Master’s Dissertation/ Trabajo Fin de Máster

CLIL: DESIGNING A DIDACTIC UNIT FOR THE SOCIAL SCIENCES

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RESUMEN
La enseñanza bilingüe es la nueva apuesta de los centros educativos con el fin de mejorar los conocimientos y las competencias en una lengua extranjera. Esta enseñanza se realiza mediante el Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE) que promueve la enseñanza de contenidos usando la lengua extranjera como lengua vehicular. Este ensayo se centrará en la elaboración de una unidad didáctica basada en esta metodología. En primer lugar, se describirán las características que una buena programación debe cumplir, así como la elección y adaptación del material necesario. La segunda parte de este ensayo muestra un ejemplo de una unidad AICLE, diseñada para cuarto curso de Educación Secundaria Obligatoria (ESO) para la asignatura "Ciencias Sociales".

ABSTRACT
Bilingual education is the new commitment of educational centers in order to improve students' knowledge and skills in a foreign language. This teaching is done through Content and Language Integrated Learning (CLIL) which promotes the teaching of content using the foreign language as a vehicular language. This essay focuses on the development of a didactic unit based on this methodology. The first part describes the characteristics that a good lesson plan must meet, as well as the choice and adaptation of the necessary materials. In the second part of this essay, we propose an example of a CLIL unit, designed for the fourth course of Compulsory Secondary Education (ESO) for the subject "Social Sciences"

Keywords: CLIL, didactic unit, material,
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1. INTRODUCTION

Foreign languages have always been present in the educational system, however, the methodology employed to teach them has differed along the years, in relation with the demands of the society as well as the resources available. As a consequence, we can distinguish some methods such as the grammar-translation, audiovisual, communicative approach or task based approach, nevertheless, the final goal is always to achieve proficiency. Additionally, the target language has varied as well, while classical language such as Latin or Greek were taught in the past, French and more recently English has become the predominant foreign languages chosen to learn (Coyle, Hood and Marsh, 2010:ix). This fact could be due to its role as lingua franca, that is to say, the communicative language chosen by speakers with different native languages.

The relevance of achieving a proficient competence in a foreign language, in our current society is supported and promoted by the European Union, which in 1995 launched the White Paper, that is to say the document describing the future path and goals on education with the aim of encouraging and establishing the demand of becoming competent in three European languages, that is to say the native language in addition to two European languages (2+1) (Scott and Beadle, 2014:9). Setting this goal in the Spanish context, researches such as the one by Lagasabaster and Sierra (2009:13) illustrate that people have not achieved this goal, since more than a half of the surveyed population is monolingual, and they see themselves unavailable to communicate in other languages.

It is in this context where we find a new methodology, which is Content and Language Integrative Learning (CLIL), which in the case of Andalucía, has been promoted since 2005, when the Plan for the Promotion of Plurilingualism was launched with European funds. It aims is to promote bilingual education from Primary to Secondary education. This program implies the presence of native speakers in the classrooms, the increase of teacher training programs, as well as the promotion of mobility programs, such as immersion or exchange programs, which enable teachers to learn and exchange ideas as well as new pedagogical experiences with the aim of bringing to their lessons the multicultural and plurilingual reality (Lorenzo, 2010:5).

This dissertation will try to explain briefly the theoretical background of the
Content and Language Integrated Learning. It will be focused on the requirements and steps needed to design a didactic unit according to CLIL, as well as on the materials needed to carry it out successfully. Finally, in order to illustrate the theoretical points described, a didactic unit related to Globalization and designed to students in fourth year of compulsory education will be provided.
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, 2012:1). The CLIL methodology is known in Spain as AICLE, in which the initials stand 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 and 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, 2015:10). 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, 2005:158). 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 expanded widely and been incorporated in schools. Indeed, the European Council in 2005 recommended the participation of students in this new approach and encouraged teachers to receive proper training in CLIL (Eurydice, 2006).
2.1. CLIL vs. IMMERSION PROGRAMS

Before going deeper into CLIL, it is essential to identify which are the similarities and distinctions we find between CLIL and immersion programs, with the aim of establishing which are the borders that limit them. In this respect, authors (Lasagabaster and Sierra, 2009; Somers and Surmont, 2011) distinguish six main issues which deal with; the language of instruction, the language objectives, the role of teachers, the teaching materials employed, the profile of students and the researches conducted.

Firstly, the language used in immersion programs is the one spoken within the student's context; that is to say, it is spoken by the local people, therefore, outside school the student has still contact with the language used at school. Students only have access to the vehicular language used in CLIL at school. Therefore, they receive less input in the foreign language and they have less opportunity to use the language in informal contexts outside their lessons. In connection, regarding language competence, students in an immersion programs aim to achieve native use of the language whereas students in CLIL tend to achieve an advanced level, that is to say B2 level according to the CEFR.

To continue, teachers in immersion programs are native speakers of the foreign language or they have a proficient level, whereas CLIL teachers do not have this excellent command of the language. For instance, in the case of Spain, teachers are asked to obtain a B2 level of the foreign language as a requirement to teach a subject with CLIL methodology (Lagasabaster and Sierra, 2009:371). In connection with language competence, students in an immersion programs aim to achieve a native use of the language whereas students in CLIL tend to achieve an advanced level, that is to say a B2 level according to the CEFR.

Regarding the teaching materials used in CLIL, they are designed and adapted by CLIL teachers and they need to be consciously thought for the language level of students, whereas more original and native materials are used by teachers in immersion programs.

Considering the profile of students that are enrolled in immersion programs, he is usually immigrant, whereas CLIL students are not. Indeed, this is one of the features why immersion programs are classified as more exclusive programs, whereas CLIL is
more accessible to everybody.

Finally, despite the fact that CLIL is a more recent methodology than immersion programs and has been researched less, it seems that researches on CLIL are growing exponentially, and more and more often it is possible to find bilingual schools using CLIL, as it is the case of Spain.

It is worth mentioning that both programs have points in common. Both programs are based on the communicative approach; they both aim to achieve language competences without damaging content learning. Moreover, teachers of both methodologies must be bilingual, they must have good command of the foreign language, as well as a native competence of students' mother tongue. Furthermore, the language taught to students must be new, comprehensible and meaningful to them, so that they can progress. Finally, although the starting age is seen by authors (Lagasabaster and Sierra, 2009:8) as a difference between both programs, the growing implantation of CLIL programs in the initial ages shows that both programs start during the early educational stages.
2.2. DEEPER EXAMINATION OF CLIL.

In order to understand the design of a CLIL lesson plan, it is worth knowing which the theoretical grounds in which CLIL is based are, as well as to know which its main objectives are.

To start with, it is crucial to consider three fundamental components of CLIL which are content, language and context, since as we mentioned above, it could be said that this methodology is the result of the combination of these three components.

The content is usually based on a fixed curriculum guided by the compulsory syllabus imposed by the educational institutions. (Coyle, Hood and Marsh, 2010:56). Therefore, for instance, in Andalucía, the content should follow the recommendations set by the LOE¹ (Organic Law of Education) or LOMCE² (Organic Law for the Improvement of Educational Quality). However, when designing the content and how it is going to be proceeded; it is essential to take into account that the ‘protagonist’ is the student and that the content is designed considering their interests, moreover the requirements of society and the actual world must be collected, since it is worth remembering that one of the objectives in CLIL is to prepare students for the real world. In other words, it is important to consider the substance and meaning of what is being taught (Coyle, Hood and Marsch, 2010:29). It should be taught to develop learners' own learning strategies, and to make them aware of their own learning process Salaberri and Sanchez, (2012:104).

On the other hand Coyle, Hood and Marsh (2010:50) explain that the content can be also designed taking two different points of view into account, as a result, the content can be "content-led", this way, the content of the unit will prevail above the language. On the other hand, a CLIL lesson unit can also be "language-led", according to which, special attention will be addressed to students' communicative competence. Nonetheless, there is not one focus better than the other, but what matters is the relation and dependence they have between them. In short, it could be said that the content in CLIL lesson units should be based on meaningful, interesting activities that can cover the content, but at the same time special attention should be considered to the exposure of the language that the students will receive, so that we can expose them to new

¹Ley Orgánica de Educación (LOE)
²Ley Orgánica para la mejora de la calidad Educativa (LOMCE)
structures, vocabulary and use of language, so that they can improve their language competences.

Concerning the language, authors such as Attard Montalto, Walter, Theodorou and Chrysanthou, (2015:9) and Llinares, Morton and Whittaker (2012: 334) distinguish three different metafunctions of language that are present in a CLIL lesson. In this respect, we can find the language of learning, which is the "new" language learnt by students through the didactic unit, the language for learning, which is the one used by learners to communicate during the lesson, and finally, the language through learning, which is the language that the student discovers while he/she goes through the lesson plan, therefore, it is new for them, and it will be more complex since it will imply new grammatical forms and specific vocabulary required by the subject and topic they will deal with.

Additionally, the language employed in class, should be a common-day language, that is to say, in CLIL programs it is important to provide students with the real use of the language, so that they can use it in their daily life and in a real communicative situation. As a result, it will be characterised by the presence of colloquial expressions, as well as by chunks and set expressions (Tejada, Perez and Luque, 2005, 175). In this respect, it could be concluded that students are exposed to CALP (Cognitive Academic Language Proficiency) and BIC (Basic Interpersonal Communication Skills), they refer to the language use in academic context, which is usually more formal than the everyday language.

On top of this, when designing a CLIL lesson plan, it is crucial to consider the context in which the lesson plan is going to be performed, this is justified according to Llinares', Morton's and Whittaker's (2012:11) approach by considering learning as a social procedure. Therefore, special interest should be devoted to the communication between peers and teachers with students. However, in order to achieve this goal, it is important that the lesson plan should be specifically designed to promote communication as we will discuss according to Attard Montalto, Walter, Theodorou and Chrysanthou(2015:29).

Finally, Salaberri Ramiro and Sanchez Pérez (2012:93) describes which are the goals that language teachers must fulfill when using a CLIL methodology (p. 93):

- "Allow a better command of written and spoken codes."
o Promote a reflection about communication, human language and foreign languages.

o Encourage a reflexive critical attitude about the knowledge related to languages.

o Publicize the language heritage in Europe.

o Develop verbal and non-verbal creativity.

o Enter an aesthetic of verbal creations and an approximation to literary texts.

o Knowing other societies."
Content and Language Integrated Learning is based on constructivism, that is to say, that learners' learning is fostered through experiences, as a result, they are aware of their own learning process, and they create their own rules and understanding of what they learn. Consequently, teachers must guide students to go through this process, promoting group work and communication (Casan-Pitarch, 2015:215).

Methodologically speaking, it could be said that CLIL is the result of the combination of two different approaches: the communicative approach, since as it was previously mentioned, the aim of CLIL is to achieve fluency on students, and the task based approach, by which the didactic units are designed (Roos, 2014:101).

Communication and interaction play a central role in a CLIL lesson, indeed, it is one of the four Cs’ framework explained by Coyle et al (2010:24) and which characterized and summarized CLIL’s main conceptions. The four Cs make references to:

- Communication: Interaction between peers and teachers is essential to progress in the foreign language.
- Content: CLIL combines the learning of knowledge from different subjects.
- Cognition: For learners, CLIL means a cognitive challenge, since it implies a hard thinking process, to construct their own knowledge schema.
- Culture: Learning a new language implies learning a new culture. CLIL involves learners in a multicultural environment.

Furthermore, the communicative approach presupposes learners to produce in the foreign language, so that authors such as Swain (1985) link it with the Output Hypothesis, which specifies that learning occurs with the production in the foreign language. Additionally, it is this way how students realize what they have to improve and they become conscious of their own learning progress (Roos, 2014:102). However, to achieve learners' active participation in the classroom, activities must be student-centered. Furthermore, it is crucial that teachers have a good command of the foreign language, so that they can feel self-confident, and they can interact with students. Indeed, this is agreed as a crucial feature for the success of a CLIL lesson, in the

In relation to the task-based approach, CLIL fosters interaction between students, since it promotes group-work, as well pair-work, therefore they can use the language they already know to solve problems, to negotiate meaning or to create their own content knowledge and projects. Moreover, these tasks lead them to simulate real life conditions and as a result they use daily life language (Roos, 2014:103).

Finally, the following figure illustrates the main ideas expressed in this section, which links and summarizes the main ideas exposed. Therefore, it combines the four Cs with the task-based approach.

![Figure 1. Applying the 4Cs model to CLIL task-design (Roos, 2014) (p. 109)](image)

Finally, according to Banegas (2015:115), we could distinguish between content and language activities. The former involves all those activities which lead learners to discover new content through cognitive processes, for example, watching a video or listening a record and recollecting information, matching terms and definitions or a reading activity in which they decide which sentences are true or false. On the other hand, language activities enclose all those activities which are focused on developing language strategies, such as asking learners to highlight past verbs, or classify adjectives and nouns taken from a text or detecting mistakes in a sentence and rewriting it correctly.
2.4. ENSURING QUALITY IN A DIDACTIC UNIT.

Oliver Meyer (2010) in his article "Towards quality-CLIL: successful planning and teaching strategies" establishes six strategies to ensure the quality of a CLIL lesson, however, only five of them will be highlighted in this section, since the importance of interaction has already been explained.

2.4.1 Rich Input

When choosing and selecting the material that teachers will provide students, it is essential that it is authentic, meaningful and challenging. As a result, the input should be taken from real native contexts, so that they can feign real-life situations as well as to promote interactive and communicative activities. As a result, learners will improve their communicative competence and will achieve fluency in the foreign language, since they will focus on meaning rather than form (Pavesi, Bertocchi, Hofmanova and Kasianka, 2001:79).

These feature should be combined with providing students with meaningful activities that fit students' interests and relate the knowledge they have already acquired with the new one. This way, students will be more participative and engaged in the lesson. In relation with challenge input, it is worth mentioning that CLIL follows Krashen's (1985) input hypotheses by which learners should be provided with a comprehensible input (i+1).

Finally, we are going to mention one additional feature claimed by Pavesi et al (2001: 89) who claim that input should be multi-modal as well. It refers to provide students with input from several and different sources, such as visual input (diagrams, videos or maps) or audio input (records) with the aim of enclosing the multiple intelligences\(^3\) present in the classroom, and of helping students to overcome any lack of understanding in the foreign language.

2.4.2 Scaffolding Learning.

Students are faced with a hard cognitive process when they are in a CLIL lesson as it

\(^3\)According to Gardner (1983) there is not only one single intelligence, but eight different ones by which students process the information in different ways. The eight multiple intelligences identified are: visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, naturalistic and logical-mathematical.
has been explained in the previous sections. As a result, it is fundamental that they can be helped and assisted by their teachers and peers. However, this help should be progressively reduced till the student achieves autonomy to reach the objectives of the sessions. As a result, teachers should design the syllabus and sessions being aware of students' process of learning and their actual knowledge. Additionally, in order to achieve autonomy, students must be provided with learning strategies that can favour this process.

2.4.3 Intercultural Dimension.

With the aim of preparing students to the current globalized world, it is important to teach about other countries and cultures, this way, they will emphasize easily with others and they will be able to work and interact with people from different cultures, since by culture, we also mean different points of view, non-verbal communication or any other differences we may find. Therefore, it could be said that students will become more tolerant and respectful (Meyer, 2010:19).

2.4.4 Make it H.O.T.

The initials stand for Higher Order Thinking. It means that teachers when designing a didactic unit should pay special attention to how they organize it, presenting new content and linguistic information progressively so that students can turn it into intake.

In this sense, it is helpful to mention Bloom’s (1956) taxonomy, which describes which the primary steps students should follow to achieve acquisition as well as autonomous working. The following figure illustrates which the steps are and which order should they follow.

Figure 2. Blooms’ taxonomy
2.4.5 Sustainable Learning.

This concept makes reference to the capacity of learning with the aim of being able to store and retrieve information easily, so that students can have access to their knowledge whenever they need it. This way CLIL avoids memorizing contents students will forget more easily. In order to achieve this goal, our didactic lessons should be designed to link them to students' experiences, promoting autonomous work, organizing and clarifying their learning process, or promoting spiral learning, so that students can remember and use previous knowledge they have acquired.
2.5 ASSESSMENT

Assessment could be defined as the last step to consider in a process of learning, since it will reflect what students have learnt through the unit, in addition, it will provide useful information to teachers as well as to students. On the one hand, students can realize what they have learnt, and what they need to improve, whereas teachers will know which aspects must be reinforced, or if there are some issues that need to be improved in class. However, the most difficult issue in relation to assessment has to do with 'what' must be assessed and 'how' it should be done.

On the one hand, Pavesi et al. (2001:97) claim that assessment should be focused on content rather than on language. Furthermore, they suggest to divide the lesson in two different sections; the first one will include the assessment of content knowledge, whereas the second one will address linguistic knowledge. In the end, it is essential to reflect in our evaluation the teachers' objectives established in the lesson plan, which can be divided into content and linguistic objectives, so that students can be aware of what they are expected to achieve.

On the other hand, regarding the way we should assess our students, Hönig (2009:17) suggests to carry out summative assessment, in which we include participation in class, which encloses all the activities carried out in class in which students are active and participative, and oral and written productions, where the content rather than the language used is evaluated, in order to foster fluency. In brief, we should include all the exercises carried out throughout the lesson plan.

Finally, Casal (2016:144) sees assessment from a social point of view, by which she highlights the importance of cooperation and interaction in learning, so that they must be reflected on assessment as well. As a result, according to her (145)

"Cooperative Learning assessment should therefore reflect a group component, providing information about the learning outcome of the group as a whole and an individual component showing what the individual has learnt and how well they can perform on their own."
3. DIDACTIC UNIT

UNDERSTANDING GLOBALIZATION
3.1. Contextualization

This lesson plan has been designed for students of fourth year of Compulsory Secondary Education from the High School "Rodríguez Delgado" located in Ronda (Málaga). Therefore, this stage corresponds to the level A2.2 as defined in the Common European Framework of Reference for Language.

There are 28 students in this group, 40% of them are male, and the remaining 60%, are female. 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, who may need specific attention, but it will be specified in the section "Attention to diversity".

This didactic Unit is designed for the subject "Social Sciences, Geography and History" and its thematic core deals with the topic of Globalization. We will try to explain to the students what Globalization means, identifying its causes as well as its consequences, among other points. It is worth mentioning that all these aspects will be covered trying to relate the topics to current news or to the students' daily life, with the aim of increasing their motivation, participation and involvement in the unit.

3.2. Sequencing and number of sessions

This didactic unit will take place in the third term of the course, since it belongs to the last block. As a result, it is estimated that it can be carried out in May.

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

- Session 1: What is globalization?
- Session 2: Causes of globalization
- Session 3: What factors are influenced by globalization?
- Session 4: Benefits and drawbacks of globalization
- Session 5: Writing test
3.3. Didactic Objectives

1. To define the term globalization
2. To identify globalization in students' regions and surroundings
3. To identify the causes of globalization
4. To explain the factors that influence the process of globalization
5. To distinguish the advantages and disadvantages of globalization

3.4. Justification/ Key Competences

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

The key competences from the linguistic area are the following:

1. To improve 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 learning strategies which may prepare students progressively in order to make decisions that favour their autonomy to use and to keep on learning the foreign language throughout their lives.
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 to seek for authentic information and develop their autonomous work.

The key competences from the content area are the following:

I. To understand geography as the result of the interaction of societies on the environment in which they operate.

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 to acquire a global perspective of
the evolution of humanity and develop an interpretation of it which facilitates the understanding of the plurality of the social communities to which they belong.

IV. To acquire and use the specific vocabulary provided by the social sciences to increase accuracy in the use of language and to improve communication.

3.5. Contents

According to the Royal Decree 1631/2006, this lesson plan covers block 9 whose aims are to present the economic globalization, the international relations in the world, and the focus on conflicts and technological advances.

3.5.1 Linguistic Contents

3.5.1.1. Functions

- To talk about and explain the current global situation.
- To express personal opinions.
- To explain the relation and dependency between factors.
- To argue advantages and disadvantages regarding the topic.

3.5.1.2. Structures

- Defining new terminology:
  "It is a process..."  "The main drawbacks are..."
  "It could be said that"  "The most important point"

- Debating,
  o "I strongly agree' " "Sorry for interrupting you but..."
  o "I would agree if..."  "Nonsense"

3.5.1.3 Glossary

-Globalization  -Outsourcing  -Global warming
3.6. Interdisciplinary elements.

- Physical Education. Students can deepen on sport practices all over the world; they can learn new sports and know which the most common ones are. All this information can be useful for the first session since they will have to provide examples of globalization.

- Foreign Language. During the English lessons, learners can receive support to help them define terms or write commentaries. Moreover, they can review how to write an opinion essay for their final test, or how to express agreement and disagreement.

3.7. Cross-curricular elements.

- Acquisition of social skills emphasizing dialogue as an instrument to respect others, through tolerance 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' perspectives.

- Information processing and digital competences.

- Learning to learn competence, having a strategic vision of the problem and knowing how to anticipate and adapt to changes with a positive vision.

- Autonomy and initiative competence, it encourages the development of initiative of planning and execution, as well as processes of decision making. They are important in the realization of debates and individual or group work that involves devising, analyzing, planning and reviewing what has been done.

- Competence of selecting and discriminating information correctly.


Students' assessment is based on the fulfillment of the following criteria:

1. Ability to define the term globalization.

2. Identification of the process of globalization in his/her region, and surroundings.

3. Identification of the causes of globalization.

4. Explanation of the factors that influence the process of globalization.

5. Ability to distinguish advantages and disadvantages of globalization.
The students' final mark will be the sum of the following marks:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Instrument of Evaluation</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial evaluation</strong></td>
<td>Notes taken after the warm-up activities</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Continuous evaluation</strong></td>
<td>Marks from activities in class</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Final evaluation</strong></td>
<td>Marks from Mindmap</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Marks from Essay</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Participation, motivation and involvement</strong></td>
<td>Notes taken in class</td>
<td>10%</td>
</tr>
</tbody>
</table>

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 affect students' marks severally since the main goal is to enhance students' fluency and communicative competences. As a result, participation and good communicative skills will be evaluated with special concern.

3.9. Methodology

3.9.1 Methodological orientation.

This lesson plan is designed for a bilingual school following a CLIL approach. As a result, the topic of "Globalization" included in the subject "Social Sciences, Geography and History" will be taught in English. Consequently, it will provide students with comprehensible and multimodal (video, graphics, texts...) linguistic input. Spanish will only be used in case the teacher has to solve some difficult doubts.

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

3.9.2 Groupings

Students will work both in groups and autonomously. In the first case, students continue to learn how to 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 their peers. Moreover, we will be able to achieve a working atmosphere in class at the same time that students learn to work with different classmates.

9.9.3 Materials and resources.

The following materials will be used:

- Textbooks
- A blackboard
- A projector screen
- Students' own materials.

The following resources will be used:

- Textbooks
- Dictionaries
- Students' own background and experiences.

3.10 Attention to diversity

According to the variety of students with different learning paces, we can describe some specific procedures:

- Fast-finisher students: Following the cooperative goal, students who finish the task earlier will help those who have not yet finished and may need special reinforcement. This will contribute to increase the students' motivation, since they will perform a new role in class. Moreover, extra activities will be provided in case they can compete 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 in the tasks performed in class.

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.

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 annexes, so that they can be used in case any student has difficulties following the video, or understanding something. Moreover, the additional exercises can be used to reinforce their knowledge as well.

3.11 Step by step account

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<tr>
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<th>Session 3</th>
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<td>FINAL TEST.</td>
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<tr>
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<td>Remember last session</td>
<td>Video (Bad Globalization)</td>
<td>Video (Bad Globalization)</td>
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<td>Globalization (15’)</td>
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<td>Globalization in your life</td>
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<td>Comment on the song (20’)</td>
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22
SESSION 1

WARMING UP

1. Guessing the lesson. (5’)

Look at the pictures;

✓ What are we going to talk about?
✓ What do these images make you think?

2. In pairs, try to complete the following chart. Look for words that you think could be linked with the topic of our lesson. Then, share your ideas with the rest of the class. (10’)

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
<th>VERB</th>
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<tbody>
<tr>
<td>World</td>
<td>Connected</td>
<td>Share</td>
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3. Take all the ideas said by your mates and try to write a definition for Globalization. (5’)

GLOBALIZATION is...
4. Read Chang’s post on her blog on your own. Then, in groups of three answer the questions. (25’)

**The effect of globalization on my life.**

With the development of modern society, hi-tech has been changing around the globe. In the same way, my hometown has been significantly dominated by hi-tech such as computers, the internet, cell phones, etc. A couple of decades ago, this was rare in Burma to see computer centers, the internet or phones within the community. The majority of people were not able to own such technological items because Burma is not an industrialized country, it is an agricultural country. On the other hand, those technologies **cost an arm and a leg**. Particularly, only some parts of urban areas and only governmental departments could afford to use them. Though some rich people used them, they were not being widely used in the way that we use them today. As a result, people could not communicate well among themselves, and news and media were limited, particularly for the community. When I was young, I did not know what the internet was and how to use it to communicate worldwide.

Nowadays, the effects of increasingly globalized technological systems on my hometown have obviously changed over the last few years. Computer and internet centers can be found everywhere and most families own at least either a computer or a phone at home. Especially among the new generation, hi-tech is very vital and it helps maintain their daily communication. Furthermore, the way of living has been continuously growing, because people can experience daily the latest news and what is going on today through the internet. As a result, most of the younger generation has been influenced by both the positive and negative effects of other cultures.

One positive aspect of globalization is that people who are too attached to their nationality and tradition are getting familiar with other foreign customs and social cultures. I have seen that following popular usage of the internet, people have more opportunities to observe the media. Today having the internet at home is very common for online shopping without moving, which is very useful and helpful for busy parents who have many responsibilities for their family and it is also less time consuming. So that, I would say in general, the lifestyle and the way of thinking in my society have
evidently changed due to the development of globalization in my country.

a) What does Chang tell us? Is she happy for the change of her community?
b) What does "cost an arm and a leg" mean?
c) How close is your personal experience with the one told by Chang?
d) How much has globalization influenced your region? and your daily life? Provide as many examples as you can.

5. Watch the following video: "Globalization: You're living it". (10')

a) What's the meaning of the video?
b) Do you agree with its title?
c) In what ways does the video illustrate globalization?
Feel free to comment on other aspects you would like to highlight.
DESCRIPTION

The goal of this first session is to present the topic to the class, and to know which is their initial knowledge about Globalization.

1. In the first activity students are asked to describe the two images. They should describe the pictures, if necessary, the teacher will guide them to conclude that they illustrate globalization. This activity is a brainstorming so the teacher should encourage students to participate freely.

2. Once students have discovered what the lesson is about, in pairs, they must complete the figure, in which they must give examples of nouns, adjectives or verbs, that are linked with globalization. Following, they will put in common their ideas, and the teacher must collect and summarize what it has been said with the aim of making easier the following activity.

3. Students must give a definition for globalization. They are free to create their own definition. In fact, they have useful vocabulary from the previous activities to success. They will do this activity on their own, once they have done it they will read some of them aloud, to contrast and compare it with their owns. If necessary, the teacher can provide a definition, though it has not to be a final one, there can be diverse definitions.

4. In the following activity students will work on their reading skills. In order to do this, an entrance from a blog is provided to them. They will read it on their own pace, and they will feel free to ask any vocabulary question while they are reading it. Once they had read it, they must answer the questions which consist on a vocabulary question, and the rest of them are related to their own experience and own stories about globalization and how much they see themselves involved in the process of globalization. They will answer the questions in group and they will put them in common to check them.

5. Finally, the last activity is presented through a video, which illustrates globalization in our daily life with some well known brands. We will ask them to comment on the message, on the images they see and once again we will ask them their personal opinion.
SESSION 2
Warming up

1. Remember some of the points seen in the last session. (5’)
   a) Who can define globalization?
   b) Provide some examples in which globalization is present in your daily life.

2. Listening the following song and answer the questions below. (5’)
   a) What's the song about?
   b) Who are the pirates? what do they represent?
   c) Do you think that pirates want to represent a positive or a negative image?

3. Listen the song again, and try to fill the gaps. (10’)

   If you’re under water one morning, don’t blame it on global warming.
The hole in the sky is just a lie... icebergs are actually forming!
Pumping oil is green, that’s how we want it seen,
So I've changed my rules, to teach your schools a corporate American dream.

   **Chorus:**

   Globalisation, it’s a pirate's life for me,
   We’re fighting over each other for your dependency.
   And as long as you go to war, whenever we want you to
   You’ll have a tank full of petrol every morning.

   I say I say I say, "How many Indonesians does it take to make a pair of trainers?"
"Who cares?"

Now the workers of the western world are such a fussy bunch,
Demanding such conditions as holiday, pay and lunch,
So the strategy we plotted to foil the workers' plan
Is to close down all the factories here and build them in Taiwan.

Chorus

"Global warming ahoy!"
"Roll out the cannons!!"
"We sold the cannons!"
"Who too?"
"Who cares, we made a killing!!"

Convenience is 8 till late, we've salad all year round,
The lorries comes from Africa with lettuce by the pound,
The pipeline feeds the lorry, and the lettuce feeds your health,
And everyone is happy as I globalize my self.

Chorus

"Free trade on the Horizon captain!"
"Foist the sales!!"

"The fore sails or January sales?"
"Its ALL for sale!!"

Now everyone has to eat and food has got to be cheap,
The future of food is GM crops from Asia,
Your local farmer may be hanging, but that won't stop me banging,
On about how Globalization's good for me...

It's good for me (it's good for him), it's good for me, (it's good for him),
Oh yes it's bloody well good for me, (it's good for you).
Your local farmer may be hanging but that won't stop me banging
On about how Globalization's good for me.

We're the brokers and the dealers, the planetary peelers,
The apple of our triangular eye.
The fate of planets lie before us,
Don't think you can ignore us, just, join in with my Chorus or you'll die.

4. What do the stanzas mean? What's the meaning of the lyric? What aspect of Globalization do they talk about? (20')

5. Now, go back to exercise two, and answer the questions. Did you guess the right meaning? Did you get surprised? Did you enjoy the song?
DESCRIPTION

The whole of this session is based on the song "the pirate song".

1. Firstly, we are going to reproduce the song, just to see the video, and we will ask them for their first impressions, if they know what the song is about, and we will ask them why the image of a pirate has been chosen. The aim of this activity is to lead them create their own ideas and perspectives.

2. Secondly, we will reproduce the song again, but in this occasion they have to complete the gaps (which will be the underlined words). In case it is necessary, we can reproduce the song twice.

3. Finally, the class as a group is going to work on each stanza, to identify the messages of each of them and to discuss any interesting point. During this activity the teach can ask if they are positive or negative aspects, if they agree or not and so on.

4. Finally, once they have analyzed the lyric, students can answer the same questions from the activity 2 and they will see if they have changed their minds. The teacher can emphasize on the image of the pirates, which seems interesting.
SESSION 3

1. Look and describe the following pictures. What aspects of globalization do they represent? (5’)

2. Expert Groups!

In groups decide which of the following three points do you want to read about. Read the information and change the information you've learnt with your mates, so that you learn about the three aspects. Then, link the pictures above with the right paragraph (25’)

Technological Advancement

Technological advancement at almost every level, from widespread Internet access to standardization of transport containers and rapid global transportation, serves as a key driver of globalization. Standardization of manufacturing processes allows businesses to harness the economies of scale that make it feasible to serve a global-sized market, and reliable, worldwide transportation provides the necessary element to build a supply chain to serve that market. The 24/7 nature of the Internet gives consumers easy access to products from across the world and, in turn, drives a need for globalization in marketing.

Text adapted from https://goo.gl/drUcxT
Global Communication

Global communication, aided in large part by online communication channels, such as social media, aid in the transmission not only of ideas, but of social norms and wants. In essence, global communication leads to more homogenized tastes in everything from tablet computers to music. This trend toward global-level interest in products, regardless of origin point, calls for marketing that deals with brands from a global perspective, rather than a local or even national level. Marketers must craft imagery and messages that transcend cultural particulars and reflect universally appealing core ideas.

Capital Mobility

Capital now moves across national borders with comparative ease, which makes it easier for companies to secure financing from a variety of sources. This ability to secure funding from abroad, should domestic sources prove unwilling, can facilitate domestic growth and foreign expansion. In order to secure foreign funding, a business’s marketing team must prove capable of demonstrating that, for example, a foreign market exists for the business’s products, and that it knows how to address both domestic and foreign markets to capture share in both.

Cultural Globalization.

Globalization disperses any and every culture through the world, making the planet more heterogeneous, creating deeper connections between different groups. For example, teens gain an understanding of Japanese culture through animation, comic books and video games.

Globalization makes culture more homogenous, leading to a unified world culture that consists of adapted regional cultural trends. Japanese sushi can be consumed in virtually any country in the world.

Globalization creates a blend of the heterogeneous and homogenous society. A fusion of foods, music and traditions occur.
Does globalization mean homogenization?

Completeley agree

Completeley disagree

Disagree

Agree

Useful Expressions:
- Yes, in a way, however...
- I guess you could be right, but...
- I'd agree with you if...
- There's no doubt that
- I'm afraid I can't agree
- I'm sorry I interrupt you but...
- I'm convinced that
- Allow me to recap
- Two arguments support my position
DESCRIPTION.

This session is devoted to identify the factors of globalization.

1. In the first activity students must describe the images and to guess which aspect or factor of globalization are they linked to. As a well as in previous sessions, the teacher must guide students to guess the right answer, and focus on the point that will be discuss in this sessions.

2. The following activity is called Expert Groups. The class is divided into four groups, and each of them has to work on a factor of globalization, that is to say the four paragraphs are divided to the groups. Then, new groups are created, in this case the new groups must have one member from each previous group, so that they can all listen to their mate's explanation. The objective is that they explain to each other what they have read about. As well as in previous reading activities students are encouraged to ask any vocabulary doubts freely. In the end, the teacher can ask them questions to know if they have all understood the texts.

3. The final activity of this session is a debate. The classroom must be divided in four groups, and each group will take a different position, as a result we assure that a group is going to be completely agree with the statement proposed, completely disagree and so on. The ideal is to give students 5-10 minutes to prepare their main points, and what aspects do they want to talk about. In addition, useful expression is given, in order to provide them with some linguistic support. In this activity the role of the teacher is to be the moderator.
SESSION 4

1. Watch the following video and answer the following questions. (15’)

- What are the main ideas illustrated in this video?
- What does outsourcing mean?
- What aspects are listed as the main negative effects of Globalization?

2. In pairs. Complete the following chart with the effects that globalization produce from each aspect in developed countries and in developing countries. (10’)

<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
<th>DEVELOPED COUNTRIES</th>
<th>DEVELOPING COUNTRIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECONOMY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORKERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOBS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BENEFICIARY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Role play. Divide the classroom in 6 groups, and take one of the role presented following. Try to defend your ideas and try to reach an agreement. (20’)

**STARBUCKS IS COMING IN TOWN!!**

**YOUNG INHABITANTS**
- You love this brand.
- It is going to create new job positions
- It will create a new and trendy place where you can meet with your friends

**LOCAL CAFÉS ASSOCIATION**
- It will break with the local environment.
- Its' implantation will reduce your costumers.

**LOCAL BÚSINESS**
- Starbucks will bring their own product, so you cannot supply them
- Starbucks offer other products such as juices, cakes, biscuits... so your sells will be reduced.

**OWNER OF THE FRANQUICIA**
- You think people in Ronda wants to have a Starbucks.
- It is a good opportunity to Ronda, and to the numerous tourist that visit the city.
- It will bring people from the surrounded towns to Ronda

**Tourist Official Guide.**
- You believe that tourists will benefit of it, since they are used to this type of cafés
- The menu in Starbucks is usually in English as well, so that, they can communicate easily.
DESCRIPTION

The goal of this session is to focus on the effects produced by globalization.

1. The first exercise is a video. It will be watched twice. The first time without subtitles, and the second one with subtitles. In case it is needed we can provide students with the transcript. Once they have watched it, we will ask them to answer the three following questions on their own.

2. To continue, in pairs, learners need to complete the chart in which we present them some aspects influenced by globalization and they must explain the role they play in developed countries and in developing countries.

3. Finally, we will organize the final debate. The teacher should create the atmosphere of a plenary session in which the teacher is the mayor, therefore s/he plays the role of a moderator. Each group will present their opinions, they will debate till finally they reach a final conclusion, the final decision can be decided by voting.
SESSION 5

This session is devoted to the final test, which will comprise two different exercises.

1. Complete a mindmap, as the following one. Feel free to complete it the information you desire, but make sure that it encloses the aspects seen in class regarding Globalization. You can add or remove as much 'squares' as you need.

2. Choose one of the images and write an essay about it. Describe and explain the images, link it to the aspects we have seen along the unit, you can provide your personal opinion.
4. CONCLUSION

Throughout this essay we have dealt with Content and Language Integrated Learning, the most common methodology carried out in probably most of bilingual schools and high schools. It has been focused on the design of a didactic unit, which we have illustrated in the second part.

Firstly, the concept of CLIL has been introduced, as well as the main differences with immersion programs. To continue, this essay has described more in depth the concept of CLIL, and what role content and language play in this methodology. Furthermore, the two main methodologies under CLIL, such as task-based approach or communicative approach, have been reviewed. In addition, we have dealt with some essential points to improve quality in the design of a lesson plan in CLIL. Finally, we have mentioned the importance of assessment in the process of learning and how it should be done according to the methodology presented.

As far as the practical session in concerned, we have presented a lesson plan with the aim of illustrating what it has been previously explained. It has been designed for fourth-year students of Compulsory Secondary Education from the High School "Rodríguez Delgado" located in Ronda (Málaga). The theme is "Globalization" and the aim is to make student reflect about this topic, so that they can identify the causes and benefits of this process, as well as to think about their own experiences and how their life is influenced by globalization.
REFERENCES


