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CLIL: THE ROLE OF TEACHERS AND THEIR PERSPECTIVE

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Table of Contents

THEORETICAL PART

1. INTRODUCTION.....	1
2. THEORETICAL BACKGROUND.....	3
3. DEEPER EXAMINATION OF CLIL.	5
3.1 Content	5
3.2 Language.....	5
3.3 Context	7
4. APPROACH.....	9
4.1 Scaffolding	9
4.2 Rich input.....	10
4.3 Bloom's taxonomy.....	10
4.4 Interaction	11
4.5 Sustainable learning	12
5. ASSESSMENT	13
6. WHY IS CLIL INTERESTING FOR OUR LESSONS?	15
7. THE ROLE OF TEACHERS	19
8. TEACHER TRAINING.....	23
9. TEACHER COMPETENCES.....	27
9.1 Personal Reflection.....	27
9.2CLIL Fundamentals	27
9.3 Content and Language awareness	28
9.4 Methodology and Awareness	28
9.5 Assessing.....	28
9.6 Research and Evaluation	28
9.7 Learning Resources and Environment.....	29
9.8 Classroom Management.....	29
9.9 CLIL Management.....	29
10. RESEARCH	31
10.1 OBJECTIVES	31
10.2 METHOD	31
10.2.1 Participants	31
10.2.3 Limitations.....	32

10.2.4 Instruments and Development of Material	32
10.2.5 Procedure.....	33
10.2.6 Data Analysis	33
10.3 RESULTS AND DISCUSSION	33
10.4 CONCLUSION.....	39

PRACTICAL PART: DIDACTIC UNIT

11. DIDACTIC UNIT: MEET EUROPE.....	41
11.1 Contextualization	42
11.2 Sequencing and number of sessions.	42
11.3 Didactive Objectives	43
11.4 Justification/ Key Competences.....	43
11.5 Contents	44
11.5.1 Linguistic contents.....	44
11.5.1.1 Functions.....	44
11.5.1.2 Structures	44
11.5.1.3 Glossary.....	44
11.6 Interdisciplinary elements.....	45
11.7 Crosscurricular elements.....	45
11.8 Evaluation Criteria.....	45
11.9 Methodology.....	46
11.9.1 Methodological orientation.....	46
11.9.2 Groupings.....	47
11.9.3 Materials and resources	47
11.10 Attention to diversity	47
11.11 Step by step account	48
11.12 Session 1	49
11. 13 Session 2	56
11.14 Session 3	62
11.15 Session 4	65
11. 16 Session 5	73
REFERENCES	75

ANNEXES	81
Annex I Survey	81
Annex II Descriptive Analysis Results	87
Uso, competencia y desarrollo del inglés de los alumnos en clase.	87
Metodología.....	88
Materiales y recursos	88
Formación del profesorado	89
Coordinación y organización.....	90
Annex III Didactic Unit test	93
Annex IV Video transcripts	95
A-Z: A for Accession.....	95
The Great Single Market.....	96
The Idea of the €uro	97

RESUMEN

El interés por mejorar los conocimientos de una lengua extranjera ha llevado a la implantación del Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE) en los centros educativos. Este ensayo expone cuales son las características que han llevado al interés por AICLE. Además, se centrará en el papel del profesorado, pieza clave en esta metodología, quien se enfrenta a un nuevo reto. Identificaremos cuales deben ser las cualidades de un profesor bilingüe, así como la importancia de una buena preparación tanto del idioma vehicular usado en el aula, como el conocimiento de la metodología. Igualmente, ofreceremos la opinión del profesorado bilingüe de Ronda, evaluando el programa bilingüe en los institutos. Finalmente, la segunda parte de este ensayo, ofrecerá un ejemplo de una unidad AICLE, diseñada para cuarto de Educación Secundaria Obligatoria (ESO) para la asignatura "Ciencias Sociales".

ABSTRACT

The interest for improving our foreign language competences has led to the implantation of Content and Language Integrated Learning (CLIL) at schools . This essay explains which are its main features . Furthermore, it will be focused on the crucial role teachers play in its implantation, since they have to face a new challenge; teaching in a foreign language. Moreover, this essay will identify which must be the qualities of a bilingual teacher as well as the importance of having accurate training, both in the vehicular language used in the classroom, as well as related to the knowledge about CLIL. In addition, we will illustrate which is the opinion of bilingual teachers in Ronda , evaluating the bilingual program carrying out in the highschoools. Finally, the second part of this dissertation, provides an example of a CLIL didactic unit designed for the fourth course of Compulsory Secondary Education (ESO) for the subject "Social Sciences ".

Keywords: CLIL, teacher training, teacher competences, teacher roles.

THEORETICAL PART

1. INTRODUCTION

Education in a foreign language is not a new issue adopted in the last decades due to the need to adapt our education to the modern world characterised by globalization and socio-economic and politic demands. Indeed, classical languages, such as Greek or Latin, were taught at schools in the past and, even more recently, French has been the language learnt at schools as the second language (Coyle, Hood and Marsh, 2010). However, the method used to teach languages as well as the reasons to study them have changed, since, in the past, languages were taught in view of their prestige character, and because they were usually linked to a wealthy society. Nonetheless, nowadays, the language chosen to be learnt at schools is English due to its role as a lingua franca. In other words, English is the language chosen by speakers with different first languages to communicate between each other. Consequently, this circumstance, have deeply influenced education provoking its adaptation to the new reality and the need to become proficient in English (Coyle, Hood and Marsh, 2010). Moreover, in 1978, the European Union, aware of the multilingualism reality, that is, the coexistence of different languages, encouraged its members to promote teaching more than one foreign language at schools (Coyle, Hood and Marsh, 2010). In short, it may be concluded that the importance of learning a foreign language has always been present, as well as the numerous approaches and methods to ensure a proficiency level. However, despite this awareness, recent studies reveal a low level of competence in foreign language among European students (Scott and Beadle, 2014).

One of the procedures to know students' from the Organisation for Economic Co-Operation and Development (OECD) competences is through the Program for International Student Assessment, more frequently known as the PISA report, which is focused on the learners' ability to use the knowledge acquired at school in real life. Regrettably, in relation to this report and the acquisition of a second language, Spain ranks in the lowest positions among the European countries. As a result, special attention is considered necessary promote and improve the result of the acquisition of the foreign language (Lorenzo, 2010).

It is worth mentioning at this point that, although Spanish education is regulated by the Education Organic Law, at national level, each autonomous region has the competence to adapt this law to its necessities and circumstances. Taking into account this point and focusing on Andalucía, the measures adopted by the Regional Government of Andalucía to improve the results from PISA reports were illustrated by the Plan for the Promotion of Plurilingualism, launched on April 25th 2005, with

European funds. The plan increases the number of Bilingual Primary and Secondary schools, native assistant teachers, as well as teacher training programs in bilingual education. Furthermore, mobility programs for students as well as for teachers, or European programs, try to bring closer multiculturalism to schools, and attempt to promote students' interest in the recent multilingual world, facilitating the connection and immersion with the real situation (Lorenzo, 2010).

This dissertation will be focused on Andalucía, and will try to offer a deeper insight into the methodology adopted by these new bilingual schools. Thanks to the Plan for the Promotion of Plurilingualism they provide our educational centers with Content and Language Integrated learning, or more commonly as CLIL. This new approach whose adaptation was classified by Lorenzo as "risky", since no school has had any previous experience with this approach in Spain (Lorenzo, 2010).

Consequently, this dissertation will try to offer a deeper insight into this new approach, so that it will cover its main methodology, as well as the benefits it brings to students. Nonetheless, it will focus on the role of teachers and their necessary formation. Additionally, in order to know how this theory may be applied by teachers, a tentative research will be conducted in order to know their opinion and how CLIL is implemented in a high school. Finally, in order to illustrate the theoretical points described, we have included a didactic unit related to the European Union for students in their 4th year of compulsory education.

2. THEORETICAL BACKGROUND

The concept of CLIL was coined within a European context in 1994, after it was decided that European citizens should become proficient in two European languages, other than their mother tongue, through the "1+2 policy" set by the European Commission's white paper (Llinares, Morton, Whittaker, 2012). The CLIL methodology is known in Spain as AICLE, in which the initial stands for Aprendizaje Integrado de Contenidos y Lengua Extranjera. CLIL makes reference to "A dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Dale, Tanner, 2012: 3). In other words, CLIL serves as an umbrella concept that integrates the learning of a foreign language as well as the learning of a school subject. It could be said that CLIL breaks the conventional and traditional schemes of education, since subjects are not learned in isolation, but in an interrelated manner. Moreover, teachers adopt a new and distinct role since they have to teach students how to search information, how to work in groups, thus increasing their autonomy, with the aim of preparing them for the modern world, where they will have to face with problems, group works, and communicate in other languages (Attard Montalto, Walter, Theodorou and Chrysanthou, 2015). In addition, this approach is based on the idea that learners will learn more effectively if they feel motivated by interesting, useful and meaningful activities (Tejada, Perez and Luque, 2005). Conclusively, Attard Montalto, et al. (2015:7) claim that "CLIL, then, is designed to prepare young people for the future. It provides the first step to learning and understanding independently."

Due to its multiple strengths (Perez Cañado, 2013), it has been expanded widely and incorporated in schools. Indeed, the European Council in 2005 recommended the participation of students in this new approach encouraged teachers to receive proper training in CLIL (Eurydice, 2006).

3. DEEPER EXAMINATION OF CLIL

First of all, in order to understand how CLIL works, it is important to consider its main constituents more deeply: content, language and context, that is, the social interaction in which the lessons take place.

3.1 Content

Given the objective of preparing students for the real world, the content taught in CLIL must be designed to fulfill this goal. As a result, CLIL content is not fixed in curriculum subjects such as biology, geography or chemistry, for instance, but "will depend on the context of the learning institution"(Coyle, Hood and Marsh, 2010: 28). That is to say, the content in CLIL will be designed in relation to the students' interest in the topic, the requirements of society, the age and level of students, or the language requisites (Coyle, Hood and Marsh, 2010).

Therefore, the content can be based on fixed curriculums, cross curricular themes, or citizenship awareness. Also content election will be based on the context in which the methodology will take place. For instance, in Andalusian secondary schools, the content is usually chosen following the compulsory syllabus set by the LOE¹, (Organic Law of Education) or LOMCE² (Organic Law for the Improvement of Educational Quality), even though it is adapted to the age of students, including their language level, and interests. In addition, subjects can be interrelated and teachers can organize common projects, as it will be explained in this dissertation.

Furthermore, the content can be chosen considering the main cognitive or linguistic goal of the unit. In other words, it can be "content-led" or "language-led" (Coyle, Hood and Marsh, 2010). As a consequence, following the former perspective, more importance will be addressed to the content taught, whereas, if the content is 'language-led', special interest will be devoted to the improvement of the students' communicative competence or language skills, for instance. Regardless, the question is not whether a "content-led" or "language-led" method is conducted, but their relation and dependence (Coyle, Hood and Marsh, 2010).

3.2 Language

The teaching of the foreign language may be seen from a communicative approach. As a result, the students' aim is to become communicatively competent and fluent in the foreign language. According to this approach, the language used in the classroom must be linked to the language used in real life situations. Therefore, it must be characterized by the use of chunks and set expressions. In addition, teachers should

¹ Ley Orgánica de Educación (LOE)

² Ley Orgánica para la mejora de la calidad Educativa (LOMCE)

provide students with realia or, in other words authentic input taken from original native sources (Tejada, Perez and Luque, 2005).

In order to understand how language is applied in CLIL, Llinares, Morton and Whittaker (2012) make reference to the three metafunctions of language, namely, the *ideational*, related to how the language represents the content; the *interpersonal*, which deals with the teacher's use of the language in order to create interaction with the classroom; and the *textual*, which is related to how teachers present new information to students, following a coherent plan, in order to help them to improve their language and increase their knowledge of content.

Since learning the language as well as the content must be two parallel processes, taking into account student's competences in the foreign language, we can identify three different types of language, which are illustrated in the following figure.

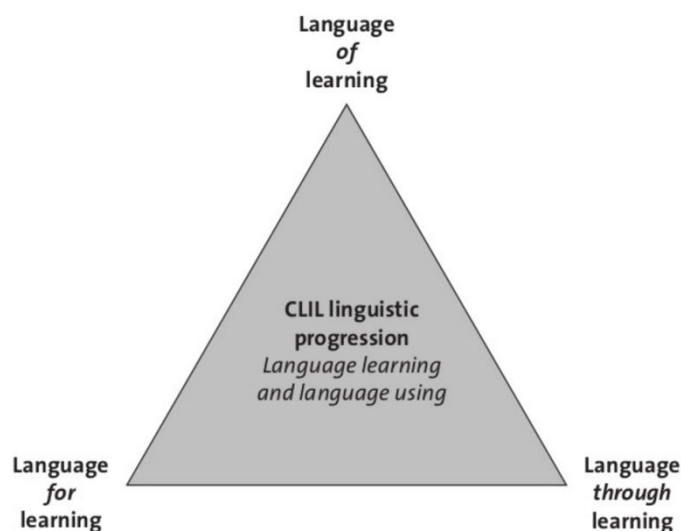


Figure 1 The Language Triptych (Coyle, Hood and Marsh, 2010: 36)

- **Language for learning.** It is the language that learners will need in order to communicate in the foreign language during the lesson. It is recommendable to guide students in its use, so that teachers can help them by providing set phrases, expressions, or examples in order to develop their own communicative strategies and be able to ask for information, compare images or discuss and work in groups or in pairs (Coyle, Hood and Marsh, 2010).
- **Language of learning.** This makes reference to the new language that students will acquire during the lesson (Attard Montalto, Walter, Theodorou and Chrysanthou, 2015) Therefore, it could be said that it is related to the genre, that is, the diverse text types which learners will have to face depending on the subject. (Llinares, Morton and Whittaker, 2010). Consequently, this language is linked to new and specific vocabulary.

- **Language through learning.** This language is the one which is discovered while the student is learning. Therefore, it cannot be planned, but will be based on learners' requirements to be able to communicate and understand new texts, for instance. This language will usually be slightly more complex (Coyle, Hood and Marsh, 2010).

3.3 Context

Finally, in order to create the context in which the language is used, CLIL follows Vygotsky's (1978) sociocultural theory of learning, in which learning is seen as a social procedure (Llinares, Morton and Whittaker, 2012). That is to say, students learn how the language works by using it in the right context, which in this case must be prepared by teachers. As a result, CLIL emphasizes the importance of dialogue between teachers and students. Indeed, dialogic teaching is claimed by Llinares et al (2012) to be essential due to its ability to make students think in the foreign language at the same time as they are communicating.

However, in order to achieve this outcome, teachers must prepare their lessons thoroughly, since they have to be concerned not only about the tasks, but also about the communicative and interaction opportunities that the lesson can develop. They must likewise provide students with multiple contexts and problems, in order to make them develop their strategic and sociocultural competences (Llinares, Morton and Whittaker, 2012).

Ultimately, in order to offer students the possibility to practice and interact with them, CLIL teachers must develop excellent communicative competences, combining known and new knowledge, so that students can enhance their communicative competence through real practice (Llinares, Morton and Whittaker, 2012). This point will be deeply explain below.

Finally, the three main constituents, Content, Language and Context, can be summarized in the 4 C's which may be said to constitute CLIL's sign of identity.

1. **CONTENT.** It has to do, not only with the content teachers provide, but with the students' own creation of knowledge. That is to say, learners create and personalize their own content from the information provided by teachers (Scott and Beadle, 2014).
2. **COGNITION.** While students create their own knowledge, they are analyzing, creating and interpreting the new information (Scott and Beadle, 2014).
3. **CULTURE.** Learning a new language involves learning a new culture. Therefore, students are able to develop a new personality that will be influenced by the foreign language and will also learners become more aware of multiculturalism (Eurydice, 2006).

4. COMMUNICATION. Students are the main participants in CLIL, so that they have to reach to conclusions by participating and having an active role, that is, by talking and interacting with their teachers and peers. (Attard Montalto, Walter, Theodorou and Chrysanthou, 2015)

4. APPROACH

There is not just one valid methodology in CLIL. Indeed, researchers (Marsh, Coyle and Hood, 2010; Attard Montalto, 2015) have found that different techniques are carried out in different European countries. However, Pavesi et al (2001: 89) claim that "CLIL requires active methods, co-operative classroom management, and emphasis on all types of communication (linguistic, visual, and kinesthetic)." Some of the common features in which CLIL is explained in the following sections.

4.1 Scaffolding

CLIL methodology constitutes a great challenge for students, since they need to learn new content and language at the same time. Moreover, according to a social-constructivist theory students have to discover, create and discuss their own material. Therefore, they have an active role in the process of learning in CLIL (Coyle, Hood and Marsh, 2010).

During this process, students can be helped by teachers, peers or other information sources. The term *scaffolding* makes reference to this fact, since at first, students need support in order to succeed in understanding the diverse input they receive. However, this help is temporary and will last until the till students are able to achieve autonomy, one of the main objectives pursued by CLIL (Attard Montalto, Walter, Theodorou and Chrysanthou, 2015).

Scaffolding has great significance for students' process of learning, since it helps them to complete tasks, to express their thoughts and, most of all, to be able to achieve fluency and confidence (Meyer, 2010). At this point, teachers have an important role to organize the best method to help students, trying to prevent students from feeling anxious and getting block using the language, or dealing with a subject.

The term *scaffolding* is related to the concept of *Zone of Proximal Development*³, (ZPD) used by Vygotsky (1978) to refer to what a student is able to do on his own and what he is not. Therefore, a balance should be maintained by teachers in order to provide students with challenging activities, that may lead them to take risks and make a cognitive effort, although offering help in relation to their ZPD (Coyle, Hood and Marsh, 2010).

³ The *Zone of Proximal Development* (Vygotsky, 1978) is the term used to refer to what students are able to do with help but it is still challenging to do it without help. As a result, teachers' help must keep a balance to maintain students' cognitive effort but providing them the required support.

4.2 Rich input

The input to which students must be exposed should fulfill four main features (Meyer, 2010).

- First and foremost, it could be said that CLIL follows Krashen's (1985) input hypothesis, by which learners must receive comprehensible input($i+1$). In other words, the data learners receive must be slightly more difficult than, but such as infer their meaning (Meyer, 2010).
- It follows that the input must be taken from a real native context, which can feign real-life situations, as well teachers as to prepare students to face with real life situations as well as to use real language and become fluent and communicatively competent in real situations. In the end, we are referring makes reference to authentic input (Meyer, 2010). Students will profit from communicative and interactive activities where they can focus on meaning rather than form (Pavesi, Bertocchi, Hofmanova and Kasianka, 2001).
- Furthermore, students would learn and feel more engaged in the lessons if teachers provide them with meaningful activities, that fit their interest and are related with the knowledge they have already acquired and their own experiences.
- Finally, providing input from different sources would have a beneficial influence positively on the lesson. This is multi-modal input, which makes reference to the combination of visual input (diagrams, videos, maps) that helps them illustrate and relate the new knowledge, or to create kinesthetic projects from information provided by texts. Indeed, the possibility of providing students with different input would benefit them, since it would cover the multiple intelligences⁴ present in the classroom (Meyer, 2010). This concept is introduced by Pavesi et al (2001), who believe that multi-modal input helps students to overcome any problem with the language.

4.3 Bloom's taxonomy

In order to design the right incorporation of the content as well as of language in CLIL, it is necessary to take into account Bloom's (1956) taxonomy, which describe which the fundamental steps are that students must follow in order to develop the skills needed to be able to succeed in their cognitive process. Consequently students start with more practical issues and they end with the ability to create and to understand more complex issues (Mehisto, Marsh and Frigols, 2008). Once more, by following this taxonomy students gain autonomy to complete the task of creating their own

⁴ According to Gardner (1983) there is not only single intelligence, but eight different ones by which students process the information in different ways. The eight multiples intelligences identified are: visual-spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, linguistic, naturalistic, and logical-mathematical

knowledge. However, it is worth mentioning, that the taxonomy used in CLIL is the one modified by Anderson and Krathwohl (2001), who adds 'create', to the top of the list.

Finally, Bloom's (1956) taxonomy is fulfilled with the introduction of HOT questions, an acronym of *Higher Order Thinking*, according to which students will develop higher cognitive skills by using the right question words. That is to say, they will be able to retrieve and store information more effectively (Attard Montalto, Walter, Theodorou and Chrysanthou, 2015). This is illustrated in Figure 3.

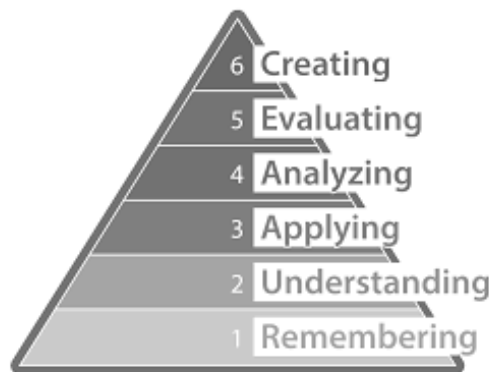


Figure 2. Anderson' and Krathwohl's taxonomy.

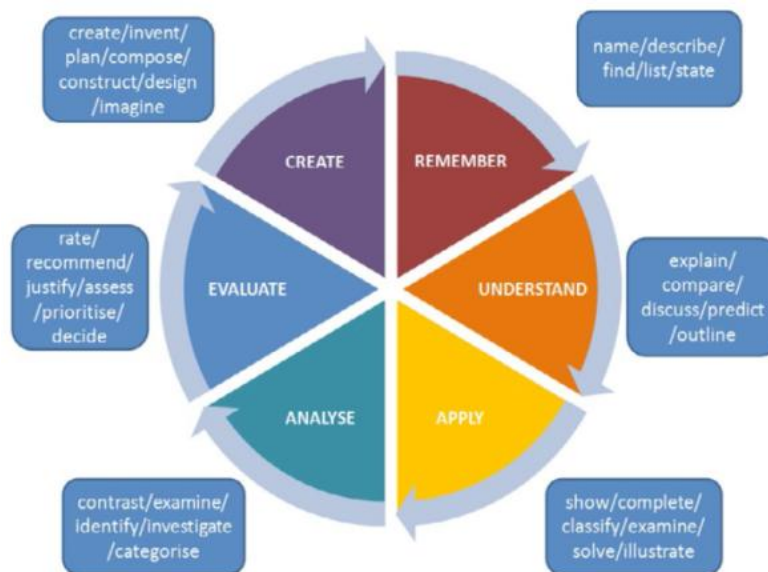


Figure 3 Bloom's taxonomy and question words (Attard Montalto, Walter, Theodorou and Chrysanthou, 2015: 23)

4.4 Interaction

As was mentioned above, communication constitutes one of the main features in CLIL as illustrated in the 4C's. It is through speaking and interacting with others that students are able to express their impressions, give different opinions and create their own knowledge cooperatively while using the foreign language and putting into

practice previous theoretical contents (Attard Montalto, Walter, Theodoroy and Chrysanthou, 2015).

Interaction is achieved in CLIL through tasks, which make students to produce output in the foreign language. This process will offer them the possibility of practicing as well as improving, since students will receive feedback from their peers and teachers (Meyer, 2010). The tasks can be organized through pair or group work. This method brings numerous advantages to students, since talking with their mates allows them take more risks without worrying if they are wrong, and to feel more confident to talk in public (Attard Montalto, Walter, Theodoroy and Chrysanthou,2015).Finally, students will learn to work cooperatively, by sharing different opinions and tolerating and respecting them.

4.5 Sustainable learning

This concept involves making students actively remember contents.As a result, they will be able to store and retrieve new information from their long memory. In other words, CLIL tries to avoid passive knowledge, since its main goal is to make students use every new knowledge so as to complete tasks or solve different issues. In short, it could be said that the main goal is to be able to automatize through practice the new knowledge, and turn it into practical (Meyer,2010).

5. ASSESMENT

Assessment in CLIL is an essential and sometimes controversial issue, since it must show how the language and content are integrated in the classroom. Before continuing, we need to look into the formative and summative assessment division. Whereas *summative assessment* makes reference to the final students' acquisition of a unit, *formative assessment* stands for evaluating the students' steps through the whole unit and as a result, it will reflect the students' progression 'step by step' (Coyle, Hood and Marsh, 2010). It could be said that, due to the diverse tasks prepared in a CLIL lesson plan, as well as its adaptability to students with different learning styles, formative assessment should have a leading role in CLIL.

However, the most difficult issue in relation to assessment has to do with 'what' must be assessed and 'how' it should be done (Coyle, Hood and Marsh, 2010). In order to answer the first question, Pavesi et al. (2001) considered that content teachers should focus on content rather than on the use of the language. However, this must be reflected in the teachers' objectives established in the lesson plan, which can be divided into content and linguistic objectives. For instance, language goals can cover functions, specific lexicon or grammar points (Coyle, Hood and Marsh, 2010).

Consequently, in order to know how students' performance should be assessed in CLIL, it is important to take into account that students may have understood and acquired the required contents, even if, due to their lack of linguistic knowledge, they have not been able to communicate it (Coyle, Hood and Marsh, 2010). As a result, content teachers must not focus on students' language mistakes. On the contrary, they should be treated by the language teacher, who in these occasions can work cooperatively designing common projects, in order to resolve students' linguistic level. (Dale and Tanner, 2012).

According to Pavesi et al. (2001), content and language can be tested at the same time, by dividing the test in two sections, the first being devoted to content concepts and the second one, to linguistic matters.

6. WHY IS CLIL INTERESTING FOR OUR LESSONS?

CLIL presents numerous benefits for learners, as will be explained in this section (Coyle, Hood and Marsh, 2010).

Numerous advantages are described by Liz Dale and Rosie Tanner (2012). According to these authors, students who participate in this method feel more motivated, since they feel that, while they are learning a subject by using a foreign language as the vehicular language, they improve their L2 skills at the same time (Dale, Tanner, 2012). As a result, it could be said that CLIL affects the learners' instrumental motivation, since they become aware of the importance of English nowadays, and of the need to learn it as a tool to communicate (Harrop, 2012).

Furthermore, motivation is influenced by the fact that students feel challenged by the new task. Consequently, once they realize they are able to complete the tasks successfully, their self confidence may increase positively (Dale, Tanner, 2012).

Little research has been done regarding CLIL students' affective filter, nevertheless, Lagasabaster and Sierra (2009) claim that CLIL not only increase students' proficiency level, but their motivation is also boosted. However, it should be emphasized that motivation and students' engagement do not only depend on the methodology adopted, but they are influenced by many other factors, such as their familiar environment, their school atmosphere, or teachers' attitude. These factors need to be promoted and maintained by teachers and parents, who play a crucial role in the students' learning process (Harrop, 2012).

Besides, the learners' use of the language improves since they have more exposure to the new language together with more opportunities to produce output. Furthermore, in CLIL the input learners are exposed to is distinguished by its numerous properties, as was pointed in previous sections. Input must be multimodal, comprehensible and meaningful among other features (Dale, Tanner, 2012). Indeed, according to a research conducted by Lasagabaster and Sierra (2009) students participating in CLIL obtained higher results than those who were in the traditional foreign language lessons. In the end, learners are able to practise the five skills, which, according to the Common European Framework (2001) are speaking, writing, reading, listening and interaction. Indeed, the importance of learning as a social and dynamic process, is highlighted which leads students to interact and work cooperatively (Dale, Tanner 2012).

Moreover, other authors, such as Coyle, Hood, and Marsh (2010), highlight the importance of providing authentic and relevant input to increase the student's interest as well as improve their proficiency level. Additionally, this input will influence the

learners' integrative motivation, since the content will be related to their tastes (Harrop, 2012).

Furthermore, CLIL seems to be very positive for students since a wide range of activities are provided, after they have been adapted to students with different multiple intelligences. This way, learners are able to work and study with a wide variety of techniques, whether kinesthetic, visual, musical, or interpersonal for instance, which make it easier for them to store and retrieve the concepts learnt (Dale and Tanner 2012).

Finally, CLIL favours intercultural sensibility, since students work within a cultural context in which they create their own content through sharing experiences and opinions between peers. As a result, they realize about multicultural diversity and working through respect and tolerance teachers may help students to see this multiculturalism as a positive aspect. Moreover, this quality would be reinforced if projects with foreign schools could be conducted (Harrop, 2012).

However, some limitations can be found, since students have to face different challenges, which Dale and Tanner (2012) group in three different aspects, namely Affective, Linguistic or Cultural. As regards the first aspect, students may feel unable to adapt themselves to this methodology. Therefore, this reaction can affect their learning process, since feeling anxious or overwhelmed could make them get disappointed or create lack of self-confidence. For instance, students may feel not able to talk in the new language in front of their mates, or to concentrate in listening or reading activities (Dale and Tanner, 2012).

On the other hand, students may have difficulties dealing with the input they receive, since, within the linguistic challenges, learners may have to face with long, dense and complex texts, which usually have specific vocabulary dealing with the topic. In addition, students may be asked to understand information from primary sources or to interpret graphics, without any grammatical or vocabulary support. Moreover, in relation to the skill of writing and speaking, learners may have to talk in front of their mates, using complex structures and following a clear order, as well as specific vocabulary (Dale and Tanner, 2012). These aspects could discourage some students. However, it is in these cases that teachers must motivate students by providing them with positive feedbacks and trying to set up the right CLIL features in class.

Finally, mention must be made of content outcomes, since the fear of using the language as a result of the lack of self-confidence, in turn due to the lack of command of the foreign language by teachers as well as students, leads to the insecurity when acquiring the contents in the same way as using their mother tongues. However, Dalton-Puffer (2008) claim that CLIL students' performance is as good as that of non-

CLIL learners'. Indeed, he highlights that CLIL learners have obtained higher results. These results could be justified by the cognitive effort demanded by tasks, which make students process, and understand the content deeply (Dalton-Puffer, 2008). However, this aspect seems to be controversial since according to de Craen, Mondt, Allain and Gao (2007), there are no clear conclusions and more research is suggested since CLIL secondary students may perform worst than non-CLIL students.

7. THE ROLE OF TEACHERS

In order to achieve all the advantages described in the previous section, it is decisive to consider the role of teachers in the class, since, as will be illustrated in what follows, CLIL requires great efforts from teachers (Pavón and Ellison, 2013).

First, authors agree that adaptability and flexibility are the main qualities that a CLIL teacher must have (Hillyard, 2012; Pavón and Ellison, 2013). Since one of the keys to success in CLIL is the ability to adapt to the context, understood as considering students' needs and the material and human resources.

Linguists make a distinction between language teachers, that is, teachers from the linguistic area, and content teachers or teachers from non-linguistic area (Dale and Tanner, 2012; Pavón and Ellison, 2013). However, as will be discussed below, in order to achieve content and language integration, teachers do not work in isolation but, need to collaborate among them.

To begin with, language teachers do not have to change their methodology. They just have to adapt it and see CLIL from a new perspective. For instance, they will be asked to help content teachers to check the activities they have prepared to correct tests and to provide them with feedback about their use of the foreign language (Dale and Tanner 2012). In addition, they can help students by adopting a more communicative approach in their lessons in order to enhance their communicative competence (Pavón and Ellison, 2013)

Nevertheless, language teachers may have doubts about the adoption of CLIL, for two main reasons as noted by Pavón and Ellison (2013). In the first place, they may feel that their subject is secondary, since the language is practised in content subjects. Secondly, they may think that they should be responsible for teaching the content.

However, the option of training language teachers in order to teach the content is deemed as a waste of time since it would lead to a misunderstanding of the meaning of CLIL (Pavón and Rubio, 2010). Indeed, this measure is justified by bearing in mind that the language in CLIL is not the final goal, but the tool used to teach the content (Pavón and Ellison, 2013).

On the other hand, content teachers will not only need to improve their language competence, but also to acquire a new role, since CLIL affects their usual methodology, as will be explained in greater detail below (Pavón and Ellison, 2013).

Regarding the language competence of content teachers, it is said to be the key to success in CLIL. Indeed, Pavón and Ellison (2013) and Perez Cañado (2013) consider teachers' lack of linguistic knowledge to be one of the main problems, which needs to be enhanced, since it forces them to summarize the content using the language they

know and ensuring that students acquire the basic content required . Consequently, Lasagabaster and Ruiz de Zarobe (2010) claim that, ideally, content teachers should have a C1 level. However, in the case of Andalusia a mere B2 level is enough by law (Lasagabaster and Ruiz de Zarobe, 2010).

As regards the teachers' language competence, Dale and Tanner (2012) describes three stages which must be passed in order to become familiar with CLIL methodology. These phases are: "developing my own language skills", developing learners' vocabulary" and "facilitating learner' language" (Dale and Tanner, 2012; 19-20). During the first stage, teachers may feel insecure with their communicative competence, and they may worry about if learners can understand the content correctly. In the second stage, subject teachers focus on language as well and feel more confident to help students acquire the contents as well as the appropriate vocabulary. Finally, in the third stage, they become experts in the new vocabulary, so that the first language is almost unused. In conclusion, teachers have to be adequately trained and they must be given time to become confident and familiar.

In fact, the importance of teachers formation is supported by a survey conducted by Pena Diaz and Porto Requejo in 2007 among CLIL teachers from the Community of Madrid, who admitted not to feel comfortable with their linguistic competence, and this affected negatively their teaching. Proper training, focused on their linguistic competence would certainly enhance their teaching.

The second problem pointed out by Pavón and Ellison (2013) has to do with the wrong role adopted by content teachers who try to help students to improve their linguistic competence. Once again, we are back to another key concept in CLIL, which is collaboration with the language teachers because it is them that are in charge of providing students with linguistic knowledge.

However, the new role that content teachers have should be based on a shift from "teacher-centred" lessons, which were characterised for being instructional and in which student had a passive role, to a "thinking-centred" lessons. Consequently, on the basis of Blooms' (1986) taxonomy, teachers must help students to remember, understand, apply, analyze, evaluate and to create the new concepts (Pavón and Ellison, 2013). For this reason, content teachers should develop skills which help them during this process.

For instance, teachers must learn how they can interact with learners by using activities which encourage them to participate. They must be able to make learners can store and retrieve the new content and, for that purpose, they must select suitable, multimodal input, as well as meaningful activities, for example. Finally, content teachers should command the specific language concepts related to their subject (Dale and Tanner, 2013).

In addition, teachers role in class must favour collaborative works, by which students can work in groups in order to negotiate in meaning, solve problems and interact with other students by sharing and tolerating different opinions. In other words, it is necessary to modify students-teacher interaction in favor of student-student interaction (Pavón and Ellison, 2013).

Finally, having described the roles of both content and language teachers, it is essential to link both protagonists since, as was mentioned above , the unification of language and content must be achieved for students to be able to learn and to express the new knowledge correctly in the foreign language and assure the integration of content and language (Perez Cañado, 2013) (Pavón, 2014).

At this point, it is important to highlight the figure of the school as well as the CLIL coordinator, since they will be in charge of promoting, organizing and leading this cooperation between teachers.

Regarding bilingual schools, they must get adapted to the measures related to the "bilingual section", such as the "explicitation of a linguistic project within the framework of the project of Centre"(Junta de Andalucía, 2012: 34), which will covered the participation of cultural activities, students' and teachers' participation in exchange programs or the offered of linguistic courses to students and teachers. Furthermore, the schools must be aware of the necessity of teacher trainings, and must encourage the elaboration of bilingual materials (Junta de Andalucía, 2012). Additionally, it is them that decide which subjects are taught in the foreign language. In the case of Spain, the most common subjectstaughtthrough CLIL are social sciences, religion, physical education andgeography. Some regions, such as Madrid, has cancelled the opportunity to teach mathematics using this method (Lagabaster and Ruiz de Zarobe, 2010). Additionally, schools can organize a school project that involve the combination of linguistic and content knowledge the cooperation of all the teaching staff, setting common objectives (Pavón, 2014).

This initiative is linked with the function of the CLIL coordinator, whose main role is to scaffold teachers to execute the right methodand to organize how language teachers can help content teachers. For example, by organizing meetings in which they can all set the content and linguistic goals students must achieve, by assisting language teachers with thelinguistic functions to fulfill or by helping content teachers with the design or adaptation of the material (Pavón, 2014).

Additionally, the collaboration between language and content teachers can be useful to decide which are the linguistic needs that student must learn or reinforce, so that they may talk about the content. For instance, language teachers can provide students with the vocabulary they will need or with structure and functions they will have to use. Additionally, in relation with the linguistic issue, teachers must clarify

what they will assess, in terms of linguistic and contents production. As a result, in order to assist students to express themselves properly, foreignlanguage teachers must focus on fluency. Additionally, teachers can also discuss about the teaching of everyday vs academic use of the language. Therefore, it is recommendable to take into account *Basic Interpersonal Communication Skill*, (BICS), as well as *Cognitive Academic Language Portfolio* (CALP) (Pavón, 2014: 119).

Finally, subject teachers can integrate their content with other subjects as well, since as was said at the beginning, subjects are not treated in isolation. On the contrary they are interrelated. This is achieved through the treatment of common topics, in different subjects, with the aim of favouring meaningfulness, so that students may assimilate new concepts more easily (Pavón, 2014).

8. TEACHER TRAINING

In order to obtain the maximum benefit CLIL, it is necessary to have competent and properly trained teachers (Lagabaster and Ruiz de Zarobe, 2010). In this regard, it could be suggested that they must receive suitable training in methodology, and in language so that they can teach the lessons. However, they do not need to present any certificate with specific training in CLIL (Eurydice, 2006).

In relation to the language requisites in Spain, content teachers must have a B2 level of proficiency in the foreign language, they are going to use to teach the subject. According to this level, teachers may be considered as independent users of the foreign language. However, some Spanish regions have allowed teachers with a B1 level to participate, with the purpose of achieving the B2 level in a period of four years. However, since this level does not imply fluency and a correct competence to use the language, it is harshly criticized by Lagabaster and Ruiz de Zarobe (2010), since it prevents the right development of CLIL. Indeed, they

"Firmly believe C1 to be the minimum adequate level, at least for teaching staff in secondary and tertiary education (...) Teachers involved in CLIL programs should be fluent speakers capable of dealing with complex and demanding tasks in the foreign language in flexible and effective manner." (Lagabaster and Ruiz de Zarobe, 2010: 288)

In fact, some studies show that, even though they have the right language level in the vehicular language, more training is necessary to improve their teaching practice (Pena and Porto, 2008; Pavón and Rubio, 2010). They conclude that teachers demand linguistic training that is relevant for the structures and vocabulary related to their specialty.

However, we must keep in mind the figure of the language assistant. A language assistant is a native speaker who help both teachers and students to enhance their communicative competence, and who try to supply students' or teachers' lack of knowledge of the foreign language. Nevertheless, their role is controversial, since as is argued by some authors, the first language should not be completely abolished in class since it can function as a support for students to improve their language competence in their second language (Lagabaster and Ruiz de Zarobe, 2010). Nevertheless, considering the teachers' opinion from a research conducted by Pena, and Porto, (2008), they showed gratitude for the work done by the assistants, which they found really helpful.

Going back to language training and focusing on the region of Andalucía, the Official Language Schools (Escuela Oficial de Idiomas)⁵ offer programs with the aim of promoting the learning of languages, emphasizing European languages. Furthermore, it offers language courses planned for teachers from bilingual schools, such as the "Curso de Actualización Lingüística" (Updated Linguistic Course). It is designed for teachers in non-linguistic area, in order to improve their communicative competences, emphasizing the oral skills needed to communicate and interact successfully with students. Moreover, others preparation programs have been designed:

"a) to improve language learning and language skills; b) to develop techniques to teach other subjects through a foreign language; c) to achieve a good coordination among agents involved in bilingual programs" (Salaberri, 2010:145) .

One example of the programs carried out in our region, are the *Immersion Courses* for teachers. They include training in design materials, language refresher courses, class observation by native speakers or learning about the cultural background, for instance.

Additionally, according to the Plan for the Promotion of Plurilingualism (Junta de Andalucía, 2005) courses abroad are promoted in order to encourage the exchange of experiences with other European teachers enrolled in CLIL, and the exchange of materials. For instance, one interesting program is the one called *Study Abroad Program (SAP)* through which teachers travel to a foreign country in order to learn from another teacher with him/her same specialization. The main goal of SAP is that the visiting teacher becomes a 'shadow' of the other teacher, and through observation of their daily schedule and lessons, he/she learns new methods and teaching procedures (Salaberri, 2010). Moreover, the eTwinning project is promoted by the European Commission, and it offers the possibility to carry out common project in collaboration of other European schools through the use of the Information and Communication Technologies (ICTs) (Junta de Andalucía, 2005) As a result, it could be suggested that this kind of programs tries to involve teachers in an international environment, allowing them to learn from native teachers how to design their own materials and how to incorporate learn cultural aspects into their classes.

On the other hand, whereas teachers have to prove their linguistic level through a language certificate, this is not the case with their specific training in CLIL (Eurydice, 2006). Certainly, according to research conducted by Banegas (2012), teachers claim that they do not know what is their role is in the classroom, whether they have to focus on language or on content, or, how they can collaborate and

⁵The Official Language Schools are centers that provide specialized teaching of languages. These centers offer face-to-face, semi-face-to-face or distance formation. (Junta de Andalucía, 2012)

integrate content and language through the lesson units. This is also illustrated in a study conducted by Moliner Bernabé (2013), which showed that 85% of the interviewed teachers pointed out the necessity to receive better CLIL training and specific training in the curriculum to be taught and in the design of materials.

The European Commission points a initial teacher training provided by the educational authorities is needed to prepare future teachers. During this training, teachers have to learn specific strategies and skills focused on specific subjects, search for materials in the second language or become aware of psychological issues dealing with multiculturalism and teaching in a intercultural context (Scott and Beadle, 2014). Moreover, the Plan for the Promotion of Plurilingualism points as the main objective is to teach teachers to adapt the curricular content to the scales of the Common European Framework of Reference (Junta de Andalucía,2005)

Considering the implementation of CLIL in Spain, at first teacher trainings were offered by institutions from Finland or England. Teachers from these countries offered in Spain courses dealing with CLIL methodology to prepare teachers. For instance, the British Council offered courses to teachers as well as for schools. However, locals institutions are promoting courses given in Teacher Centers (Fernandez and Lahuerta, 2014). The actions linked to the formation of teachers are described in the Plan for the Promotion of Plurilingualism (2005).Some theprograms conducted by the Teacher Centers in Andalucía had to do with the "training within schools and work groups, course on language teaching for teachers of different languages at school, including Spanish or courses to design a CLIL or CIL curriculum" (Salaberri, 2010: 152).

In this respect, Moliner Bernabé (2013) showed in his research on teachers from Salamanca the lack of training programs dealing with CLIL for beginner teachers. This issue had also been studied by Pena and Porto (2008), who suggest that specific training programs should be available at the University, particularly in the Master Official Masters' Degree in Training Teachers for Secondary Education (Máster Universitario en Profesorado de Edcación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas). However, teachers claim that they supply this lack of training by working with experienced teachers (Pena and Porto, 2008). In the end, it seems that despite the actual awareness about the implantation of CLIL, and the interest showed by educational authorities they do not support teachers in their formation to bring to their classes the right implantation of CLIL.

Another important issue may be highlighted as one of the main CLIL limitations, namely the lack of adapted teaching material. Consequently, teachers create their own material, adapting it from realia and foreign language materials. However, this discourages teachers, who consider it a time-consuming work. In fact, according to the survey by Moliner Bernabé (2013), in which most of the teachers admitted followed a

textbook in their class, whereas only a minority of them said that they prepared their own materials. As a result, book publishers have been asked to create material following CLIL methodology, that is meaningful to students, providing topics they feel familiar with (Banegas, 2012).

Mention must be made of an excellent initiative adopted in Andalucía, in which lessons units are available in the website of the Andalusian plurilingualism website⁶ as examples and numerous materials are shared and commented on different platforms, such as blogs, wikis, or social networks (Salaberri, 2010). Additionally, this support is not only offered to content teachers but to language teachers as well. Additionally, this material is characterized by being designed to promote communication in the classroom. (Junta de Andalucía, 2012).

All in all, it could be suggested that CLIL teachers, should command three skills, namely, specific content knowledge, linguistic competence of the classroom vehicular language and CLIL training, if the goals explained along the previous sections are to be put into practice in the classroom (Hillyard, 2011).

⁶ It can be consulted through this link, <http://goo.gl/l29Kqy>

9. TEACHER COMPETENCES

It has been reported by experts (Beartaux, Coonan, Frigols-Martín and Mehisto, 2010) (Marsh, Mehisto, Wolff and Frigols-Martín, 2010) that a CLIL teacher must have specific skills. As a result, it is possible to describe the profile of a ideal CLIL teacher, following their recommendations. For instance, the European Centre for Modern languages published in 2010 *European Framework for CLIL Teacher Education*, which, as Dieter Wolff (2012: 111) explains in his article 'The European Framework for CLIL Teacher Education', it "was based on an examination of teacher education, learning and curricular needs in CLIL contexts, and on a pan-European process of consultation."

The *European Framework for CLIL Teacher Education* is divided into four different sections, Introduction, Terminology, Target Professional Competences, and Professional Development Modules. However, I will only deal with the third one here, since it is directly addressed to CLIL teachers, and it describes the seven skills teachers must develop (Marsh, Mehisto, Wolff and Frigols-Martín, 2011). The competences described in this brochure are very similar to the one's described in "The CLIL Teacher's competences grid" (2010) by Beartaux, Coonan, Frigols-Martín and Mehisto although in this case they are expressed using 'can do...' statements and grouped in 5 areas which are; 'Program parameters; CLIL Policy; Target language and competence for teaching CLIL; Course development ; and Partnerships in supporting student learning'.

9.1 Personal Reflection

This competence deals with the teachers' responsibility and devotion to cover the students' cognitive, social and affective growth. According to this competence, teachers must be able to favor cooperation and group work in order to increase their students' awareness of others. Additionally, it could be said that they must to complete a self evaluation test, identifying their language level according to the Common European Framework (2010). They must also update their content knowledge, and observe how their teaching practice is accepted by students and how it influences the students' learning process. In short, it should be considered essential for teachers to identify their strengths and weaknesses in order to improve their methodology, since they directly affect students' learning. According to Pavón and Ellison (2013), this is the most important competence teachers should develop.

9.2 CLIL Fundamentals

It is crucial for teachers to know CLIL theoretical tenets in order to manage the classes correctly, and to put in practice all the benefits of this methodology. As a result, they must be aware of their students' needs, and of the material and human resources or the school context. This is summarized by Baartaux, et al (2009) in the area of 'program parameters' and 'CLIL policy'.

9.3 Content and Language awareness

It could be said that this competence is related to the key concepts explained previously in the third section "Deeper sight of CLIL", since it has to do with the important roles teachers have when selecting the material to the students. Consequently, special attention is devoted with the selection of the content and the use of language it requires. Moreover, teachers will have to consider students' weaknesses in order to provide them the right assistance, regarding the language needed to follow the lessons, and make them participate in their own learning process. Finally, teachers must be able to identify what is the role of the first language in the classroom is.

9.4 Methodology and Awareness

Teachers must be able to adapt their methodology, in order to help students to deal with another language. As a result, special pedagogic principles will have to be considered to guide and support them.

The authors, Marsh, Mehisto, Wolff and Frigols-Martín (2011), divide this competence in the following sub-competences:

- Building learner capacity
- Co-operating with colleagues
- Deploying strategies
- Building direction and focus
- Building safe and meaningful learning experiences
- Assessing

These sub-competences have to do with the teachers' ability to increase student's motivation, provide meaningful activities, adapt them to their learning styles or make them aware of their improvements, so that they deal encouraged them to continue. Furthermore, it is important that teachers' abilities provide an affective filter to contribute to a comfortable and pleasant atmosphere which promotes learning and students' self confidence.

9.5 Assessing

This competence deals with teachers' capacity to evaluate the students' initial knowledge, as well as to set the criteria to assess the students' progress by using different methods and combining summative and formative evaluation.

Furthermore, teachers must promote the students' self-and peer evaluation, in order to make them participate in their progress, and to involve them in the learning process.

9.6 Research and Evaluation

A good CLIL teacher should be inquisitive, in order to guide students to look for new resources, materials and methods which may improve their lessons. Consequently,

teachers must search and keep updated about CLIL innovations. Moreover, this updating can be carried out cooperatively, working with other teachers, from other educational centers, in order to share opinions, methods, and approaches. As result, teachers will be able to increase not only their CLIL competences, but also the quality of their lessons.

9.7 Learning Resources and Environment

It is crucial for teachers to be aware that content and language must be learned simultaneously, as a result, they must provide students with strategies which can facilitate in them the process of learning. Additionally, teachers must evaluate the teaching materials in order to detect what the possible difficulties they may have to face and provide students with strategies to overcome them successfully. Moreover, their material should be designed following Blooms' (1956) taxonomy by which students' can be able to analyze, understand, apply and, finally they can reach their own conclusions.

9.8 Classroom Management

This competence is important to create a good learning atmosphere in the classrooms. It will make students feel more comfortable to participate and help to boost their self-confidence. Moreover, this feeling will help students to discover cultural and linguistic diversity.

Moreover, this ability also deals with the importance of helping students to increase their motivation for the content and for the language. This way, teachers will be able to achieve dynamic lessons. Additionally, teachers must achieve the participation of the whole class.

9.9 CLIL Management

Due to the fact that the establishment of CLIL involves the participation of different entities, such as the school, students, parents, teachers and administrators, it is necessary for the teacher to create union among these factors and work in the same direction. Consequently, they must have the ability to adapt to the contexts and participants.

Finally, despite the abilities described by Marsh, Mehisto, Wolff and Frigols-Martín (2011), Hillyard (2011: 6) considers that the most importance competence that teachers should develop, "is a shift in attitude to include a willingness to change, the desire to learn something new, motivation to learn the "whys, whats, and hows", a willingness to work with others (and to link the CLIL programme with school ethos), a willingness to design materials, and—above all—a belief in the efficacy of CLIL."

10. RESEARCH

The research was designed to know teachers' opinions about the methodology and the way they organize the CLIL lessons. Consequently, it could be said that this research is focused on their role as CLIL teachers as well as on the training programs they receive in order to apply CLIL as best as possible. As a result, this research can be useful in order to determine how this methodology is implemented by one of the main participants within CLIL, namely, teachers.

10.1 OBJECTIVES

- To know the teachers' language level of competence.
- To identify the teachers' impression regarding their students' use of the foreign language.
- To know if teachers try to bring the right CLIL methodology to the class.
- To know what materials and resources are used in the classroom.
- To know the teachers' opinion about their training in CLIL methodology and in the foreign language.
- To know if CLIL teachers participate in mobility programs abroad.
- To know the teachers' organization and coordination.

10.2 METHOD

10.2.1 Participants

The population of the present study consisted of 11 teachers from two high schools located in Ronda: the "I.E.S Rodriguez Delgado", where seven teachers participated and the "I.E.S Gonzalo Huesa", where four teachers completed the survey. Male participants comprised 64% of the sample, and female teachers represented the remaining 36%.

The "I.E.S Rodriguez Delgado" has been a bilingual school since 2008. Although this high school covers from compulsory secondary education to non-compulsory secondary education, only the former participates in the bilingual program and only students from one line can participate, thus reducing its participants to 30 students from each year. The subjects following CLIL are "Natural Sciences", "Technology", "Social Sciences" and "Marketing".

On the other hand, the "I.E.S Gonzalo Huesa", located in Ronda as well, has been a bilingual school since 2011. Just as the other high school, only the compulsory secondary education level participates in the bilingual program, although, unlike the "I.E.S Rodriguez Delgado", all the students participate in the program. The subjects taught following CLIL methodology are "Technology", "Physical Education", and "Social Sciences".

10.2.3 Limitations

This study has faced an important limitation: the number of participants is not the expected one, since more teachers were expected to participate in this methodology in both high schools. Nonetheless, this fact represents the lack of bilingual teachers before starting the study.

10.2.4 Instruments and Development of Material

The material employed in this study is a survey facilitated by Prof. M^a Luisa Pérez Cañado, from the University of Jaén, named "Proyecto MON-CLIL: Los Efectos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en Comunidades Monolingües: Un Estudio Longitudinal"⁷.

This survey is a set of 73 items, which can be grouped in different sections. The first twelve items ask about the participants' background information, in order to know which subjects they teach, what their experience is or their level of English, for instance. It continues with 14 items that are related with the "use, competence and development of their student's English level". Secondly, the next seven items deal with the methodology used in class. Thirdly, there are 12 items dealing with the 'materials and resources' employed by the teachers. The next 4 items (34-37) have to do with evaluation. "Teacher training" is considered in items 38 to 52. The next four items are concerned with 'mobility'. Finally, "Coordination and Organization" are considered in the last five items (57-61). The following table shows the thematic division of the questions.

Sections	Item
Background Information	1,2,3,4,5,6,7,8,9,10,11,12
Use, competence and development of students' English in class	1,2,3,4,5,6,,8,9,10,11,12,13,14
Methodology	15,16,17,18,19,20,21
Materials and resources	22,23,24,25,26,27,28,29,30,31,32,33
Assessment	34,35,36,37
Teacher training	38,39,40,41,42,43,44,45,46,47,48,49,50,51,52
Mobility	53,54,55,56
Coordination and organization	57,58,59,60,61

⁷See Annex II

10.2.5 Procedure

The selection of the sample was not made randomly, but considering that they are bilingual high schools.

The questionnaire was administered to the bilingual coordinator of the center by the researcher. Prior to responding, the coordinators received a brief explanation of the research and they delivered it to the rest of the bilingual teachers. Finally, they were assured that the information provided by them would be kept and used only for this study.

10.2.6 Data Analysis

The quantitative data were analyzed with Statistical Package for Social Sciences (SPSS), version 15.0. The program allowed us to make a descriptive analysis, and present the results by means of tables and graphics.⁸

10.3 RESULTS AND DISCUSSION

The results obtained by the survey enable us to draw the profile of the teachers following CLIL in the town of Ronda. They all have Spanish nationality and 73% percent of them are public employees working in their final destination.

Regarding their area of work, 82% of the teachers participating in the research belong to the non-linguistic area, whereas 18% are foreign languageteachers. Additionally, regarding the first objective of the research, the foreign language competence of the participant teachers is mostly B2, whereas only 36% teachers have a C1 level, as is illustrated in the following figure. It could be claimed that most bilingual teachers from the content area have just the minimum level required by law to teach in a foreign language, since the results of the C1 level mostly belong to English teachers, with the single exception of a content teacher.

⁸We have used the Spanish version of this program was used, which explains why the results are given in Spanish and not in English. However, this need not disturb the interpretation of the tables and of the data obtained.

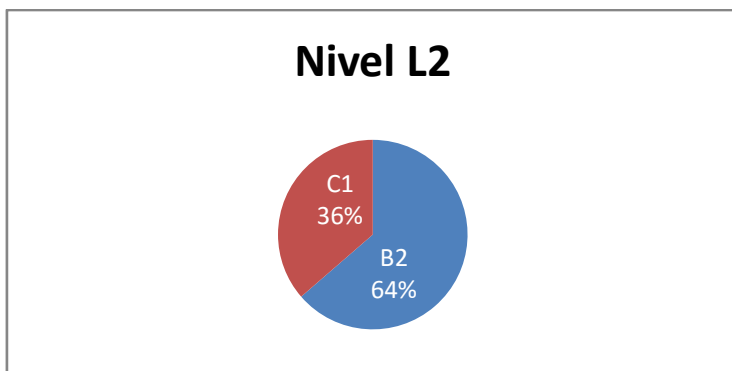


Figure 5 Teachers' foreign language level.

The subjects taught in the foreign language are "Natural Sciences", "Social Sciences" "Physical Education", "Technology" and "Marketing". Moreover, the amount of exposition of students to English in these subjects is illustrated in the following chart.

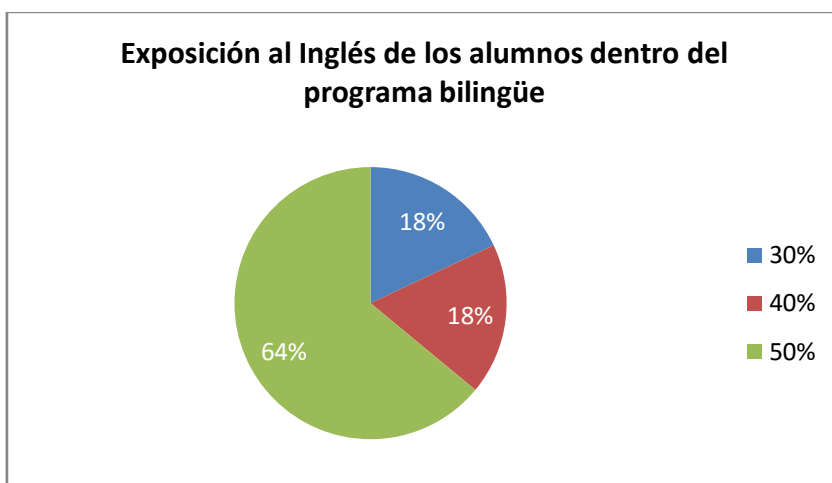


Figure 6 Students' English exposure within the bilingual program.

Consequently, this seems to be a good result, since 64% of teachers claim to use the foreign language in class for 50% of class-time. So that, it can be thought that the students' native language is may used to solve doubts in class or to explain some complex theoretical issue.

Regarding the second objective of this research, a statisticsdescriptive analysis was run⁹. From this analysis it must be said that most teachers show their agreement to the statement about the development of key competences in class, as well as to the improvement of students' foreign language competence. Furthermore, they agree that the students' understanding about the relation between English and Spanish has improved.

⁹See Annex II for the results.

Furthermore, from the results obtained, I would like to highlight those obtained from item 11 ('A mis alumnos les gustaría más uso del inglés dentro de la clase bilingüe'). If we add the negative answers, it seems that 73% of teachers think that students would not like to use more the foreign language in class. Consequently, this result was not the expected one, since the usual perception is that students want to improve the language and to practise it. Besides, they may well have chosen these highschools in order to participate in the bilingual programs.

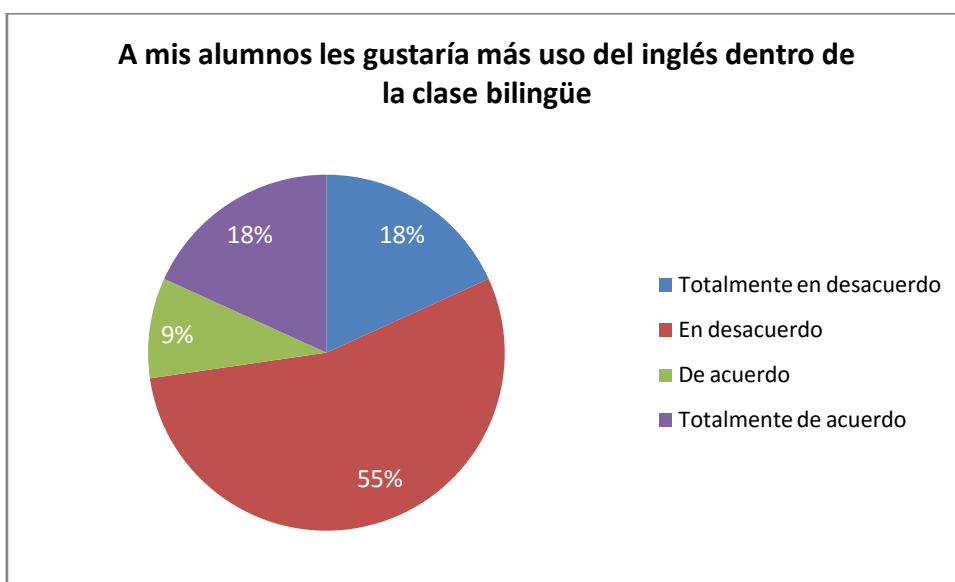


Figure 7 Teachers' perception regarding students' interest to use more English in class

Finally, to conclude the second objective, according to teachers, students do not have enough communicative competences to express themselves orally or in writing. This may hinder the development of the lessons and increase the use of the native language if they need to communicate.

In relation to third objective, which deals with the teachers' methodology, the steps followed were the same as for the previous objective. Consequently, a statistical analysis was run, which can be consulted in Annex II. From these results, it must be highlighted that almost all the participants showed their agreement to the use of a task-based approach in class. This result is illustrated in the following chart, based on a frequency analysis. Finally, teachers agree in using cooperative work in class and in following the CEFL recommendations. Consequently, it could be concluded that teachers carry out a good implementation of CLIL.

"Se utiliza el aprendizaje basado en tareas en clase"

	Frecuencia	Porcentaje
Válidos De acuerdo	8	72,7
Totalmente de acuerdo	3	27,3
Total	11	100,0

Figure 8 Descriptive analysis regarding the use of task based approach in class

However, the results obtained from item 19, which deals with the connection between the students' native and foreign languages, contrast with those obtained by Lancaster (2016) in a research conducted to teachers and students in the province of Jaén. According to his results, the connection between the languages is not emphasized. However, regarding the results of this survey, teachers agree in emphasizing the connection between both languages.

Concerning the materials used in class, the results obtained¹⁰ show that teachers adapt authentic materials to use them in class, and they are helped by language teachers. Moreover, according to them, these materials are interesting and meaningful for students. However, negative results are found in relation with the use of Information and Communication Technologies (ICTs), since 73% of teachers disagree with statement 31, which deals with the use of whiteboards, and 82% of teachers disagree with statement 32, which has to do with the use of computers in class. It could be thought that these results are due to the lack of equipment provided by the Junta de Andalucía. This is linked to the high percentage of teachers showing disagreement with the use of computers in class. These results coincide with those in Lancaster (2016; 156), where teachers "document mediocre use of ICT, and emphasize a lack of computer-mediated communication (CMC) techniques." However, according to Cabezas Cabello (2010), one of the strengths of CLIL is that bilingual schools have more information about this issue.

Another important objective of the research is to know how well-prepared teachers feel to participate in a bilingual program and to know more about their teacher training. Consequently, a statistical descriptive analysis was run in order to analyse what teachers answered¹¹.

According to the results, teachers believe that they have enough competence to teach the subject using the foreign language and claim to have good oral and written competences. Moreover, by observing the standard deviation, it can be said that teachers share similar opinions, so that it may be said that, regarding these questions, it constitutes a homogeneous group. Nevertheless, this results contrast with

¹⁰ they can be consulted in the annexed II

¹¹ It can be consulted in the annexed II

those in Pena and Porto (2008: 158), where only 40% of teachers claimed to "need a higher level of English." This contrast could be justified by taking into account the publication year of their research, since the bilingual project had been implanted but a mere three years before. As a result, we could explain our positive results, by thinking that, in the meantime, teachers have grown more conscious about the importance of having an adequate level of English and have prepared themselves thoroughly.

However, even though teachers have suitable language competences, they claim not to have enough knowledge regarding CLIL methodology. As a results, these results are linked to the lack of training to which teachers seem to have attended. As regards the statement "He participado en formación sobre el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras", 64% of teachers disagree, as may be seen in the next figure. It is worth mentioning, that these results are similar to those in Pena and Porto (2008) and seem to confirm one of the weakness of CLIL pointed by Cabezas Cabello (2010).

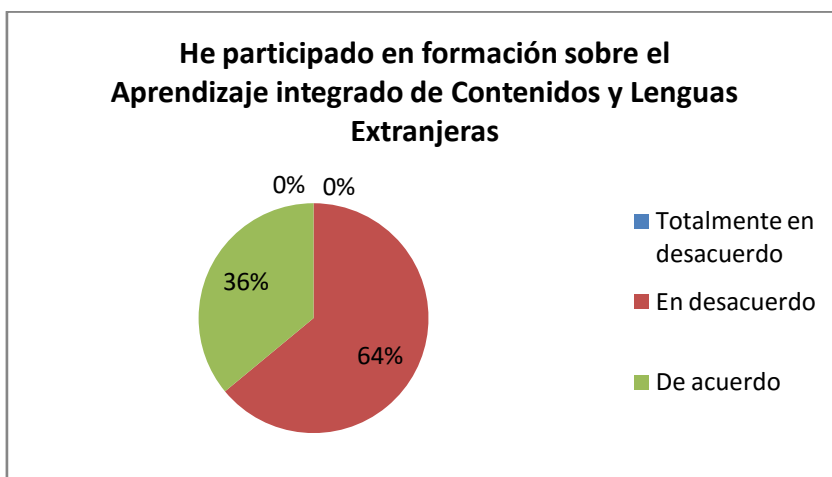


Figure 9 teachers' participation in CLIL training programs

As regards language assistant, it may be said that we had expected more positive results in relation to their role in class. However, according to the teachers, native speakers do not cooperate successfully with CLIL teachers. This, according to teachers, could be due to their lack of preparation regarding the methodology. Moreover, 54.4% of respondents point out that they do not motivate students. This may be explained through comments made by teachers while I was explaining this study to them, since they complained about language assistants not spending much time at the high schools, since they also worked at other institutions.

Our next objective was to know if teachers participate in training programs abroad. Teachers from the high school "I.E.S Gonzalo Huesa" pointed to have participated in exchange programs, while teachers from "I.E.S Rodriguez Delgado" have not. This result is may influenced by the fact that the first high school engaged in the bilingual project in 2011, whereas the second one did so in 2008.

Consequently, teachers from "I.E.S Gonzalo Huesa" can be more motivated with the program. Additionally, all their students from compulsory education participate in the bilingual program, whereas in "I.E.S Rodriguez Delgado" students can choose whether they want to participate in the bilingual program.

Finally, the last objective of this research deals with teachers coordination and organization. According to the results obtained after running the descriptive analysis, teachers agree that they collaborate actively in the implementation of CLIL and follow the guidelines provided by the coordinator of the program. However, in relation to the item 57, "Formar parte de una sección bilingüe compensa el incremento de trabajo que implica", we found significant differences in the results from both schools, since as the following figure illustrates, teachers from the "I.E.S Gonzalo Huesa" seem to be more enthusiastic (they completely agree with the statements), whereas teachers from the other high school express their disagreement with this item.

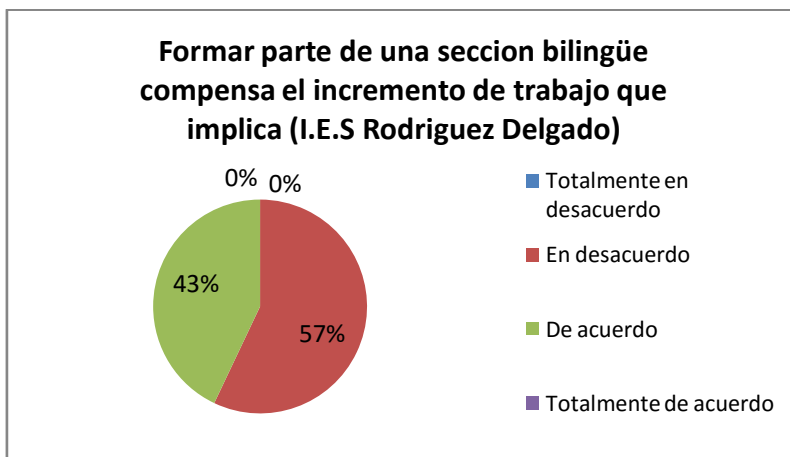


Figure 10 Teachers' belief about participating in the bilingual program (I.E.S. Rodriguez delgado)

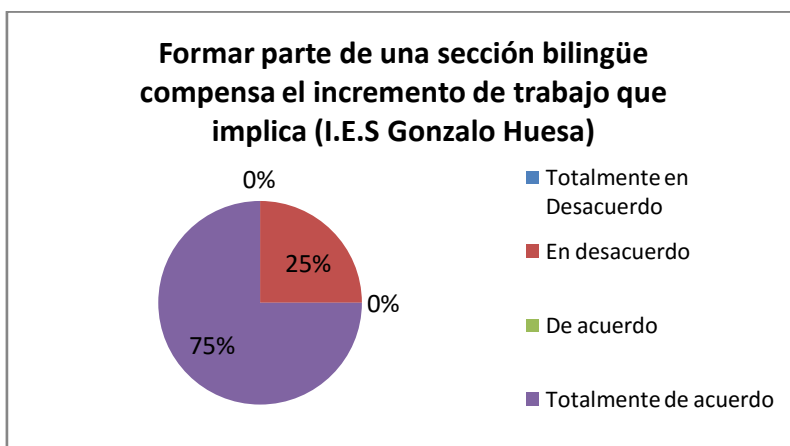


Figure 11 Teachers' belief about participating in the bilingual program (I.E.S Gonzalo Huesa)

Finally, another significant result has to do with the teachers' agreement about the help provided by educational authorities: 90.1% of the participants claim not to receive adequate support from the regional education department. This could be

anegative result, since this lack of help could influence the teachers' job, which in turn affects students negatively. Indeed, this is an issue that was pointed by Perez Cañado (2013) as a weakness of CLIL.

10.4 CONCLUSION

Finally, we can conclude by summarizing our main goals in relation with the objectives previously indicated.

To begin with, according to teachers, students have a good use of the foreign language in class. Students improve their foreign language level as well as work on the key competences. However, the students' level does not reach the necessary level to follow the lesson, and teachers claim that students should improve their level. Additionally, it must be highlighted that the result obtained dealing with the lack of interest regarding students to practise the language more in class, maybe influenced by the cognitive effort that is required to think in another language.

Regarding our second objective, it can be concluded that teachers carry out a good implementation of CLIL, that their methods follow a task-based approach, and that they follow the recommendations provided by the Common European Reference Framework (CERF).

Moreover, in relation with the materials used in class, teachers provide students with meaningful and authentic materials so that their students' interest and motivation increases. Furthermore, according to them, these materials are adapted through cooperation between content and language teachers. However, teachers did not agree on using whiteboards or computers in class, maybe due to the lack of equipments provided by the education department. However, they do use *blogs*, *Wikis* and *webquests*, which is a positive point.

In relation with our fourth objective, teacher training, they feel they have good language competences and that content and language teachers motivate to students in their English learning process. However they claim to need further training in CLIL methodology. Moreover, according to them, the language assistant would need to have more information about the bilingual program as well, so that they might help teachers and students more.

Concerning their training abroad or their participation in training programs abroad, teachers have not attended any language courses abroad, although teachers from "I.E.S Gonzalo Huesa" have participated in exchange programs with other bilingual schools from Europe.

Finally, our last objective was to know how teachers organized and coordinated their classes among them. They agree on collaborating actively with the coordinator of the bilingual program, as well with other content teachers in order to achieve the

integration of the subjects. However, some teachers pointed that being part of the bilingual section was not worthwhile. Perhaps this result is linked to the almost unanimously reported lack of support from the educational authorities.

Further research on this topic should be based on a greater number of teachers participating in this survey. However, even if the sample we have surveyed may be insufficiently significant to evaluate the items treated, it still reflects the lack of bilingual teachers as Cabezas Cabello (2010) points out. I expected that Ronda, having four high schools and five public schools with secondary compulsory education, would have a wider offer of bilingualism. Moreover, taking into account that the bilingual program was introduced in Ronda in 2008, more subjects would have been added to the bilingual sections. However, the lack of bilingual teachers may be linked to the lack of interest among teachers in learning a language and changing the traditional methods.

Moreover, further research should collect students' beliefs regarding their participation in the bilingual program. Additionally, it would be interesting to conduct the same research in a bigger city, compare the results and evaluate if school location is a factor influencing the lack of CLIL training programmes for teachers or exchange programs for teachers, for instance.

Finally, I would like to conclude by remarking the teachers' self-perception about their foreign language competence, which they claim to be adequate enough to use the foreign language as the vehicular language in their lessons. This result is quite positive, since it will both help teachers to improve their lessons and engage students in learning the language, considering the importance it plays nowadays.

PRACTICAL PART. DIDACTIC UNIT

11.DIDACTIC UNIT: MEET EUROPE



11.1 Contextualization

This lesson plan has been planned for students of fourth year of Compulsory Secondary Education at the High School "Gonzalo Huesa" located in Ronda (Málaga). Therefore, this stage corresponds to the level A2.2 as defined in the Common European Framework of Reference for Languages.

The group is made up of 30 students. The students range in age from 15-18 years, since there are students who have had to retake any course. As a result special attention will be devoted to these students in the section of "Attention to diversity". Male students constitute 43% of the sample, and female students represent the remaining 57%.

This Didactic Unit is designed for the subject "Social Sciences, Geography e History" and its thematic core deals with the topic of the European Union. Regarding the unit outlined, it will try to help students to learn about its constructions, to identify its main institutions, as well as its functioning. It is worth mentioning that all these aspects will be covered trying to relate the topics to current news or with the students' daily life, with the aim of increasing their motivation, participation and involvement through the unit.

11.2 Sequencing and number of sessions.

This didactic unit will take place in the second term of the course, coinciding with the contest "Jóvenes Andaluces Construyendo Europa - JACE" (European Youth Building Europe) organized by the Andalusian Government, with the aim of increasing the students' interest in this institution and in their own European identity.

The unit will be divided into five sessions of around 50 minutes each, taking into account that some time will be devoted to explaining the activities, answering questions and dealing with any possible issue that it might come up. Each lesson will cover a different topic, and the last session will be devoted to evaluation. The outline is the following:

- Session 1: Creation of the European Union
- Session 2: European institutions
- Session 3: Single market and trade
- Session 4: The Euro and the economy
- Session 5: Writing test and final project

11.3 Didactic Objectives

1. To identify the ten main steps taken to create the current European Union.
2. To understand the principal European Institutions.
3. To identify the single market and the advantages it brings to European citizens.
4. To understand and explain how the Euro works.
5. To comment and define terms dealing with European issues.

11.4 Justification/ Key Competences.

The justification for this lesson plan is that it complies with the key competences established by the *Royal Decree 1631/2006*.

Key Competences from the linguistic area are the followings:

1. To improve the students' general communicative competence by developing the ability to express themselves, orally and in writing, using the conventions and the language appropriate to each situation, interpreting different types of discourse in contexts and with different functions.
2. To develop various strategies for learning to learn which may prepare students progressively in making decisions that favour their autonomy to use and to keep learning the foreign language throughout life.
3. To develop the social competence throughout cooperative work, which will help them to interact, to participate, to express their own ideas and to listen to others.
4. To develop students' cultural competence by sharing different beliefs and cultural aspects.
5. To acquire the competence of using digital resources necessary to seek for authentic information and develop their autonomous work.

Key Competences from the content area are the following:

- I. To understand the geography as the result of the interaction of societies on the environment in which they operate and organize.
- II. To identify, locate and understand the basic characteristics of the geographical diversity of the world and the great geo-economic areas as well as the physical and human features of Europe and Spain.
- III. To identify and locate in time and space processes and relevant historical events in the history of the world, Europe and Spain for acquiring a global perspective of the evolution of humanity and develop an interpretation of it which facilitates the understanding of the plurality of social communities to which they belong.

- IV. To acquire and use the specific vocabulary provide by the social sciences for joining the usual vocabulary increase accuracy in the use of language and improve communication.

11.5 Contents

According to the Royal Decree 1631/2006, this lesson plan covers bloc 3; "Construction process of the European Union. Spain and the European Union today".

- Creation of the European Union.
- European members; their incorporation to the EU and requirements.
- European institutions: designation of their members, role within Europe and their relations.
- Single market and trade.
- Euro.

11.5.1 Linguistic contents

11.5.1.1 Functions

- To talk about and explain economic situations.
- To express personal opinions and experiences.
- To explain an event following a chronological order.

11.5.1.2 Structures

-Defining new terminology/ European Institutions:

"It is formed by" "It is located in..." "Its members are elected..."

"The main job is to..." "To take decisions..." "It consists... of"

-Writing informal letter.

11.5.1.3 Glossary.

Transition	Forge	Inflation	Interest rates	Deficit
Forerunner	Currency	Treaty	Barriers	Taxes
Imports	Boost	Pool	Duty	Convergence
Steel	Coal			

11.6 Interdisciplinary elements

- Social and civic competence; knowing about past and present events helps to understand the features of modern societies, their plurality, elements and common interests of the society in which they live.
- Acquisition of social skills emphasising the dialogue as an instrument to respect others evaluating cultural differences, through toleration and respect after conducting collaborative work.
- Competence of knowledge and interaction with the physical world, achieved after connecting the unit with the current world and taking into consideration students' perspective.
- Information processing and digital competences
- Learning to learn competence, having tools that facilitate learning but also have a strategic vision of the problems and know how to anticipate and adapt to changes that occur with a positive vision.
- Autonomy and initiative competence, it encourages the development of initiatives of planning and execution, as well as processes of decision making present and clearly in the realization of debates and individual or group work that involved devising, analyzing, planning and reviewing what has been done.

11.7 Crosscurricular elements

This didactic unit can be integrated with the following subjects.

1. Physical Education. Students can investigate about European competitions and search the most influential athlete of each European country. Moreover, it can be promoted the investigation and practice of traditional sports from each country. All these information would be worth it for the writing practice they will have to do in the third section, or for their final task.
2. Technology. Due to the fact that students will need to prepare a visual presentation of a topic as the final task. During the time of technology, they can learn how to produce a video, looking for a visual and innovative presentation.
3. Foreign Language. During English lessons, learners can receive support to help them defining terms. Moreover, they can review how to write an informal e-mail, since they will need this information for the third session.

11.8 Evaluation Criteria

Students evaluation is based on the fulfillment of the following criteria:

1. Whether the student is able to identify the ten main steps taken place to create the actual European Union.

2. Whether the student is able to identify the European countries, and the requirements for becoming a member.
3. Whether the student is able to understand and explain the main European Institutions.
4. Whether the student is able to identify the European market and the advantages the UE brings to its members.
5. Whether the student is able to describe the introduction of the common European currency, the requirements to stay in the Eurozone
6. Whether the student is able to express the right financial concepts.

The students' final mark will be the sum of the following marks:

Evaluation	Instrument of Evaluation	Grading
Initial evaluation	Notes taken after the warm up activities	0%
Continuous evaluation	Marks from the writing exercises	20%
	Homework	10%
Final evaluation	Marks from test	40%
	Marks from Final Project	25%
Participation, motivation and involvement.	Notes taken in Class	5%

Figure 1 Evaluation Criteria

It is worth mentioning that the activities involving students' production, that is to say, tasks in which students have to express themselves in writing or speaking, grammar mistakes will not be affect students' marks severally since the main goal is to enhance the students fluency and communicative competences. As a result, participation and good communicative skills will be evaluated with special concern.

11.9 Methodology

11.9.1 Methodological orientation

This lesson plan is designed for a bilingual school following a CLIL approach. As a result the topic of the European Union studied in the subject of "Social sciences, Geography and History" is going to be taught in English. As a consequence, it will provide students' with linguistic input which will be comprehensible and multi-modal (video, graphics, texts...). Spanish will only be used in case the teacher has to solve doubts.

Furthermore, this didactic unit follows a task-based approach, and includes a final project which students will be able to do in the last session with the information seen in the previous sessions.

11.9.2 Groupings

Students will work both in groups and autonomously. In the first case, students continue to learn how to socially communicate in real life situations (developing skills related to sharing experiences, tolerating others' opinions or expressing agreement and disagreement) and, mainly, due to the importance of interaction and group work. However, autonomous work is also necessary in order to evaluate students' individual progression, to promote reflexive and critical thinking and to raise awareness of themselves.

Groups will be created by the teacher taking into account students' learning styles as well as their level. This way, students who need special support will be helped by students. Moreover, we will be able to achieve a working atmosphere in class, at the same time they learn to work with different classmates.

11.9.3 Materials and resources

The following materials will be used:

- Computers
- Text books
- A blackboard
- A projector screen
- The student's own material

The following resources will be used:

- Text books
- Dictionaries
- The students' own background and experiences

11.10 Attention to diversity

Attending to the variety of students with different learning paces, we will classify some specific procedures:

-Fast-finisher students: following the cooperative goal, students who finish the tasks earlier will help those who have not yet finished and may need special reinforcement. This will contribute to increasing the students' motivation, since they will perform a new role in class. Moreover, extra activities will be provided in case they can complete them in class, to consolidate or improve their knowledge.

- Slow-learner students: they will be helped by fast-finisher students. If necessary, the teacher will reduce the number of questions required.

It is worth mentioning that, due to the group and pair activities presented in the unit, it is desirable to combine students with different levels. This way, learners can learn from others. In addition, learners would feel more comfortable sharing their opinion with their classmates rather than in public.

- Attention to students with specific needs of educational support: Due to the fact that in the class there is one student with Attention Deficit Disorder, (ADD) the final test, will be reduced in order to let him enough time to complete it. Moreover, it is recommendable that he can be placed in the first row during the lessons, trying to avoid distractions.

Finally, the transcripts of the videos are provided in the annexed, so that, they can be used in the case some student has difficulty following the video, or they have difficulty understanding something. Moreover, the additional exercises can be used to reinforce their knowledge as well.

11.11 Step by step account

Session 1	Session 2	Session 3	Session 4	Session 5
Warming-up: "What is the lesson about?" Define Europe (20')	Warming-up: European Institutions (10')	Warming-up: Fortunately/unfortunately : (10')	Warming-up: Identify each coin. (10')	Writing test (20')
Reading: "European History". (10')	Vocabulary(5')	Watching a video (15')	Watching a video (15')	Final task Presentation (30')
Listening: Who can become European member? (10')	Expert Groups (25')	March aspects of the free Market (10')	Reading: Eurozone (5') + Vocabulary (5')	
Speaking: European members' incorporation . (10')	Research: Europe News (10')	Writing (15')	Acting Out (15')	

11.12 Session 1

Warming Up.



1. Guessing the Lesson. (15').



- ✓ What do you think the lesson will be about?
- ✓ Which words can you add to these?
- ✓ Which words do not know?



2. How would you define the European Union? In pairs try to give a definition. (5')



3. Put the text from the following page, in the correct order. You must write the correct number in the corresponding circle. You can find help from the timeline in the following page. Once you finish, check the exercise with your classmates with the help of the following sequence expressions. (10')

TIPS TO EXPRESS SEQUENCES

Firstly	Following	Then
Secondly	Next	After that
To continue	Previously	Finally

The Maastricht Treaty was signed in 1991, which created the European Union (EU). It set new ambitious goals: monetary union by 1999, European citizenship, new common policies – including a Common Foreign and Security Policy (CFSP) – and cooperation in matters of internal security.

On 9 May 1950, the Schuman Declaration proposed the establishment of a European Coal and Steel Community, which became reality with the Treaty of Paris of 18 April 1951. This put in place a common market in coal and steel between the six founding countries (Belgium, the Federal Republic of Germany, France, Italy, Luxembourg and the Netherlands).

The Lisbon Treaty came into force in December. It strengthened the EU's ability to act on the global stage, and gave a greater voice to the European Parliament, national parliaments and citizens.

Euro notes and coins came into circulation in a number of Member States as national currencies were phased out. The euro continues to be adopted by more and more EU countries – the seventeenth and most recent country to adopt the currency was Estonia.

The six countries signed the Treaties of Rome, setting up the European Economic Community (EEC) and the European Atomic Energy Community (Euratom). The latter would involve building a wider common market covering a whole range of goods and services.

So successful was this venture that Denmark, Ireland and the United Kingdom decided to join.

The Treaty of Amsterdam was signed, which further developed the CFSP as well as employment and social protection policies.

First elections to the European Parliament by direct universal suffrage.

The first Mediterranean enlargement.

The process of building the European Union began in the aftermath of the Second World War, with the aim of ensuring security and prosperity in Europe.



4. Watch the following video. (5')¹²



Which are the main conditions to become an European member? List them.

5. Who can become a member? Complete the following chart. Tick the right option. (5')

<i>A country...</i>	<i>Can join the EU</i>	<i>Cannot join the EU</i>
... that does not have freedom of the press.		
...that applies the death penalty.		
...that allows its citizens to protest against the government.		
...in which the parliament is elected on regular basis.		
...in which gays and lesbians have the same rights as heterosexuals.		
... in which the army determines policy and may even intervene in internal affairs with military power.		
... in which people are considered innocent until their guilt has been established by a court.		
... in which there is only one party, which is therefore always in government.		
...which protects minorities, even where the majority would like to put more pressure on the minorities.		

(European Commission, 2014: 35)

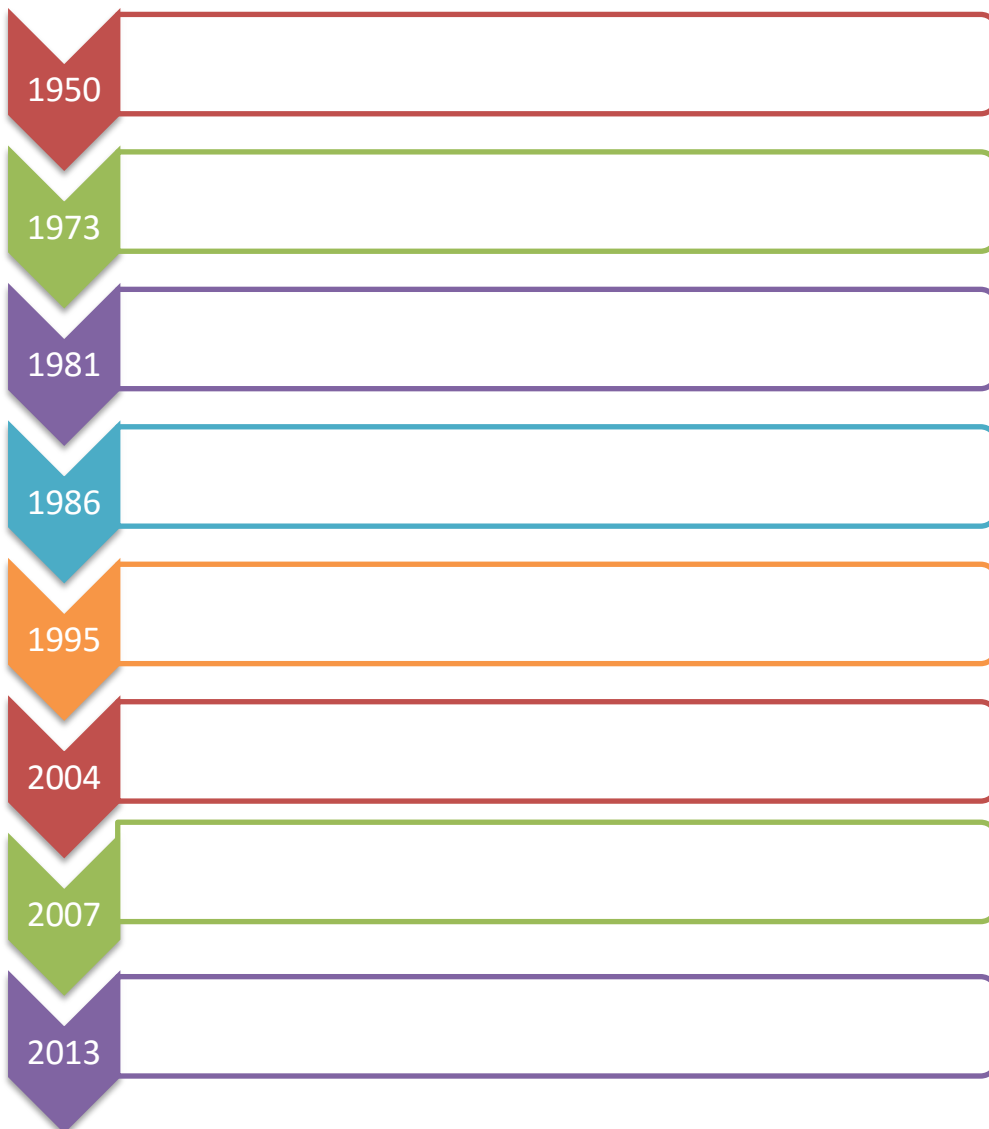
¹² Video available at <http://goo.gl/Aba37R>



6. Can you complete the following chart with the incorporation of countries?

Work in groups.

- Albania
- Andorra
- Austria
- Belgium
- Bosnia and Herzegovina
- Greece
- The Czech Republic
- Denmark
- Estonia
- Finland
- France
- the former Yugoslavia
- Republic of Macedonia
- Germany
- Hungary
- Iceland
- Ireland
- Italy
- Latvia
- Liechtenstein
- Lithuania
- Luxemburgo
- Malta
- Moldova
- Montenegro
- the Netherlands
- Norway
- Poland
- Slovakia
- Norway
- Poland
- Portugal
- Romania
- Serbia
- Slovakia
- Slovenia
- Spain
- Sweden
- Switzerland
- Ukraine
- The United Kingdom
- The Vatican City



REINFORCEMENTACTIVITIES.

1.Circle the correct answer.

1. How many countries belong to the European Union?

- a. 15 b. 25 c.28 d. 30

2. When did the process of building the European Union start?

- a. 1940 b.1945 c. 1948 d. 1950

3. Which 6 countries formed the ECSC?

a. Belgium, The Federal Republic of Germany, France, Italy, Luxembourg and The Netherlands.

b. Belgium, England, The Federal Republic of Germany, Prague, France and Italy.

c. England, The Federal Republic of Germany, Italy, Luxembourg, The Netherlands and Portugal.

d. Belgium, England, Spain, Portugal, Italy and The Federal Republic of Germany.

4. When did the Treaty of Rome take place?

- a. 1945 b. 1954 c. 1957 d. 1958

2. Complete the next chart. In the left column you will have to make a question, whereas in the right one you have to answer the question from the left side.

MAKE A QUESTION	ANSWER THE QUESTION
	Schuman Declaration proposed the creation of a European Coal and Steel Community.
Which was the foal of the Lisbon Treaty?	
	The European Union was created to guaranteed peace between European countries.
What does the Mediterranean enlargement refer to?	

Description

1. In the first activity students are asked to guess the topic of the unit. In order to ascertain the students' initial knowledge about the topic, the teacher asks them about the words in the word cloud. Students are free to add additional words, ask the meaning of unknown words and to name European events.

2. In pairs students think about the definition of the EU. This exercise can be guided by the teacher who should go around students in order to check the vocabulary they use in their definition. Finally, they will have to explain their definition aloud and create one final definition with the help of the teacher.

3 In the third exercise students will have to put the paragraphs in the correct order. They will have visual help with the timeline, which will help with the new vocabulary as well. In addition, in order to check the exercise, students, must use the right terminology to express sequences. In order to do this, they have additional linguistic help as well.

4 Finally, in the last exercise students watch a video about the requirements to become an European country, and following they have to complete a short quiz to check their knowledge, which will be done individually. Regarding the video, they should watch it twice, first without subtitles, and, if they need it, we will add the subtitles in the second play. If there are students who need extra support, the transcript can be provided to them. (It is attached in the annexed X)

5. Concluding the first lesson, students must classify the countries according to the year of their entry to the EU. However, if they do not have time to finish in the class, they will have to finish at home where they would be able to search for information.

11. 13 Session 2



1. Write the name of the three main European institutions. Then, compare your answers with your partner and link each sentence with its right institution. (10')



C _ _ _ _ _ N



P _ _ _ _ _ T



C _ _ _ _ _ L

1. It consists of the Heads of State or Government, of all the EU member countries.
2. It has to agree unanimously on important questions.
3. It fixes the EU's goals and sets the course for achieving them.
4. Its main job is to pass EU laws
5. It normally meets four times a year in Brussels.
6. It is the elected body that represents the EU's citizens
7. It supervises the EU's activities.
8. It is made up of ministers from the EU's national governments.

2. Which of the following words can you translate into Spanish? (5')

- | | | |
|-----------------------|--------------------|----------------|
| 1. sufragio universal | 2. Sesión plenaria | 3. Acuerdos |
| 4 presupuesto. | 5. asegurar | 6. ser elegido |

➤ Try to define the words (then read them aloud to your classmates.)



3. Expert Groups (25')

In group of 4/5, read and try to understand the text about one European Institution. Then, create a new group which must have one representative member of each institution and explain the European institution to the members of the new group. Try to include in your explanation the following points:

- Who its members are.
- How its members are elected.
- What its role is.

GROUP A- The European Council

The European Council consists of the Heads of State or Government – the presidents and/or prime ministers – of all the EU member countries, plus the President of the European Commission. It normally meets four times a year, in Brussels. It has a permanent President, whose job is to coordinate the European Council's work and ensure its continuity. The permanent President is elected (by a qualified majority vote of its members) for a period of two and a half years and can be re-elected once.

The European Council fixes the EU's goals and sets the course for achieving them. It provides the impetus for the EU's main policy initiatives and takes decisions on thorny issues that the Council of Ministers has not been able to agree on. The European Council also tackles current international problems via the 'common foreign and security policy'. (Fointaine, 2010)

GROUP B. The Council.

The Council (also known as the Council of Ministers) is made up of ministers from the EU's national governments. The member states take it in turns to hold the Council Presidency for a six-month period. Every Council meeting is attended by one minister from each EU country. Which ministers attend a meeting depends on which topic is on the agenda: foreign affairs, agriculture, industry, transport, the environment, etc.

The Council's main job is to pass EU laws. Normally it shares this responsibility with the European Parliament. The Council and the Parliament also share equal responsibility for adopting the EU budget. In addition, the Council signs international agreements that have been negotiated by the Commission.

According to the Lisbon Treaty, the Council has to take its decisions either by a simple majority vote, a 'qualified majority' vote or unanimously, depending on the subject to be decided.

GROUP C The European Parliament.

The European Parliament is the elected body that represents the EU's citizens. Since 1979, members of the European Parliament (MEPs) have been directly, by universal suffrage, every five years.

The European Parliament also shares with the Council equal responsibility for adopting the EU budget (proposed by the European Commission). The Parliament can reject the proposed budget. Parliament holds its major debates at monthly gatherings (known as 'plenary sessions')

GROUP D

The European Commission.

The Commission is a key EU institution. It alone has the right to draw up proposals for new EU legislation, which it sends to the Council and Parliament for discussion and adoption.

Its members are appointed for a five-year term by agreement between the member states, subject to approval by the European Parliament.

The European Central Bank

The European Central Bank (ECB), in Frankfurt, is responsible for managing the euro and the EU's monetary policy. Its main task is to maintain price stability in the euro area. The Central Bank acquired the status of EU institution under the Treaty of Lisbon.

4. Try to find recent news related to the European institutions. Write a brief summary, mentioning why the news is relevant and indicating which institution has to do with the news. (10')

You can find help in the following webpages:

www.bbc.com/news/world/europe

www.euronews.com

www.theguardian.com/world/europe-news

www.cnn.com/europe

EUROPEAN PARLIAMENT VOTES YES ON 'GOOGLE BREAKUP' MOTION.

Parliamentarians have called for European commission to consider unbundling Google's search from other services as part of antitrust regulation. (Gibbs, 2014)

Super Mario Bros meets House of Cards: the European Council's badge system

If you thought bureaucracy in the European Union was complicated already you might need to sit down to hear about this ... (Nardelli and Arnett, 2015)

EU could collapse if Britain leaves, with voters in eight other countries wanting referendums
A ripple effect is predicted across Europe with some poll respondents thinking the EU will be disbanded by 2020 (Fisk, 2016)

ADDITIONAL ACTIVITIES.

1. With the information read from the exercise 3 try to complete this chart.

	European Council	Council of Ministers	European Parliament	European Central Bank	European Commission
What do they do?					
Who are their members? How are they elected?					
Where do they meet?					

2. Decide whether these statements are True or False. If they are false correct them and make them true.

- a. The European Parliament supervises the European Unions' activities.
- b. The European Council meets four times a year.
- c. The European Commission's main role is to pass European Union laws.
- d. The European Central Bank is responsible for managing the euro.
- e. The European Commission has the right to draw up proposals for new EU legislation.

Description:

1. This lesson is devoted to learning how the European Institutions work. As a result, at first, in order to evaluate the students' knowledge as well as to introduce them the topic, learners have to guess which feature corresponds to each institution.

2. Secondly, students have to translate some specific words into Spanish. These words have previously appeared in exercise 1.

3 Next, the class is divided into 4 groups. Each group is given the definition of a European Institution, which they have to prepare in order to teach it to their peers. Additionally, expressions to define it are underlined to encourage them to use them. Finally, each new group is created. This occasion, each group must have one member from each previous groups, so that they can all listen to their mates' definitions. To conclude, one member from each group must present to the whole class his/her institution. During this activity, the teacher must guide groups and solve any problem that may appear. It would be ideal if the language assistant could be present in order to read the texts and to help students.

4. Finally, in the last activity students are encouraged to participate by conducting a little research to discover which what recent news are about the topic they have dealt with in.

11.14 Session 3



1. Complete the sentences with *Fortunately/Unfortunately* taking into account the advantages of having an European citizenship. (10')

Imagine you want to travel around Europe by car. Fortunately.....
Unfortunately, you've lost your passport but luckily..... Your parents ask you if you need to exchange money since you are going to visit different countries however. Fortunately.....



During your stay you get sick. Luckily....

You are back in your country, you loved the experience and you think about studying abroad. Luckily.... In addition, you liked the experience and you fall in love for a Dutch. Fortunately.....

However, he has stable job in Holland, although, luckily..... Living in another city will make you miss Spanish products. However.....



2. Watch the following video. (5') "The Great Single Market"¹³



3. What do the following terms mean? In pairs, try to define and translate the following words into Spanish. (5')

Barriers

Pool

Boost

Import

Customs duty

Rid of

Borders

Currency

Taxes

¹³Video available at goo.gl/ReHijv



4. Watch the video once again. Which are the four types freedom mentioned in the video? define them. Provide two additional examples to each.(5')

1. 3.
2. 4.

5. Match the example to the four aspects of the single market and tick the appropriate box. How important are these aspects for you? (10')

	Free movement of persons	Free movements of goods	Free movement of services	Free movement of capital
I can buy a car and take it out duty-free.				
I can travel anywhere I like within the EU.				
I can deposit my money in a German bank.				
I can study in Hungary.				
My parents can send money to me where I am studying in Spain.				
I can order goods from Sweden over the Internet.				
I can practise as an architect in Malta and have houses built in Italy.				

(European Commission, 2014: 26)



6. Real-life writing.

Imagine you are an Erasmus student at the University of Prague. Write an email to your parents telling them about your experience. You can tell them how your adaptation to the city has been, the benefits of your travel and your future plans.

TIPS

Starting your letter:

- Thanks for your letter.
- Lovely to hear from you
- Hope you're well

Changing the topic.:

- anyway, the reason I'm writing...
- I thought I'd write to tell/ask you
- Anyway, I was wondering.

Commenting on something:

- I'm sorry to hear/learn
- I'm so pleased to hear...
- What wonderful news about

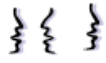
Ending your letter.

- Well, that's all for now
- Looking forward to hearing from you again.
- All the best.

Description:

1. The topic of this section is the 'Single market and trade'. In order to introduce the topic to students, in the first activity students must express using Unfortunately/fortunately expressions the advantages of being an European citizen.
2. To continue, students watch a video, which will be played twice, since at first they will have to watch it without to subtitles, which will be provided in the second reproduction.
3. In order to know they understand the content, they are asked to define some concepts appeared in the video. Finally, they try must enumerate the four concepts appeared in the video.
5. In exercise 5, students will be able to identify which aspects are more important for them. Additionally, this activity can be practice orally in groups, in order to change opinions. Finally, the teacher can ask them individually n order to create an 'open-conversation' in the class where students can participate freely.
6. Finally, in order to summary the new concepts from a real perspective, students must write an email, a letter to their parents, imaging they are Erasmus students at the University of Prague. It has been facilitated some set phrases in order to create the writing.

11.15 Session 4



1. Which countries are in the Eurozone? Circle the countries belonging to the Eurozone. Then, link each country with its coin. Check your answers with a partner(10')

Austria	Belgium	Bulgaria	Croatia
Cyprus	Czech Republic	Denmark	Estonia
Finland	France	Germany	Greece
Hungary	Ireland	Italy	Latvia
Lithuania	Luxembourg	Malta	The Netherlands
Poland	Portugal	Romania	Slovakia
Slovenia	Spain	Sweden	The United Kingdom





2. Watch the following video and answer the questions. (15')

a. First what do these words mean? Try to find a synonym for each. (5)

- i. transition
- ii. take shape
- iii. forerunner
- iv. forge
- v. currency

"The Idea of the Euro"¹⁴



1. When was the idea of creating a single currency approved?
2. Which was its name? Why was it changed?
3. Why did institutions and countries reject it?
4. Regarding coins and banknotes design, what are their characteristics?
5. When did the Euro come into circulation?

¹⁴Video available at goo.gl/DGEZQS

WHO CAN JOIN THE EURO ZONE?



3. Read the following text and complete the gaps with a suitable modal verb. (5')

The convergence criteria

In order to join the Euro area, each EU country meet the following five convergence criteria.

Price stability: the rate of inflation exceed by more than 1.5 % the average rates of inflation of the three member states with the lowest inflation.

Interest rates: long-term interest rates vary by more than 2 % in relation to the average interest rates of the three member states with the lowest interest rates.

Deficits: national budget deficits be below 3 % of GDP.

Public debt: this exceed 60 % of GDP.

Exchange rate stability: exchange rates have remained within the authorized margin of fluctuation for the previous two years. (Fontaine, 2010: 46)



4. Match each example with its correct term and its definition. (5')

You buy a t-shirt for 25€. A year later the t-shirt costs 30€ but you still have only 25€. It can be said that the price of the t-shirt has been increased

Interest rate

It is a rise in prices relative to the money available. In other words, you can get less for your money than you used to be able to get.

I have to give my parents 50€ but I only have 40€.

Inflation

It is the amount charged, expressed as a percentage of principal, by a lender to a borrower for the use of assets.

You want to buy a car and you ask for € 3,000 to your bank, which will give it to you, but you will have to give the bank back 3,150

Deficit

An amount (such as an amount of money) that is less than the amount that is needed

Vegetables prices changes depending on the season.

Fluctuation

To change frequently

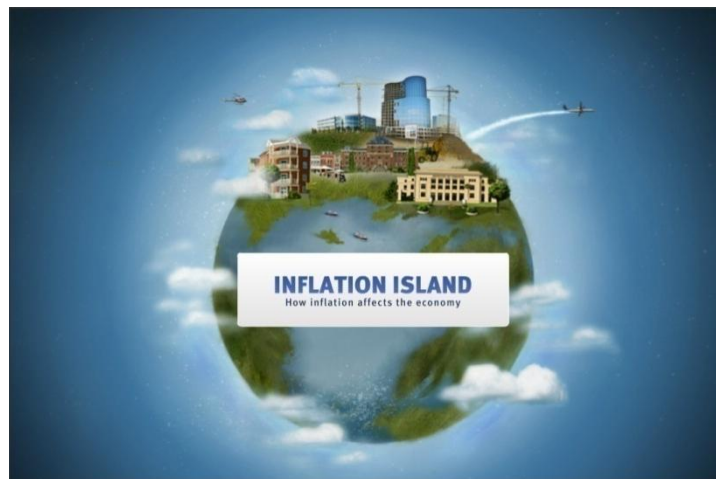


5. Acting out a real situation. (15')

Divide the classroom in 4 different groups. Each group will have to represent different economic situations: deflation, price stability, high inflation and hyperinflation. Each group will represent the different perspective of each economic situation: a financial district, a residential area, a ministry of finance, a campus and a construction site.

Finally, students representing different perspective will present their situation in front of the class.

In order to guide your interpretation go to the following website. "European Central Bank"¹⁵



¹⁵ Available at <https://goo.gl/QJS7LE>

ADDITIONAL ACTIVITIES

1. Try to find in this alphabet soup the following words translated into English.

1. Moneda

2. Convertir

3. Fluctuación

4. Interés

5. Déficit

6. Cambio

M F Y K Z Z T O D Z F S B U U
A A L C K T Z P H O J M H V F
B N N U N E I M R R Y R T D D
O Z Q P C E C E X C F U R K E
Q T E A V T R I I F N Q A L T
I B O L J U U R V C V T N S V
H Z N X N R Y A U F I F S C G
W R O N O A C S T C V N I E I
J J E T J H O D I I H L T G P
V R A C K P M F M X O D I N A
U Q K Z X M E R A T E N O A K
Q C P D J D J U U Y I A N H D
T S E R E T N I H I A I I C T
O T C N M K B C K C A J H X J
S E Q I B R R X Q I V G E E Y

2. Once you have found the words from the previous exercise. Define them and include one example in each definition. Try to use your own words.

Description

Session 4 has to do with the Euro. As a result, students in the first activity, as a warming-up exercise, must try to guess which coin belongs to each country.

2. To continue, students will watch a video. However, before watching it, we ask them for the meaning of some words in order to ensure they understand them. As in previous sessions, the video can be watched twice, with subtitles in the second reproduction.

3. In the third activity, students complete the text with a suitable modal verb. Since the text is about complex financial concepts, in the following exercise they will have to link every definition with its concept, as well as with an example.

5. Finally, in the last activity students will be divided into four groups. This exercise is similar to the expert groups previously described. However, this time ,students are helped by a digital 'game'. Finally, they will be asked to represent each situation in front of the class.

6. In order to finish the lessons, five minutes must be left, in order to explain students which task they will have to prepare for the following section, since it will be part of their evaluation. The instructions are presented in the following page.

It is worth mentioning, that for this lesson we will need the help of the language assistant. This way, students will be able to learn about currency used in other countries such as England and they will be able to discuss. . Moreover, the language assistant will help with any other issue.



Planning your project! My European Perspective

- Prepare a video in group of 4-5 students. It can be a Power Point presentation, a whiteboard video, or just a recording of yourself explaining your project.
- It should last 5 minutes approximately and all members of the groups must speak.
- You must cover the following points:

- Comment the following picture.



- How does the European Union affect your daily life? You must include concrete examples of goods, services or experiences which have influenced/ influence in your life.
- How European do you consider yourself? Why?
- Feel free to cover other possible points.

11. 16 Session 5

This session is devoted to a writing test¹⁶, which will comprise four different kinds of questions, related to what they have already seen in class. In fact, this task will be similar to what students have done during the lessons. Consequently they are already familiarize with it. It will include: a short quiz, definitions and short questions. The task must be done in 30 minutes.

In addition, students in groups of 4-5 people, will have to record a video in which they include the following points must be included

- I. How do you interpret the slogan of the poster?
- II. How does the European Union affect your daily life?
- III. How European do you consider yourself? why?

¹⁶It can be consulted in the annexed III

SELF-EVALUATION

SKILLS	YES	NO
<i>Listening</i>		
I can understand an original video with subtitles		
I can understand my teacher's instruction		
<i>Writing</i>		
I can tell the creation of the EU chronologically		
I can write a letter expressing the benefits of being an European citizen		
<i>Speaking</i>		
I can work with my mates to complete the task		
I can define new concepts		
I can make an oral presentation		
Interaction		
I can listen to my mates' opinions		
I respect when others are talking		
I can work in group		
<i>Reading</i>		
I can read European news		

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ANNEXES

Annex I Survey

Proyecto MON-CLIL: Los Efectos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en Comunidades Monolingües: Un Estudio Longitudinal

Cuestionario

1. CENTRO: _____
2. EDAD: _____
3. SEXO: Hombre Mujer
4. NACIONALIDAD: _____
5. TIPO DE PROFESORADO:
 - Lengua extranjera
 - Área no lingüística
 - Auxiliar lingüístico
 - Otro: _____
6. SITUACIÓN ADMINISTRATIVA:
 - Funcionario/a con destino definitivo
 - Funcionario/a con destino provisional
 - Interino/a
 - Otro: _____
7. SU NIVEL EN LA LENGUA EXTRANJERA QUE ENSEÑAS:
 - A1
 - A2
 - B1
 - B2
 - C1
 - C2
8. ASIGNATURAS QUE ENSEÑA EN INGLÉS:
 - Ciencias Naturales
 - Ciencias Sociales
 - Matemáticas
 - Dibujo
 - Música
 - Educación Física
 - Otro: _____
9. EXPOSICIÓN AL INGLÉS DE LOS ALUMNOS DENTRO DEL PROGRAMA BILINGÜE:
¿Cuántas asignaturas se enseñan en inglés? _____
¿Qué porcentaje de cada asignatura se enseña en inglés? 30% 40% 50% Otro: _____
10. ¿ES COORDINADOR/A DE SU SECCIÓN BILINGÜE? Sí No
11. EXPERIENCIA DOCENTE GENERAL:
 - Menos de 1 año
 - 1-10 años
 - 11-20 años
 - 21-30 años
 - Más de 30 años
12. EXPERIENCIA DOCENTE EN UN CENTRO BILINGÜE:
 - Menos de 1 año
 - 1-5 años
 - 6-10 años
 - 11-15 años
 - Más de 15 años

POR FAVOR, INDIQUE HASTA QUÉ PUNTO ESTÁ DE ACUERDO CON LOS SIGUIENTES ASPECTOS RELACIONADOS CON LA ENSEÑANZA BILINGÜE (1=Totalmente en desacuerdo; 2=En desacuerdo; 3=De acuerdo; 4=Totalmente de acuerdo).

1. USO, COMPETENCIA Y DESARROLLO DEL INGLÉS DE LOS ALUMNOS EN CLASE

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
1. Se desarrollan las competencias clave en clase	1	2	3	4
2. El inglés de mis alumnos ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
4. El español de mis alumnos ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
5. El conocimiento por parte de mis alumnos de los contenidos de las asignaturas enseñadas en inglés ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
6. La comprensión de mis alumnos de cómo funcionan las lenguas ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
7. La comprensión de la conexión entre inglés y español de mis alumnos ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
8. Mis alumnos tienen más confianza en sí mismos dentro de la clase bilingüe	1	2	3	4
9. Mis alumnos son participativos en la clase bilingüe	1	2	3	4
10. Mis alumnos se interesan en la clase bilingüe	1	2	3	4
11. A mis alumnos les gustaría más uso del inglés dentro de la clase bilingüe	1	2	3	4
12. Mis alumnos tienen una capacidad adecuada en comprensión y expresión oral en la lengua extranjera	1	2	3	4
13. Mis alumnos tienen una capacidad adecuada en comprensión y expresión escrita en la lengua extranjera	1	2	3	4
14. Mis alumnos tienen un conocimiento adecuado de aspectos socio-culturales y una conciencia intercultural en la lengua extranjera	1	2	3	4
Otro (especificar):	1	2	3	4

2. METODOLOGÍA

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
15. Se utiliza el aprendizaje basado en tareas en clase	1	2	3	4
16. Se utiliza el aprendizaje basado en proyectos en clase	1	2	3	4
17. Se da prioridad a la dimensión léxica en la clase bilingüe	1	2	3	4
18. Se utiliza aprendizaje cooperativo en la clase bilingüe	1	2	3	4
19. Se enfatiza la conexión entre la L1 y la L2	1	2	3	4
20. Se siguen las recomendaciones del Marco Común Europeo de Referencia	1	2	3	4
21. Se siguen las recomendaciones del Portfolio Europeo de Lenguas	1	2	3	4
Otro (especificar):	1	2	3	4

3. MATERIALES Y RECURSOS

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
22. Se utilizan materiales auténticos para la enseñanza bilingüe	1	2	3	4
23. Se adaptan materiales auténticos para la enseñanza bilingüe	1	2	3	4
24. Los materiales para la enseñanza bilingüe son interesantes e innovadores	1	2	3	4
25. Los profesores de la sección bilingüe colaboran para preparar y enseñar los materiales de enseñanza bilingüe en clase	1	2	3	4
26. Los materiales de enseñanza bilingüe siguen principios comunicativos	1	2	3	4
27. Los materiales de enseñanza bilingüe están adaptados para atender las necesidades de todos los alumnos	1	2	3	4
28. Se utilizan materiales multimedia (<i>software</i>) en clase	1	2	3	4
29. Se utilizan materiales de referencia <i>online</i> en clase	1	2	3	4
30. Se utilizan <i>blogs</i> , <i>Wikis</i> (herramientas Web 2.0) y <i>webquests</i> en clase	1	2	3	4
31. Se utilizan pizarras electrónicas interactivas en clase	1	2	3	4
32. Se utiliza comunicación mediada por ordenador en clase (e.g., <i>e-Twinning</i>)	1	2	3	4

33. Los materiales incluyen algunas pautas en español para que los padres puedan ayudar a sus hijos en casa	1	2	3	4
Otro (especificar):	1	2	3	4

4. EVALUACIÓN

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
34. Se evalúan todos los contenidos enseñados en el programa bilingüe	1	2	3	4
35. A la hora de evaluar, se da prioridad al dominio de los contenidos frente a la competencia lingüística	1	2	3	4
36. A la hora de evaluar, se incluye un componente oral	1	2	3	4
37. Se practica la evaluación diversificada, formativa, sumativa y holística	1	2	3	4
Otro (especificar):	1	2	3	4

5. FORMACIÓN DEL PROFESORADO

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
38. Los profesores de lengua extranjera necesitan más formación	1	2	3	4
39. Los profesores de áreas no lingüísticas necesitan más formación	1	2	3	4
40. Los auxiliares lingüísticos necesitan más formación	1	2	3	4
41. Los profesores de lengua extranjera motivan al alumno en su aprendizaje del inglés	1	2	3	4
42. Los profesores de áreas no lingüísticas motivan al alumno en su aprendizaje del inglés	1	2	3	4
43. Los auxiliares lingüísticos motivan al alumno en su aprendizaje del inglés	1	2	3	4
44. Los auxiliares lingüísticos colaboran con éxito con los alumnos de la clase bilingüe	1	2	3	4
45. Los auxiliares lingüísticos colaboran con éxito con los otros profesores de la sección bilingüe	1	2	3	4
46. Tengo una capacidad adecuada en comprensión y expresión oral en inglés	1	2	3	4

47. Tengo una capacidad adecuada en comprensión y expresiones escritas en inglés	1	2	3	4
48. Tengo un conocimiento adecuado de aspectos socio-culturales y una conciencia intercultural sobre la LE	1	2	3	4
49. Tengo conocimiento del plan de fomento del plurilingüismo de mi comunidad autónoma: objetivos, acciones, pilares, y marco legislativo	1	2	3	4
50. Tengo conocimiento de los principios básicos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras dentro de la educación bilingüe	1	2	3	4
51. He participado en formación sobre el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras	1	2	3	4
52. He realizado cursos de actualización lingüística en las EOI	1	2	3	4
Otro (especificar):	1	2	3	4

6. MOVILIDAD

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
53. He participado en programas de intercambio dentro de la sección bilingüe	1	2	3	4
54. He participado en cursos lingüísticos en el extranjero	1	2	3	4
55. He participado en cursos metodológicos en el extranjero	1	2	3	4
56. He obtenido licencias de estudios/investigación	1	2	3	4
Otro (especificar):	1	2	3	4

7. COORDINACIÓN Y ORGANIZACIÓN

ASPECTOS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	DE ACUERDO	TOTALMENTE DE ACUERDO
57. Formar parte de una sección bilingüe compensa el incremento de trabajo que implica	1	2	3	4
58. Colaboro en la elaboración, adaptación e implementación del Currículo Integrado de las Lenguas	1	2	3	4

59. Cumplido con el/la coordinador/a de la sección bilingüe cumple con todas mis/sus funciones dentro del Plan de Fomento del Plurilingüismo	1	2	3	4
60. Me comunico o el/la coordinador/a se comunica con otros centros bilingües y los/las coordinadores/as provinciales	1	2	3	4
61. Se recibe un apoyo adecuado de las autoridades educativas	1	2	3	4
Otro (especificar):	1	2	3	4

MUCHAS GRACIAS POR SU COLABORACIÓN

Annex II Descriptive Analysis Results

Uso, competencia y desarrollo del inglés de los alumnos en clase.

Estadísticos descriptivos

	N	Media	Desv. típ.
Se desarrollan las competencias clave en clase	11	3,09	,302
El inglés de mis alumnos ha mejorado debido a su participación en un programa bilingüe	11	3,27	,647
El español de mis alumnos ha mejorado debido a su participación en un programa bilingüe	11	2,91	,302
El conocimiento por parte de mis alumnos de los contenidos de las asignaturas enseñadas en inglés ha mejorado debido a su participación en un programa bilingüe	11	2,73	,647
La comprensión de mis alumnos de cómo funcionan las lenguas ha mejorado debido a su participación en un programa bilingüe	11	3,45	,522
La comprensión de la conexión entre el inglés y el español mis alumnos ha mejorado debido a su participación en un programa bilingüe	11	3,27	,467
Mis alumnos tienen más confianza en sí mismos dentro de la clase bilingüe	11	2,64	,674
Mis alumnos son participativos en la clase bilingüe	11	2,82	,603
Mis alumnos se interesan en la clase bilingüe	11	2,91	,539
A mis alumnos les gustaría más uso del inglés dentro de la clase bilingüe	11	2,27	1,009
Mis alumnos tienen una capacidad adecuada en comprensión y expresión orales en la lengua extranjera	11	2,45	,522
Mis alumnos tienen una capacidad adecuada en comprensión y expresión escritas en la lengua extranjera	11	2,45	,688

Mis alumnos tienen un conocimiento adecuado de aspectos socio-culturales y una conciencia intercultural en la lengua extranjera	11	2,36	,674
N válido (según lista)	11		

Metodología

Estadísticos descriptivos

	N	Mínimo	Máximo	Media	Desv. típ.
Se utiliza el aprendizaje basado en tareas en clase	11	3	4	3,27	,467
Se utiliza el aprendizaje basado en proyectos en clase	11	2	4	3,00	,775
Se da prioridad a la dimensión léxica en la clase bilingüe	11	2	4	2,55	,688
Se utiliza aprendizaje cooperativo en la clase bilingüe	11	2	4	3,00	,632
Se enfatiza la conexión entre la L1 y la L2	11	2	4	2,91	,539
Se siguen las recomendaciones del Marco Común Europeo de Referencia	11	2	4	2,73	,647
Se siguen las recomendaciones del Portfolio Europeo de Lenguas	11	2	3	2,64	,505
N válido (según lista)	11				

Materiales y recursos

Estadísticos descriptivos

	N	Media	Desv. típ.
Se utilizan materiales auténticos para la enseñanza bilingüe	11	3,09	,539
Se adaptan materiales auténticos para la enseñanza bilingüe	11	3,27	,467
Los materiales para la enseñanza bilingüe son interesantes e innovadores	11	3,00	,447
Los profesores de la sección bilingüe colaboran para preparar y enseñar los materiales de enseñanza bilingüe en clase	11	3,18	,405

Los materiales de enseñanza bilingüe siguen principios comunicativos	11	3,00	,632
Los materiales de enseñanza bilingüe están adaptados para atender las necesidades de todos los alumnos	11	2,55	,820
Se utilizan materiales multimedia (Software) en clase	11	3,00	,632
Se utilizan materiales de referencia online en clase	11	3,36	,505
Se utilizan blogs, Wikis, (Herramientas Web 2.0) y webquests en clase	11	3,00	,447
Se utilizan pizarras electrónicas interactivas en clase	11	2,27	1,009
Se utiliza comunicación mediada por ordenador en clase (E.g., e-Twinning)	11	2,09	,539
Los materiales incluyen algunas pautas en español para que los padres puedan ayudar a sus hijos en casa	11	2,18	,751
N válido (según lista)	11		

Formación del profesorado

Estadísticos descriptivos

	N	Mínimo	Máximo	Media	Desv. típ.
Los profesores de lengua extranjera necesitan más formación	11	1	4	2,36	,924
Los profesores de áreas no lingüística necesitan más formación	11	2	4	3,27	,647
Los auxiliares lingüísticos necesitan más información	11	2	4	3,36	,674
Los profesores de lengua extranjera motivan al alumno en su aprendizaje del inglés	11	2	4	3,27	,647
Los profesores de áreas no lingüística motivan al alumno en su aprendizaje del inglés	11	3	4	3,36	,505
Los auxiliares lingüísticos motivan al alumno en su aprendizaje del inglés	11	2	4	2,64	,924

Los auxiliares lingüísticos colaboran con éxito con los alumnos de la clase bilingüe	11	2	4	2,55	,688
Los auxiliares lingüísticos colaboran con éxito con los otros profesores de la sección bilingüe	11	2	4	2,64	,674
Tengo una capacidad adecuada en comprensión y expresión orales en inglés	11	2	4	3,09	,701
Tengo una capacidad adecuada en comprensión y expresión escritas en inglés	11	2	4	3,09	,539
Tengo un conocimiento adecuado de aspectos socio-culturales y una conciencia intercultural sobre la LE	11	2	4	2,73	,647
Tengo conocimiento del plan de fomento del plurilingüismo de im comunidad autónoma: objetivos, acciones, pilares y marco legislativo	11	2	3	2,55	,522
Tengo conocimiento de los principios básicos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras dentro de la educación bilingüe	11	2	3	2,45	,522
He participado en formación sobre el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras	11	2	3	2,36	,505
He realizado cursos de actualización lingüística en las EOIs	11	2	4	2,55	,688
N válido (según lista)	11				

Coordinación y organización

Estadísticos descriptivos

	N	Mínimo	Máximo	Media	Desv. típ.
Formar parte de una sección bilingüe compensa el incremento de trabajo que implica	11	2	4	2,82	,874
Colaboro en la elaboración, adaptación e implementación del Currículo Integrado de las Lenguas	11	2	4	3,00	,775

Cumplo con o el/la coordinador/a de la sección bilingüe cumple con todas mis/sus funciones dentro del Plan de Fomento del Plurilingüismo	11	3	4	3,09	,302
Me comunico o el/la coordinador/a se comunica con otros centros bilingües y los/las coordinadores/as provinciales	11	2	4	2,82	,751
Se recibe un apoyo adecuado de las autoridades educativas	11	1	3	1,82	,603
N válido (según lista)	11				

Annex III Didactic Unit test

SOCIAL SCIENCES: "MEET EUROPE"

NAME:

SURNAME:

Date:..... **Course:** 4E.S.O **Group:**.....

Final Mark:.....

1. List the main treaties signed necessary to build the European Union as we know it know nowadays. (1 point each)

2. Circle the correct answer. (4 points)

How many countries belong to the European Union?

- a) 12
- b) 15
- c) 25
- d) 28
- e) 30

How are Members of the European Parliament elected?

- a) They aren't appointed by each country's Head of State at the suggestion of the Head of Government.
- b) In the parliament each Member State, because Members of the European Parliament are also members of their national parliaments.
- c) They are delegated to the European Parliament by each of the national parliaments.
- d) In general elections with secret ballots, just like the Members of Parliament in their countries.

The Court of Justice of the European Union upholds European Law. Where is the Court based?

- a) In Lisbon.
- b) In Strasbourg.
- c) In Brussels.
- d) In Luxembourg.

What took place at the Treaty of Rome in 1957?

- a) The adoption of a common European Framework

- b) An agreement by "the Six" to develop a common defence strategy.
- c) The signing for creating the European Economic Community by "the Six".
- d) The termination of Germany's membership in the ECSC.

3. Explain the following European institutions. Remember to mention what they do, how their members are elected, where their headquarters is located. (9 points)

- a. European Parliament.
- b. European Commission.
- c. European Central Bank.

4. Filling the gaps. Complete the following text with the most suitable word. (4 points)

The free _____ of persons affects us in many ways. Whether we want to go on holiday to another European country, work there or settle there with or without a job, we have the _____ to do so. We can bring souvenirs and buy things from other countries thanks for the free movement of _____. Additionally, you don't have to care about changing money since we have common_____.

Annex IV Video transcripts

A-Z: A for Accession

Hi! Welcome to A-Z.

A for Accession.

It's not easy to join the EU. Between the application date and the entry date, it can take several years. The Croatian Foreign Affairs Minister said it was like the 110 meters hurdles. A country has to apply to join the EU. For that, the country must be on the European continent, not be at war and be a democracy.

Only they can the Commission declare it to be an official candidate but with no guarantees of success.

In 2004, Croatia becomes a candidate for EU membership, after three years of preparation, and it needs to do more before starting the accession talks. The EU helps the candidate to learn the rules of the game. The country must familiarize itself with EU policies in order to adapt to EU programs, for to take part in the accession talks it must meet many other conditions: respect human rights, have a strong economy in order to withstand EU competition and be able to apply EU policies.

If the candidate meets all these conditions, the parliament and Council may give the go-ahead to start the accession talks. A long process which resembles the 110 meters hurdles.

In 2005, it's kick-off for Croatia. Croatia Vice Prime Minister Kosor starts the accession process. Croatia must make every effort to adapt to EU requirements and reach a certain level in areas like justice, employment and environment. But it's difficult to do a clear round.

In 2009, the talks get stuck due to a border question with Slovenia, and EU member. Candidates must pass a number of tests: they must respect 33 chapters of EU law, like Fisheries, Transport, Justice and Environment.

In 2009-2011, Gordan Jandrokovic, Croatian Foreign Affairs Minister is making steady progress. The EU has closed 28 out of 33 chapters. Croatia is approaching the final stage, but major obstacles remain. It must radically reform its judicial system, ensure a better protection of human rights and fight corruption.

These are the hardest steps to take. But implementing the chapters doesn't mean the country will enter the EU. When the country is ready, an accession agreement must be submitted to the Council and the EP.

This treaty must be signed by the candidate and all the Member States with no exceptions. Only when the 27 Member States have ratified the agreement can the country join the EU.

Today, there are 27 Member States in the EU. Soon we'll be talking about the 28 Member States, with Croatia, which signed the accession treaty in December 2011 and will become a member of the EU in mid-2013 are the earliest. Iceland should follow soon after. Then it will be the turn of the other Balkan countries. The schedule is not yet fixed.

Between 2015 and 2020, Bosnia and Herzegovina, Serbia, Montenegro, Kosovo, Albania and the former Yugoslav Republic of Macedonia could join the EU. As for Turkey, the integration process remains on hold. Goodbye.

The Great Single Market.

Hello and welcome to Eureka.

The European Union is the world's biggest market in the world. Its 27 Member countries bring together almost half a billion consumers. But it wasn't always like that, to become such a big internal market, many obstacles between EU countries had to be eliminated.

In 1957 six European countries came together, Belgium, Germany, France, Italy, Luxembourg and Netherlands create the European Economic Community or EEC. In 1951 they had already pooled their coal and steel, with the EEC they wanted to go further. The aim was to develop a common European market and boost economic growth in Europe.

Politically, it was also a way to bring nations closer to each other. To achieve this, Europeans would have to remove one by one all barriers to free circulation of goods, services, capital and people-the four freedoms.

In 1968 the first obstacle falls. Customs duties disappear among the countries in the EEC. This was the customs union-the free movement of goods. but trade is limited by a whole series of obstacles; taxes, safety rules and industrial and health standards vary in the EEC and these differences prevent the free movement of goods. Because some countries used the as an excuse to block imports. It took almost 20 years for all the Community's members to accept each other's rules.

In 1986 the countries in the EEC signed the Single European Act. They wanted to complete the single internal market by 1 January 1993.

In 1993 the single market becomes a reality, The European Economic Community becomes the European Union. Services and capital being to move freely among countries. Post services, tourism, research and the environment are all affected. More time would be needed for changes to telecommunications and transport. There were more ideas on how to improve the single market.

Eureka! Europeans decided to set up a single currency by 2002. The currency is called the euro. Its aim was to make trade easier among countries.

In 1995 saw passport-free travel within the EU and an end to police controls at borders thanks to the Schengen agreements, signed ten years earlier by five Member States that created a zone without any internal borders. Thanks to Schengen Europeans can work and travel in another EU state. Since its creation Europe's single market has generated millions of jobs and some 800 billion Euros in additional wealth. Bingo!

In 2002 it was strengthened by the single currency. Along with the Euro the single market cements European integration. Bye!

The Idea of the Euro

Hi and welcome to Eureka.

Do you recognize this? It's hard to imagine Europe without the euro. However, before 2002, every country had its own currency. It took 10 years for Member States to transition over to the euro and for the single currency to become a reality. Let's take a look at a great European project.

In 1992, the idea of the single currency began to take shape. In the Maastricht Treaty, the Member States agreed on the stages of transition. Plans were made for a Central Bank. The ECU was the forerunner of the single currency. The Maastricht Treaty kept this name for the currency. But in German an ECU sounds like 'eine Kuh', which means 'a cow', so a name had to be found that worked in all languages. This was a challenge that took 3 years.

In 1995, in Madrid, the Heads of State chose a name for the single currency. It was to be called the euro, though some thought it would never happen as in the 90's the EU went through an economic crisis. It was hard to explain the benefits of a single currency to the citizens. The Danes rejected it. The markets attacked the European currencies but the European monetary system held strong.

Finding a name was one thing, carrying on the single currency project, another. It's not easy to replace one currency with another as a currency is a national symbol, which every country is very attached to. Also, some countries feared that it would weaken their economy. They were nervous about entrusting their economy to a European Central Bank. It would take 5 years for the ECB to be established.

In 1957, the European Central Bank was formed, with headquarters in Frankfurt. It was responsible for the design of the banknotes, which had to be impossible to forge and symbolize the building of Europe. The European Commission

designed the coins. Unlike the notes, one of the faces of each coin reflects its country of origin.

The euro was to be born 2 years later in 1999. But it wasn't until 2002 that it came into circulation as Europe had to prepare for the largest monetary project in history. Bye!