ hate wag/wage glob/globe note/not

Short Vowels	Long vowels

---

[4] Image from: https://helendipity.wordpress.com/2020/11/09/3rd-conditional-help-with-pronunciation/
Originally designed activity.

Pre-Task   Vocabulary

1. **Look up in the dictionary what these words mean in your own language.**[5]

Cutting-edge	Inequality	Economic growth	Global interconnectedness
Insight	Index	Average	Rise
Increase	GDP	Board	Income
Outweigh	Trend	Policy	Hang out with

Main Task   Listening

2. **Now, look up the different types of pronunciation (Irish, British, American, Scottish, etc.) of 6 words in the table. Then, listen to this video. What do you think the speaker's accent is from?**[6]

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[5] Originally designed activity.

[6] Originally designed activity.

3. Listen to the video again and answer the following questions.[7]

a) Which are the effects of interconnectedness?

b) What is the opinion of those who support globalisation? And for opponents?

c) What does the globalisation index measure?

d) How many countries have grown from 1990 onwards?

e) What is the meaning of GDP?

f) Which nations are the major beneficiaries? And Which is the country with the highest average per capita?

g) Can you name one result of global inequalities?

4. listen to your teacher and write down this dictation.[8]

On the one hand, it's hard to argue with the point that globalisation makes more goods and services available to more people, often at lower prices. If you have disposable income and you're buying a product that comes from abroad, you're benefiting from globalisation to some extent.

On the other hand, generally speaking, globalisation increases the returns to capital in rich countries like the U.S. and decreases the returns to labour in those same countries. That's a fancy way of saying that low-skill jobs in the U.S. can disappear as a result of globalisation.

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[7] Originally designed activity.

[8] Text from: https://smartasset.com/mortgage/the-pros-and-cons-of-globalization

5. **Discuss with your partner the positive and negative aspects of globalisation. Are you in favour or against globalisation? Here you have some structures to help you.[9]**

Giving opinion	In favour	Against
In my opinion, it is much better to…

As far as I'm concerned…

Personally, …

To my mind…

I would say that… | That's a great idea.

I see what you mean.

I see it that way too.

I couldn't agree more. | I see your point, but…

I don't think so.

I'm afraid I disagree with you

I am not sure about it. |

---

[9] Originally designed activity.

Pre-Task

Listening

1. **At home, go to Edpuzzle and answer the questions while you are watching the video. Here you have the link to join the lesson. https://edpuzzle.com/join/pactelo. In class, discuss with your teacher what you have understood.[10]**

Main Task

Use of English

2. **Go to Liveworksheets and complete this interactive sheet about reported speech. Use these tables to help you.[11]**

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[10] Activity from: https://edpuzzle.com/discover
[11] Activity from: https://www.liveworksheets.com/search.asp?content=cities

➤ verbs of time change as:

DIRECT SPEECH	INDIRECT SPEECH
Simple Present	**Simple Past**
"I never eat meat", he explained.	= He explained (that) he never ate meat.
Present Continuous	**Past Continuous**
"I'm waiting for Ann", he said.	= He said (that) he was waiting for Ann.
Present Perfect	**Past Perfect**
"I have found a flat", he said.	= He said (that) he had found a flat.
Present Perfect Continuous	**Past Perfect Continuous**
He said, "I've been waiting for ages".	= He said (that) he had been waiting for ages.
Simple Past	**Past Perfect**
"I took it home with me", she said.	= She said (that) he had taken it home with her.
Future	**Conditional**
He said, "I will/shall be in Paris on Monday".	= He said (that) he would be in Paris on Monday.
Future Continuous	**Conditional Continuous**
"I will/shall be using the car myself on the 24h", she said.	= She said (that) she'd been using the car herself on the 24th.
Conditional	**Conditional**
I said, "I would like to see it".	= I said (that) I would like to see it.

➤ Adverbs change as:

DIRECT SPEECH	INDIRECT SPEECH
today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the next day/the following day
the day after tomorrow	in two day's time
next week/year etc.	the following week/year etc.
last week/year etc.	the previous week/year etc.
a year etc. ago	a year before/the previous year

EXERCISE 1   Rewrite the sentences in reported speech

1-He was studying yesterday. She said _____

2-I will go to the party. He told me _____

3-Mary can't stand mean people. He said _____

4-I must call my sister tomorrow. He said _____

5-I don't like coffee. She told me _____

6-Please, do me a favour. She asked _____

7-What shall I do about it? He asked _____

8-I have forgotten his number. She said _____

9-May I sit here? She asked if _____

10-I have been waiting for ages. She said _____

11-Tim works in an office. He told me _____

12-I have been to Paris twice. She said _____

13-My husband is in Poland. She told me _____

14-I won't do the shopping tomorrow. He said _____

15-Neil has already seen this film. She said _____

16-Gloria is sitting in her room now. He said _____

17-I don't go to parties. She told _____

18-I have been working in the garden. She said _____

EXERCISE 2   Choose the correct option.

When I **saw/seen** Mary at the office **this/that** morning, she wasn't looking very well. In fact she **had looked/looked** a bit tired. I **tell/asked** her what the matter **is/was** with her but she wouldn't **tell/say** me. I **wanted/had been wanting** to know what was going on so I **ask/asked** Phil but he **didn't/wasn't** know, either. Two hours later, at about ten o'clock, we **met/were meeting** at the canteen to have a cup of coffee. But Mary **didn't/wasn't** order anything to drink. I knew she loved coffee so that was quite strange. When I asked her why she **wasn't/didn't** want anything to drink she said she **didn't have/wasn't having** her wallet. Her husband **had been taking/had taken** it. I **said/asked** her how she **was coming/had come** to work and she said that as she didn't have any money at all she **come/came** on foot. So that's why she **is/was** so tired! She lived in a nearby town which was ten kilometers away! No wonder why she **is/was** exhausted!

EXERCISE 3 Change the time reference.
Sometimes more than one answer is correct.

1-Sally is leaving **today**.
He said Sally was leaving_____

2-He visited London **last week**.
He said he had visited London_____

3-We had an argument **last night**.
He said they'd had an argument_____

4-I'm not eating **now**.
He said he wasn't eating _____

5-Jimmy is coming **next week**.
He said Jimmy was coming _____

6-I forgot my key **yesterday**.
He said he'd forgotten his key_____

7-I'll call you **tomorrow**.
He said he would call me _____

8-I don't live **here** anymore.
He said he didn't live _____ anymore.

9-I'm meeting Phil **tonight**.
She said she was meeting Phil _____

Finish!!

Game! Oh really?

3. **Make 6 groups of 5. In this game you have to tell your classmates something interesting and the other way around. You must show surprise when you listen to your partners. Use expressions like "Oh really?" Or "Wow". Then, report to the other partner what you have listened to using reported speech.**[12]

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[12] Activity from: https://www.teach-this.com/grammar-activities-worksheets/reported-speech

Pre-Task   **Listening**

1. **Listen to these people from different countries speaking in English and pay attention to the different language varieties. Guess the variety of English each speaker uses or the country they belong to. Link: https://www.youtube.com/watch?v=vpcG-xqPgRM.[13]**

	English varieties
Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	
Speaker 6	
Speaker 7	
Speaker 8	
Speaker 9	
Speaker 10	
Speaker 11	
Speaker 12	
Speaker 13	
Speaker 14	
Speaker 15	

2. **Listen again and report at least 3 speakers' statements.[14]**

Statement 1:

Statement 2:

Statement 3:

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[13] Originally designed activity.
[14] Originally designed activity.

Main Task   **Reading comprehension**

3. **Choose five items you think are the most important to be a global city.**[15]

High speed train	Famous football team	Big airport	Opera house	Many McDonalds
Big harbour	Financial centres	Universities	Advanced communication infrastructures	Famous monuments

4. **Read the texts about two global cities and guess which cities are.**[16]

1   Has a population of more than 12,5 million and one of the highest density of the world. In its metropolitan area around 35 million people live. For this and other reasons it is the most expensive city in the world. It's one of the powerful cities for the world economy and has a lot of economic centres like banks, headquarters of the main companies, huge shopping centres, … . Its Stock Exchange is the second largest in the world. The city has two main airports: Narita and Haneda. There are a few parks but they are very beautiful, the biggest one is the East Garden in the Imperial Palace.

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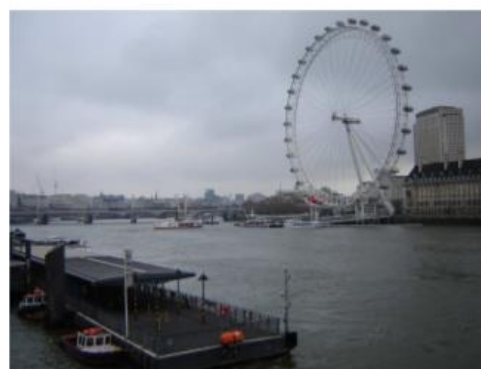
[15] Activity from: http://www.xtec.cat/monografics/cirel/pla_le/nile/assumpta_bertran/students.pdf
[16] Activity from: http://www.xtec.cat/monografics/cirel/pla_le/nile/assumpta_bertran/students.pdf

2 It's the capital of England and the United Kingdom. Is the most populated urban area in the European Union. The city has around 7,5 million inhabitants, but 12 million in the surrounding area. It's home of the headquarters of most top companies and it has the most important financial centres. There are historic buildings in the city centre and it has the oldest and most extensive underground in the world. The city has a variety of people, cultures and religions and is one of the most vibrant cities of the world because it offers a lot of cultural and entertainment activities. It has four airports: Heathrow, an airport with most of international flights, Gatwick, Stansted, and Lutton. There are many parks; the biggest one is very famous and it is called Hyde Park.

Post-Task

Speaking and **Writing**

5. **Look at these images.**[17]

a) Do you think they belong to developed or underdeveloped countries? Why?

b) Are they global cities?

c) Can you guess which country they belong to?

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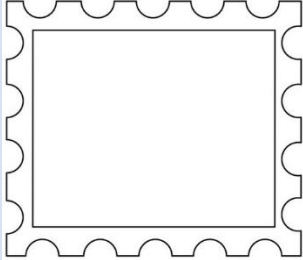
[17] Images from: Wikipedia and World Bank Group.
Originally designed activity.

6. **Write down a description of each image from exercise 5. Use the following structures to help you. After that, make groups of 5 students each and look up on the internet information about a global city you like in order to complete the table.**[18]

> **In this picture I can see…**
> **There is/ are…**
> **At the top/ bottom of the picture…**
> **In the middle of the picture…**
> **On the left/ right of the picture…**
> **It looks like a…**
> **Maybe it is a…**

Name:	
Size:	
Location:	
Interesting places:	
Number of Inhabitants:	
Things you can do:	

---

[18] Originally designed activity.

Session 5: Interconnected

Pre-Task
Listening and Interaction

1. At home, look at this video about mediation. In class, share experiences of intercultural misunderstanding. How did you solve the problem? Why didn't you understand each other?[19]

Main Task
Reading comprehension

2. Match the texts with the corresponding concepts.[20]

Coping with language	Summarizing Information	Selecting Information
Reporting Objectively	Restructuring Information	Coping with Culture

---

[19] Originally designed activity.
[20] Originally designed activity.

1

according to the addressee's focus of interest

As a mediator you only select those **pieces of information which are relevant** to your addressee's focus of interest:

- **Underline relevant pieces of information**, looking for topic sentences, key words and phrases.
- Be sure also to **include relevant implicit information**, e.g. the text's central idea (gist) or the author's attitude.

NB: Make sure you do not read into a text any information it does not contain.

2

to create a logical text and avoid redundancy

Once the relevant pieces of information have been selected, you have to try and **find a concise, fitting and logical order** for the information to be presented:

- Try to **find important logical relations** between the selected pieces of information.
- **Number or (re-)arrange the pieces of information** in a logical order, eliminating redundancies.

NB: Be sure to come up with a logical order that is supported by the original text.

3

according to the addressee's interest in detail

In order to serve the addressee's focus of interest, you often have to **reduce the amount of detail to an adequate degree**:

- **Leave out unnecessary details**, e.g. examples and any specific information irrelevant to the main ideas.
- **Combine related pieces of information** wherever possible and adequate.
- **Use a higher level of abstraction** when expressing ideas shown through examples in the original text.

NB: Only where absolutely necessary for your addressee's understanding, use quotes.

4

according to your own command of English

When expressing ideas in English, you might be faced with **apparent gaps in your vocabulary and your structural competence**:

- Use **thematic vocab lists** or an **English text on the same topic**.
- **Rephrase ideas** before expressing them in English.
- **Paraphrase words or expressions** (e.g. using relative clauses, synonyms or opposites + negation).
- **Simplify language** where necessary and adequate.
- Where unavoidable **use a dictionary**.

NB: Do not translate word for word – be sure only to use expressions and structures that sound idiomatic.

5

to keep a distance from the information

In order to **show your role as an objective mediator**, stay neutral and explicitly refer to the author / source:

- Use an **introductory sentence** in which you explicitly refer to the author / source of the information to follow.
- Use **phrases for reporting** (e.g. *According to..., As ... states/maintains/points out/ explains..., In the text we / the reader learn/s that ...*).
- Use **reported speech** (incl. indirect questions and commands): cf. Grammar Book.

NB: Do not express your own opinion or attitude when reporting a text's ideas.

6

in situations of intercultural communication

Working on mediation tasks means to communicate across languages and cultures. Doing so requires a **special focus on intercultural understanding**:

- When referring to cultural concepts or names your addressee might not be familiar with (e.g. festivals, institutions, celebrities), **add explanations to avoid misunderstanding or confusion**, typically in the form of appositions, relative clauses or parentheses.
- Be sure to **communicate respectfully**, avoiding cultural ignorance, stereotypes and arrogance.

NB: Do not regard your own culture as the norm. Add basic cultural information where necessary.

3. You have come across this poster on Twitter. Your grandma would like to know what this poster means but she doesn't know how to use Twitter. Please, explain to her the main ideas you have read. Here you are some tips to help you.[21]

Tips:

- ✓ **Review how to report information in session 3**

- ✓ **Summarise the main ideas**

- ✓ **Paraphrase**

- ✓ **Translate certain concepts**

- ✓ **Adapt language**

- ✓ **Clarify ideas or concepts difficult to understand for other people's cultures**

GLOBAL CITIZENSHIP EDUCATION

In an increasingly interconnected world, global challenges cross national borders and concern us all

Globalization draws us together

The number of worldwide internet users increased from 16% in 2005 to 39% in 2013, while in the same period in Africa, this number jumped from 2% to 16%.

The number of people crossing the globe is increasing. 3.1 billion people used air transport in 2013, with an expected rise to more than 6.4 billion by 2030.

A quarter of the content of world exports has foreign value added—indicating an increasingly inter-connected global trading system.

Ongoing tensions and conflicts tear us apart

By the end of 2012, 45.2 million people across the world were forcibly displaced due to persecution, conflict, generalized violence, or human rights violations.

310,000 people died as a direct result of conflict-related injuries in 2000—the majority of them in the poorer parts of the world.

Between 1995 and 2005, 2 million children were killed in situations of armed conflict, while 6 million children were disabled or injured.

Threats to sustainable development and remaining challenges for health and well-being for all

Global emissions of carbon dioxide have increased by more than 46% since 1990.

From 2005 through 2010 South America and Africa each *lost more than 3 million hectares a year of forest land.*

Despite impressive gains in the number of people living with HIV who are receiving antiretroviral therapy, only 34% of those who need this life-prolonging treatment in low- and middle-income countries are receiving it.

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[21] Poster taken from Printerest.
Originally designed activity.

Session 6: Assessment

1. **In groups of 5, make a presentation about one of the following issues you have learned during this unit. You must use PowerPoint or Genially. You must draw up from 5 to 10 slides and explain them in 5-10 minutes. Go to the following webpage to help you:** http://tutorials.istudy.psu.edu/oralpresentations/oralpresentations 3.html [22]

Topics:

1. The impact on globalisation in rich and poor countries.

2. Pros and cons of globalisation.

3. Reported speech: explanation and uses.

4. Choose one English variety you like and explain it.

You must organise your presentation in the following way:

- ➢ Introduction (mention the main points you will cover)

- ➢ Main content (explain the topic)

- ➢ Conclusion (summarise the main ideas)

- ➢ Bibliography (resources you have employed like books, webpages…)

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[22] Originally designed activity.
Image taken from: https://www.salesforce.com/ca/blog/2015/10/creating-a-sales-presentation.html

Extra Activities

Session 1: Go to Edpuzzle, watch this video and answer the questions.[23]

https://edpuzzle.com/assignments/613c7a0074aa5b4117835a93/watch

Session 2: Complete the following worksheet.[24]

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[23] Activity from: Edpuzzle.com
[24] Activity designed by Siemens Stiftung (2016)

Name: _____ Class: _____ Date: _____

And now it's your turn:

It is possible to buy fresh strawberries throughout the year.

This applies to: _____

Reason: _____

_____

_____

_____

_____

We can travel to nearly every country in the world.

This applies to: _____

Reason: _____

_____

_____

_____

_____

I can buy a lot of nice things with my allowance because they are produced cheaply in a faraway country, such as China.

This applies to: _____

Reason: _____

_____

_____

_____

_____

Worksheet

Name: _____ Class: _____ Date: _____

It is possible to communicate everywhere with English as a global language.

This applies to: _____

Reason: _____

_____

_____

_____

_____

Many foods in supermarkets come from faraway countries even though they are also grown in the country where I live.

This applies to: _____

Reason: _____

_____

_____

_____

_____

It is possible to reach nearly every person anywhere and anytime – thanks to the Internet and global telephone network.

This applies to: _____

Reason: _____

_____

_____

_____

_____

Session 3: Go to https://www.perfect-english-grammar.com/reported-speech-exercise-1.html and complete the quiz about reported speech.[25]

Reported Statements 1

Change the direct speech into reported speech. Use 'she said' at the beginning of each answer. It's the same day, so you don't need to change the time expressions.

1) "He works in a bank."

[_____]

[.]

Check
Show

2) "We went out last night."

[_____]

[.]

Check
Show

3) "I'm coming!"

[_____]

[.]

Check
Show

4) "I was waiting for the bus when he arrived."

[_____]

[.]

Check
Show

5) "I'd never been there before."

[_____]

[.]

Check
Show

6) "I didn't go to the party."

[_____]

[.]

Check
Show

7) "Lucy will come later."

[_____]

[.]

Check
Show

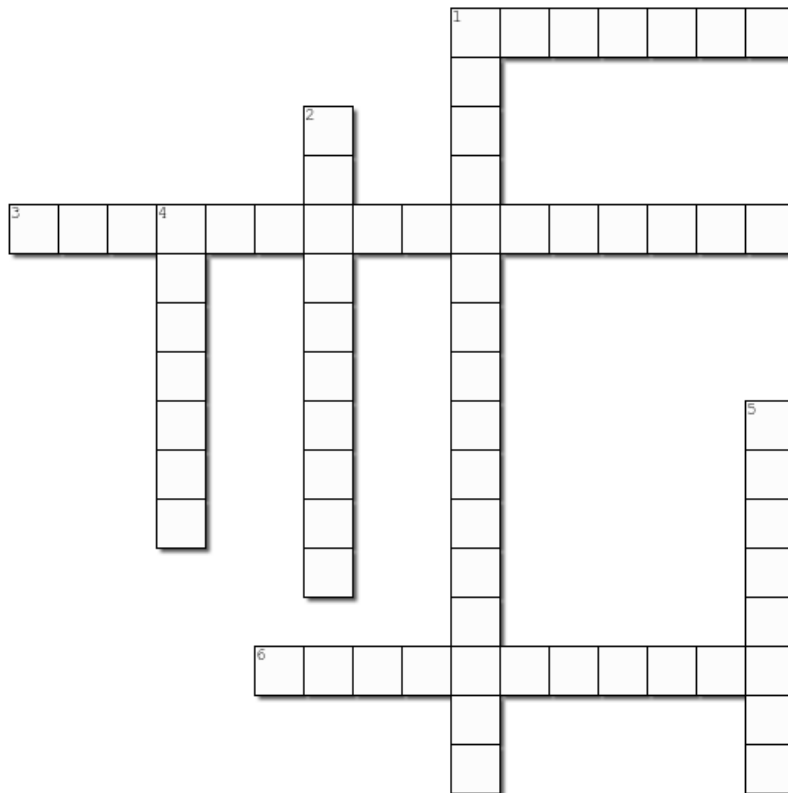8) "He hasn't eaten breakfast."

[_____]

Check
Show

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[25] Activity from: PerfectEnglishGrammar.com

Session 4: Complete the following crossword in order to review the vocabulary you have learned in this session.[26]

Name:_____

Complete the crossword puzzle below

Created using the Crossword Maker on TheTeachersCorner.net

Across

1. an area of water next to the coast where ships and boats can shelter
3. a city where lots of financial activities happen
6. a theatre that is specially designed for operas to be performed in

Down

1. a vehicle which is very quick
2. a place where people study for a degree
4. a place where aircraft regularly take off and land, with buildings for passengers to wait
5. a structure or building that is built to honour a special person or event

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[26] Originally designed activity.

♪♫ **Session 5: Listen to this song by the Chainsmokers.** [27]
https://www.youtube.com/watch?v=PT2_F-1esPk

You have a friend who does not speak English but he is a fan of the Chainsmokers and he would like to know what the meaning of this song is in your language. Please, provide a summary of the story for him using your own words and paraphrasing.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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[27] Originally designed activity.