



UNIVERSIDAD DE JAÉN
Facultad de Humanidades y Ciencias de la Educación

Trabajo Fin de Grado

**Analysis of Content and
Language Integrated
Learning in Secondary
Schools**

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Abstract

This Degree Final Project is a study about “Content and Language Integrated Learning” (CLIL). This method has been implemented in Andalusia since 2005. This project will develop the origins, evolution and impact of the CLIL method in the subject of Social Sciences, more specifically the subject of History.

Additionally, a teaching proposal will be developed for the 4th year of ESO within the field of Social Science.

Key words: bilingual schools, English, CLIL, Social Sciences, History.

Resumen

Este Trabajo de Fin de Grado (TFG) es un estudio sobre el “Aprendizaje de Contenidos y Lenguas Extranjeras” (AICLE). Este método se ha venido implementando en Andalucía desde 2005. En este trabajo se desarrollarán los orígenes, la evolución y la repercusión del método AICLE en la asignatura de Ciencias Sociales, más concretamente la asignatura de Historia.

Por otro lado, se desarrollará una unidad didáctica para el curso de 4º de ESO dentro del ámbito de las Ciencias Sociales.

Palabras clave: centros bilingües, inglés, AICLE, Ciencias Sociales, Historia.

1. INTRODUCTION

1.1. Topic presentation and justification

English is currently the most widely spoken and studied language. Many schools and institutions around the world have implemented it as a compulsory subject. In addition, some Primary and Secondary schools in Spain have gone one step further and they have implemented the bilingual system.

In this Degree Final Project I am going to investigate Secondary schools in Andalusia that apply bilingual education, more specifically schools that apply English to teach the subject of History in the first year of Bachillerato. The schools apply a method called *Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE)*, in English it is called Content and Language Integrated Learning (CLIL). In the academic year 2020/2021 there were, in Andalusia, 1105 bilingual centers where English and Spanish are combined and 34 plurilingual centers where English, French and Spanish are combined.

I have chosen this topic because I have studied in a school where this method is applied for six years and I think there is still a lot to learn and to improve on this subject. I feel that I can make a contribution to this topic and gather the information related to this subject so that if someone searches on this subject, they have it easier to find the information.

1.2. Previous knowledge

The bilingual concept that we apply here is not really the traditional concept. The educational system has adapted this concept to their needs and teaching possibilities.

A bilingual center is one in which between 30% and 50% of the weekly teaching hours are taught in a foreign language (English, German, French, or any other). Depending on the center, the subjects that are taught in the foreign language may vary. In addition, depending on the school, this type of teaching is offered from Pre-primary, Primary or Secondary school. The teachers are in charge, with the help of conversation assistants, of teaching the classes.

1.3. Objectives and research questions

There are several objectives within this Degree Final Project, both general and specific. Within the general objectives we can find:

- To bring this type of teaching closer to the new generations
- To present English as a tool for content subjects
- To help teachers of content subjects to develop their lessons in English
- To provide useful materials for teachers

Dealing now with the specific objectives we can find:

- To show the advantages and disadvantages of CLIL in a monolingual society
- To know the teachers' opinion about CLIL
- To show teachers' actual qualification to teach through CLIL
- To show the repercussion of CLIL in the students
- To see how CLIL can affect the Social Science subject

This project will also try to answer some key questions about bilingual schools that are the following:

- Is this method really efficient for learning? Are children more fluent in English when they finish the year?
- Does learning two languages at the same time slow down the students' learning process?
- How is it implemented in the students' day to day practice?
- Which materials are used to develop the lessons?

1.4. Project structure

There are several points that form the structure of this Degree Final Project. To start, a more theoretical perspective will be taken to explain the important concepts and conceptual background of the subject. First, the concept of CLIL will be explained, and also its evolution and the example of Andalusia will be taken into consideration. Then, the teachers' role in the development of CLIL in the classroom and the repercussions of implementing CLIL will be

taken into consideration. To finish with the more theoretical part, Social Sciences (Geography and History) as a content subject will be presented. English and Spanish will be the languages used as a tool to teach the content subject.

To continue, the research methodology will be presented, that is to say, the steps taken into account to develop all the study will be explained.

Next, a practical application will be provided and it will be presented how all the previous information can be applied to the classroom. Then, a conclusion will be presented. It includes a summary of all the main ideas, the results of the study, and some personal contributions. To continue, the bibliographical references used to form the body of the project will be found. Finally, the appendixes will appear to conclude the Degree Final Project.

1.5. Intended contribution

My aim with this Degree Final Project is to make bilingualism and bilingual schools known to society in general and to parents in particular. In addition, I also want to gather in a document the main points of the bilingual centers, especially in the case in which the subject of History is taught in English, particularly, how the subject of History in the first year of Bachillerato is taught, the materials used and some of the limitations that teachers have. Moreover, I want to propose solutions or alternatives to the limitations or problems that teachers have when carrying out their lessons.

2. CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

This second part of the project will be devoted to the theoretical background of this dissertation, in which the concept of CLIL will be defined and discussed.

2.1. The concept of CLIL and its evolution

CLIL is a new concept that appeared in the 1990s but teaching content through language is not something new, it appeared around 5000 years ago. This term was not coined until 1994. The term started to be popular after the method was implemented in mainstream education all around Europe. Even if a lot of research has been made in this field, there is still much more to investigate (see Pérez-Cañado, 2012: 315-316).

Other programs and methods have influenced CLIL like the French immersion programs and North American bilingual teaching models. These programs have shown several benefits for students in learning a second language such as growth of the amount of vocabulary, higher levels of proficiency and a possible attitude towards the second language. In addition, teaching the content subject in another language will not affect learning in a negative way. Although these programs have also shown certain weaknesses as low improvement in speaking and grammar competences, it has also been seen that the type of communication is not authentic (cf. Pérez-Cañado, 2012: 316-317).

Bilingual education and CLIL may appear to be the same but there are some differences. CLIL is said to be the European version of these programs. As Coyle mentions (2016: 30, in Pérez-Cañado 2012: 318), CLIL “integrates language and content along a continuum, in a flexible and dynamic way, without an implied preference for either”. CLIL does not usually include daily life vocabulary or knowledge as its focus is placed on the content of academic subjects.

The case of Spain is a bit difficult to analyze as for the model that is applied in different regions and we should take in consideration that some regions are monolingual (Extremadura) and some others have more than one co-official language (the Basque Country). As Coyle (2010: vii) said: “Spain is rapidly becoming one of the European leaders in CLIL practice and research”. This means that the implementation of CLIL is being very fast and we can see changes constantly. Andalusia is a monolingual case, in which the official language is Spanish.

In the future more research is needed and there are still some questions that should be solved like the effects of CLIL in L1 and L2 development, the results related to the content

subjects and the possible needs and problems of applying CLIL in class. (Pérez-Cañado, 2012: 330).

2.1.1. Evolution of bilingual education in a monolingual context: Andalusia

CLIL started operating in Andalusia in 2005. But an initial program was held between 1998 and 2004 in 26 Primary and Secondary Schools. Nowadays, Andalusia has more bilingual schools than other monolingual communities. Up to now, there are nearly 10000 teachers, 360000 students and 1105 bilingual centers where English and Spanish are combined and 34 plurilingual centers in which the combination is between English, French and Spanish.

The methodology established activates communicative language teaching, an integrated curriculum and authentic input. *The Common European Framework of Reference* (CEFR) established 13 objectives (which included promoting exchange and study visits abroad and favouring innovation in methods and materials) and 17 actions (mainly affecting teachers training). In 2017 there was an update of the original program. Among the objectives were: increasing the number of bilingual schools, teachers training, stepping up research and increasing the level of Andalusian students (cf. Pérez-Cañado, 2018c: 210-211).

A study by Pérez-Cañado (2018d) analyzed the results of CLIL from its implantation. In this study competence, methodology, materials and evaluation were analyzed and 234 teachers including content teachers, language teachers and teaching assistants participated in the study. The study showed positive effects on students' language level and motivation towards bilingual classrooms. Dealing with competences, linguistic competence is the priority. Materials are innovative and interesting and evaluation diversified and formative. Finally, the study reveals the need for support from authorities.

2.2. Teachers' role in CLIL

Teachers are a really important factor to take into consideration while speaking about CLIL. Teachers' motivation can be a key element of learners' motivation. For example, Coyle

(2006: 11) shows us an example of a teacher's opinion: "the benefits for me as a teacher is that it's interesting, it's something new that I have not learned for myself". It is essential that teachers are motivated because they can transmit this motivation to their students.

CLIL is quite recent and teachers must be properly trained. Qualified teachers are needed for teaching through CLIL. The needs for teachers' training are various and different. But are teachers really qualified for applying CLIL? The answer can be given by Pérez-Cañado (2014: 20):

the current level is higher on linguistic competence [...], insufficient or nonexistent for the theoretical underpinnings of CLIL, and ongoing professional development. More mixed results are obtained for methodological aspects and materials and resources, where roughly equal percentages of respondents claim to have an appropriate and insufficient level.

In other words, teachers have a good level and will be able to teach through CLIL correctly but they still have some weaknesses, especially dealing with useful materials and resources. More research on CLIL is needed.

For teachers to be able to develop a CLIL program, they should have seven main competences: a linguistic competence (both for everyday life context and for an academic context), pedagogical competence (including the methodologies and the resources), scientific knowledge (teachers should not only know the concepts that they teach), organized competence, interpersonal and collaborative competences (the teacher should promote an adequate classroom atmosphere, including collaboration and teamwork) and finally, reflective and developmental competence (teachers should continue in a learning process and be aware of the latest information about CLIL) (see Pérez-Cañado, 2018b: 218).

Milla-Lara & Casas-Pedrosa (2018: 171-173) carried out a research in which the teacher's perspective of CLIL was taken into consideration. In this study, teachers were asked about students' L2 competence, the methodology, the materials and resources, the evaluation and the teachers' training. Considering the students' L2 competence, teachers thought that the students' competences, both written and oral, increase due to CLIL. Dealing with the methodology used, teachers thought that it is correct as task-based, project-based learning and cooperative learning are used. In contrast, not a lot of attention is paid to lexis. The materials

and resources are both authentic and adapted materials, but materials should also include guidelines in Spanish for parents. Speaking about evaluation, teachers agreed that more emphasis is put on content aspects over linguistic aspects, something that the teacher thought that should continue like this as they are content subjects. The linguistic aspect that is less evaluated is the oral part, this goes with the traditional Spanish education in which the evaluation of speaking is not so much taken into consideration. To conclude, teachers thought that teachers' training still needed to improve. All in all, the teachers' perspective of CLIL is positive.

2.3. Repercussion of CLIL in content subjects and in language subjects

Now the question is if there are any advantages or drawbacks in using CLIL in schools. On the one hand, as Madrid-Manrique & Madrid-Fernández (2014: 24-25, my own paraphrase in English) present, the principal drawbacks are the possibility of not learning the second language, there are other programs like immersion that have demonstrated a higher acquisition of the language. Some children can abandon their L1 in detriment of the L2 and some others can have rejection and they can develop a negative attitude towards the L2. In addition, teachers usually have difficulties finding proper materials for the lesson.

On the other hand, scholars have highlighted more advantages than disadvantages. Madrid-Manrique & Madrid-Fernández (2014: 25-26, my own paraphrase in English) mentioned several. CLIL is so beneficial dealing with cognition and knowledge of the L2. Also, the time devoted to teach the content subject in English does not influence negatively the development of the subject itself. Additionally, CLIL can increase the metalinguistic capacity and the attitudinal competence towards languages, for example learning a third language can be easier.

The effect of CLIL on the native language and the foreign language should be taken into consideration. In monolingual contexts, the effects of CLIL on the L2 are usually positive. Dealing with the effects on the L1, bilingualism directly does not influence either the acquisition or the level of the native language. But there are some factors that should be taken into consideration like the setting (children from urban areas usually have a higher level in the L1 than children from rural areas) and the socioeconomic status (children usually have a

higher level if their parents did) (see Pérez-Cañado, 2018c: 22-26). Some other variables that should be taken in consideration are personal, social and institutional factors.

In a study carried out by Pérez-Cañado (2018a: 59-68), the language outcome in the target language resulting from CLIL and non-CLIL education is compared. In Primary education, there is not a significant difference between both groups but it can be seen that CLIL students have slightly more proficiency in speaking than non-CLIL students. This small difference increases over the years so we can conclude that time is needed to see results through CLIL, and also that CLIL is so positive in the long term.

Some effects can also be seen in the knowledge of the content subject but this will be explained in more detail in the following section with the example of the subject of History.

Some variables affect the quality of the bilingual programs. Madrid-Fernández & Roa-Venegas (2018: 95-96) carried out a research in which students and teachers state which are the most relevant factors affecting the quality of these programs. According to this study, the teachers' linguistic preparation and L2 level, the teachers' motivation and the students' motivation and interest are the most important factors. Working on projects in an autonomous way and the enrollment of native speakers are the least important factors.

2.4. CLIL applied to Social Sciences

Social Sciences in Secondary education include Geography and History. Students enrolled in a CLIL method, in the case that has been under study, have Spanish as their first language (L1) and English as the target language (TL).

The latest report from the Junta de Andalusia with instructions for the organization and operation of the bilingual education dates from June 2018. In it, three hours of History are suggested for the period of ESO (four years) in which at least 50% should be taught in English. For the first year of Bachillerato, the subject of History is not included in the bilingual program. For the second year of Bachillerato, the subject of Historia de España is suggested to be taught in English partially (*Instrucciones de 7 de junio de 2018, de la Dirección General de Innovación y Formación del Profesorado, sobre la organización y*

funcionamiento de la enseñanza bilingüe para el curso 2018/19, 2018: 3-6, my own paraphrase in English).

The reality of this subject taught during the last year of school, as I could check thanks to teacher Rocío Salido Carrasco, is that it is not taught in English. There are several reasons for this decision but it is mainly because students are in their last year, the time is limited and they should finish all the syllabus to be able to take the *Prueba de Acceso a Universidad* (PAU). As teacher Rocío Salido explained to me, there is not enough time to finish the syllabus and explain part of the subject in English as well. Previously there was a subject called Proyecto Integrado that allowed History teachers to have an extra hour per week so this task was easier.

In 2019 a study was carried out to see the impact of teaching content subjects in a second language. The study obtained information from two sources: exams for the students and questionnaires for teachers and students. The exam included texts on political philosophy and historical content from the modern and contemporary stages. Results are presented on a scale of 36 points overall (Lorenzo, Rico, Muñoz, & Lorenzo, 2019: 16-34, my own paraphrase in English).

Table 1 shows the average score of the bilingual and non-bilingual groups. The results are similar in both groups, so CLIL does not have any influence, positive or negative, on the learning of History, a second language does not influence the correct learning of the concepts in the subject.

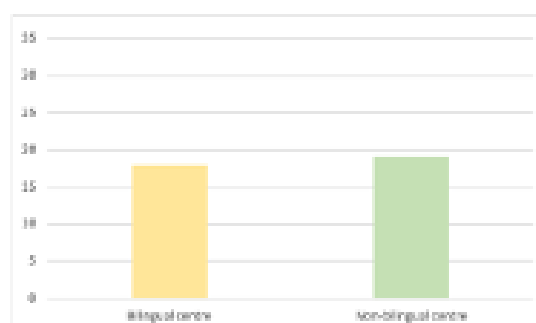


Table 1. Average score in the History exam adapted from Lorenzo, Rico, Muñoz, & Lorenzo (2019: 34).

The contents for Social Sciences during the Enseñanza Secundaria Obligatoria (ESO) are so wide and depending on the autonomous community and school they can vary. For more information about the content and a fourth-grade example of content see Appendix 1.

The methodology used should help students to understand the social context in which they live. Some previous context is needed as knowledge on this subject is not an isolated item. Social Sciences subjects are perfect for linguistic and cognitive development as debates, production of texts, relation between information, reports, maps and graphics can be integrated. Sometimes teachers use code switching to clarify the doubts that students may have. New technologies are used to develop the class, as well textbooks, handouts, photocopies, maps, documentaries, etc. There is a tendency for a lack of adequate textbooks and teachers should be in charge of creating the necessary material for the classroom. Evaluation made to students should not only focus on the competences and capacities but also on curricular components (cf. Madrid-Fernández & Hughes, 2011: 201-204).

The subject of History may be affected if it is taught through CLIL. There has been a growing number of researches during the past years and there is a negative overview of the effects on the content language. As Dallinger et al. (2016: 30) state about a research in Germany concerning the History subject:

Although no statistically significant differences were detected between CLIL and non-CLIL strands, the amount of teaching time was 50% superior in the History lessons of CLIL branch, which leads the authors to conclude that they progress more slowly and need more input to achieve the same content results.

Despite the conclusions that can be drawn from this study, the effects remain unclear.

Madrid-Fernández & Hughes (2011: 221-222) in his study found that the results between monolingual and bilingual do not have significant differences, the main difference was the semi private monolingual schools which have a higher level than the rest of the schools. Madrid-Fernández & Hughes obtained several conclusions: Firstly, bilinguals do not obtain a lower level because of receiving the lesson in English, in some cases the results were even higher. Secondly, bilinguals may have a lower cognitive level because of the need to read and write in a foreign language and the limitation on the vocabulary. Thirdly, in bilingual schools, the proficiency level developed is usually higher when the instructions are given in English.

In general, texts that were written in the L1 were more complex than the one written in the L2. Finally, bilingual students in the 4th grade of Secondary Education reach between B1 and B2 level in the foreign language. Also, bilinguals have a higher capacity while using the foreign language as a tool for communication.

3. RESEARCH METHODOLOGY

This project will be carried out from an applied and experimental point of view. It is theoretical because it has a theoretical part but at the same time this theory will be put into practice with a teaching proposal.

The population observed in this project is quite concrete as it will be 30 students of the 4th grade of ESO (between 15-16 years old) in secondary schools that apply the CLIL method.

The project has been carried out from December 2020 to June 2021. The first step was to choose the topic and to make the main ideas of the project concrete (December 2020-January 2021). The second step was to organize the ideas into the table of contents and amplify them (January 2021). The third step was to develop the theoretical framework (February-March 2021). Then, the following step was to put into practice the theoretical framework with the practical application (March-April 2021). To continue, the conclusions were made (April-May 2021). Then, the final errors and the style of the project were corrected (May 2021) and finally, the project was presented for evaluation (June 2021).



4. PRACTICAL APPLICATION: A TEACHING PROPOSAL

This project tries to show how CLIL is integrated in the development of the class, specifically in the subject of Social Sciences: Geography and History. For this reason, a teaching proposal will be developed.

4.1. Justification

In order to develop this teaching proposal, the subject of Social Sciences will be taken, more specifically the History subject. I think that is necessary to show an example of a topic structure for teachers to have a model to follow.

The topic selected for the development of the teacher proposal is the Industrial Revolution. We can distinguish three phases in the Industrial Revolution: the first lasted from the mid-18th century to 1830 and it was developed mainly in Britain. The second phase runs from the middle of the 19th century to the beginning of the 20th century and took place in Britain, Europe, North America and Japan. The third phase took place in the later 20th century and took place in other regions of the world (The Editors of Encyclopaedia Britannica, 2021).

In Spain and since the beginning of industrialization, the industries were concentrated mainly in Catalonia and the Basque Country. As Rosés (2003: 996) mentions: “These two industrializing regions, with roughly one-sixth of total Spanish labor force, dramatically expanded their share in manufacturing employment from 17 percent in 1797, to 22 percent in 1860, and 33 percent in 1910.” We can see a great increase in the industrial employment in these areas meanwhile in other regions of Spain the increase was slower.

Rosés (2003: 996-997) explains the variables that affect the industrial success or failure of certain region: “...social attitudes, geography, natural endowments, culture, entrepreneurship, tariffs, demography, transportation infrastructure, income distribution, capital scarcity, education, and agrarian institutions”.

	1797	1860	1900	1910
Andalusia	20.04	20.96	17.7	17.98
Aragon	6.45	3.92	4.28	3.39
Catalonia	12.39	17.16	24.11	25.2
Northern Castile	16.09	12.44	9.15	8.37
Southern Castile	16.51	14.98	14.07	13.65
Mediterranean	16.52	15.14	14.32	15.63
Basque Country	4.9	5.33	7.8	7.53
Northwest	7.11	10.05	8.58	8.25

Table 2. The Regional Distribution of Manufacturing Employment (percentage relative to Spanish totals). Adapted from Rosés (2003: 1002).

Andalusia, the most populated region, started having more industries than any other region but as it can be seen in table 2, it lost its leadership in favor of Catalonia.

4.2. The project

4.2.1. Contextualization

The teaching proposal will be carried out in a secondary school during the first trimester, more specifically in the 4th grade of ESO. The subject in which this subject will be applied is “Social Sciences: Geography and History”. In Decree 40/2011 article 1 of BOJA, it is said that the maximum number of students in secondary education will be thirty. The percentage of the concepts taught in English will be minimum 50% in English. The topic that will be developed in this teaching proposal will be the Industrial Revolution.

4.2.2. Objectives

Here only a summary of the specific objectives of the project will be presented. The extended version of these ones and the rest of the objectives can be found in Appendix 2. These objectives are defined for the subject “Social Sciences: Geography and History”.

4.2.2.1. Specific objectives of the project

1. To connect the different aspects of human life (politics, economy, social and cultural issues) and how historical events have affected our identity and the role of women and men.
3. To analyze how humans transform the environment, how the territory influences the organization and the case of Andalusia.
5. To acquire a global vision of the History of Humanity and the place of Andalusia, Spain and Europe in it, through relevant historical facts.
10. To explain the importance of actively reporting and opposing any form of discrimination, injustice and exclusion.
12. To explain the importance of the entrepreneurial spirit and how it has contributed to development.
14. To know the specific vocabulary and techniques of Social Sciences.

(I.E.S. Santa Catalina de Alejandría (2020). *Programación Didáctica. Geografía e Historia. Educación Secundaria Obligatoria 2020/2021*: 193-194, my own paraphrase in English).

4.2.3. Competencies

- CCL: *Competencia en comunicación lingüística* (Linguistic communication competence).
- CAA: *Aprender a aprender* (Learning how to learn).
- CSYC: *Competencias sociales y cívicas* (Social and civic competences).
- SIEP: *Sentido de iniciativa y espíritu emprendedor* (Sense of initiative and entrepreneurial spirit).

(I.E.S. Santa Catalina de Alejandría (2020). *Programación Didáctica. Geografía e Historia. Educación Secundaria Obligatoria 2020/2021*: 193-195).

4.2.4. Contents

1. The Industrial Revolution.
2. The characteristics of industrialization in Britain.
3. The role of Andalusia in the Spanish industrialization model.

(I.E.S. Santa Catalina de Alejandría (2020). *Programación Didáctica. Geografía e Historia. Educación Secundaria Obligatoria 2020/2021*: 192, my own translation into English).

4.2.5. Methodology

Due to the pandemic caused by COVID-19, this teaching proposal will be adapted to a synchronic organization, the group will be divided into two, and half of the group will be at home and the other half will be in class.

According to article 29.3 of Decree 327/2010, 13 July, the lessons will include reading, writing and oral activities (I.E.S. Santa Catalina de Alejandría (2020). *Programación Didáctica. Geografía e Historia. Educación Secundaria Obligatoria 2020/2021*: 221-222). As the teaching proposal is for a bilingual program, CLIL will be used as the method of teaching. The theoretical framework of this Degree Final Project (section 2) is based on CLIL. To conclude with this section, the materials used come from different sources, which are adequately acknowledged and referenced.

4.2.6. Organization of the activities

This project will be done during the first trimester of the year and it will take two weeks to carry it out. The general planification can be seen in the following table:

	Session 1	Session 2	Session 3
Week 1	The Industrial Revolution (activities 1-2)	The Industrial Revolution (activities 3-5)	The characteristics of industrialization in Britain (activities 6-7)
	Session 4	Session 5	Session 6
Week 2	The characteristics of industrialization in Britain (activities 8-13)	The role of Andalusia in the Spanish industrialization model (activities 14-17)	To sum up (activity 18)

Table 3. General planification of the activities. My own design

4.2.7. Step-by-step planning and curricular materials

After seeing a general organization of the academic planning, a step-by-step planning will be provided in Table 4. In this more specific planning we will find the specific objectives, the competences, the linguistic skills, the timing and the materials of each of the activities.

Activity	Specific Objectives	Competences	Linguistic components	Communicative Skills	Timing	Materials
1	1, 3, 5, 12, 14	CCL, CSYC	vocabulary, grammar, pronunciation	speaking, listening	40 min	blackboard, chalk, handouts
2	1, 3, 5, 12	CCL, CSYC	grammar, pronunciation	speaking, listening	20 min	blackboard, chalk, handouts
3	1, 3, 5, 12	CCL, CAA, CSYC	grammar, pronunciation	writing, speaking, listening	20 min	blackboard, chalk, pen, handouts
4	1, 3, 14	CCL, CAA, CSYC	vocabulary, grammar,	reading, speaking,	30 min	pen, handouts

			pronunciation	listening		
5	14	CCL, CAA, CSYC	vocabulary, pronunciation	speaking, listening	10 min	pen, handouts, dictionary
6	1, 3, 5, 10, 12, 14	CCL, CAA, CSYC	vocabulary, grammar, pronunciation	reading, writing, speaking, listening	45 min	pen, handouts
7	14	CCL, CAA, CSYC	vocabulary, grammar, pronunciation	reading, speaking, listening	15 min	handouts, pen, a device with Internet access
8	14	CCL, CSYC	vocabulary, pronunciation	speaking, listening	5 min	handouts
9	5, 14	CCL, CAA, CSYC	vocabulary, pronunciation	speaking, listening	10 min	blackboard, chalk, handouts, pen
10	3, 12, 14	CCL, CAA, CSYC	vocabulary, pronunciation	speaking, listening	15 min	handouts, pen, a device with Internet access
11	14	CCL, CAA, CSYC	vocabulary, pronunciation	speaking, listening	10 min	handouts, pen, dictionary
12	1, 3, 5, 10, 14	CCL, CAA, CSYC, SIEP	vocabulary, pronunciation	speaking, listening	10 min	handouts, pen, dictionary
13	1, 5, 10, 12, 14	CCL, CAA, CSYC, SIEP	vocabulary, grammar, pronunciation	reading, speaking, listening	10 min	handouts, pen
14	14	CCL, CAA, CSYC	vocabulary, grammar, pronunciation	writing, speaking, listening	10 min	handouts, pen, dictionary
15	1, 3, 5	CCL, CAA, CSYC	grammar, pronunciation	writing, speaking, listening	15 min	handouts, pen, a device with Internet access

16	3, 5, 12, 14	CCL, CAA; CSYC	vocabulary, grammar, pronunciation	reading, writing, speaking, listening	25 min	handouts, pen
17	1, 3, 5, 10	CCL, CSYC	vocabulary, grammar, pronunciation	speaking, listening	10 min	blackboard, chalk
18	1, 3, 5, 10, 12, 14	CCL, CAA, CSYC, SIEP	vocabulary, grammar, pronunciation	reading, writing, speaking, listening	1 hour	pen, cardboard, felt pens, glue stick, scissors

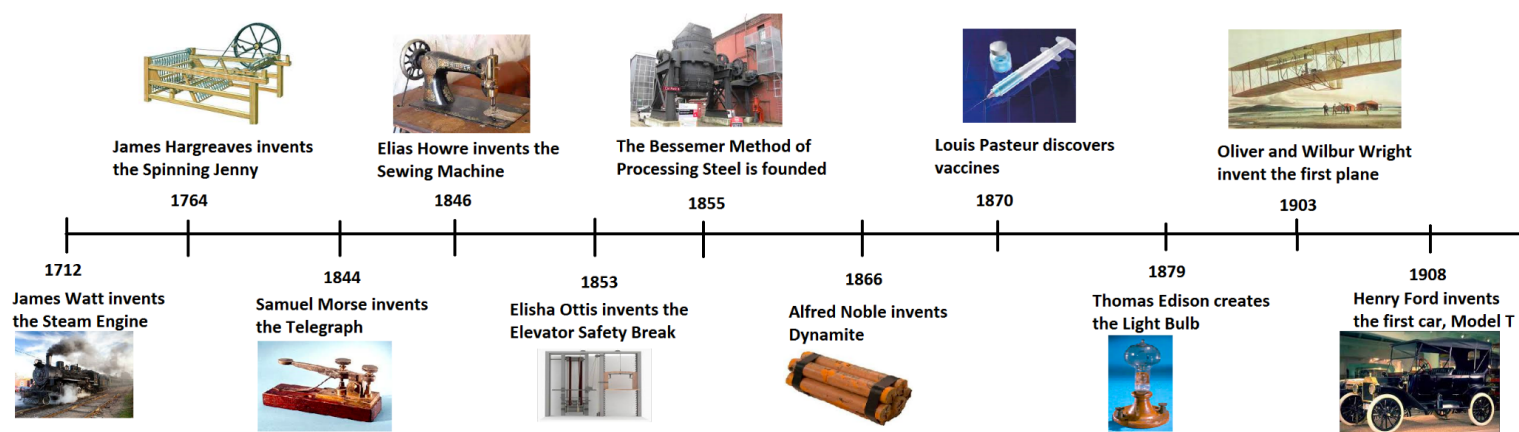
Table 4. Step-by-step planning of the activities. My own design.

Some details about linguistic components and communicative skills should be pointed out. Linguistic components are divided into vocabulary, grammar and pronunciation. The vocabulary of this teaching proposal will be devoted to the Industrial Revolution. Dealing with grammar, the students will have to use modal verbs and semi-modal verbs, conditionals (zero, first, second and third), reported speech and relative clauses. Speaking about pronunciation, students will see the pronunciation of specific sounds, accent and intonation.

Communicative skills are divided into reading, writing, speaking and listening. Dealing with the reading skill, students will have to read definitions, fragments of texts or information through their devices with Internet access. Speaking about the writing skill, students will have to write definitions, summaries of texts or information obtained through their devices with Internet access. All the activities have the communicative skills of speaking and listening in a way or another. Even if it is a written activity, the students will have to tell the rest of the class their answers and the rest will have to listen and to find some specific details dealing with the task. Also students will have some activities in which they will have to listen carefully (listening skill) and repeat what they have listened to (speaking skill). Additionally, while working in pairs or in groups, they will be asked to speak in English so they will also develop the speaking skill in these cases.

After having seen the organization of the activities and the step-by-step plan, the activities will be presented.

Activity 1. Timeline of the Industrial Revolution. The teacher, with the help of the students, will design a timeline with the most relevant events of the Industrial Revolution on the blackboard.



My own design. Timeline taken from:

<https://www.thinglink.com/scene/662668174012973056>

Activity 2. What would have happened? The teacher will ask the students what would have happened if the Industrial Revolution had not taken place and what life would be like nowadays. They will have to answer and establish their own hypotheses. With this exercise, they will realize how the events in the past can affect us nowadays. (My own design).

Activity 3. The teacher will ask the students to list the advantages and disadvantages of the Industrial Revolution, an activity which will be done individually. They will have to write them down following this table.

Advantages	Disadvantages

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*: 22.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 4. Connecting ideas. The teacher will ask the students to match the following concepts with the correct definition; this activity will be done individually and they can use a dictionary, if it is necessary.

Concepts	Definitions
barley wheat	- if you are a tenant or occupant, you have a...
birth	- plants grown to be harvested as food, or for other economic purposes.
breeding	- material in the top layer of the surface of the earth in which plants can grow
clover	- a tool with a flat blade attached at right angles to a long handle
crops	- a plant of the genus <i>Trifolium</i> , also called 'trefoil' (three leaves)
drill	- take in marriage
hoe	- predicted life-span calculated on the basis of statistical probabilities
life expectancy	- the production of animals or plants by inbreeding or hybridization
marry	- cultivated since prehistoric times; grown for forage and grain; it serves as a base malt for beer and certain distilled beverages
owner	- something owned; any tangible or intangible possession that is owned by someone
property	- the event of being born
soil	- a person who owns something; possessor
tenancy	- a tool with a sharp point and cutting edges for making holes in hard materials

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*: 7-8.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 5. The students will be asked to find the word that does not have any connection with the topic and they will have to find its definition in the dictionary, an activity done individually.

tenancy soil owner clover fallow birth wheat
drill property barley crops tenancy

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 6. A short summary of texts. The teacher will read the four texts (figures 1-4) aloud and will ask the students if they understand all the vocabulary. Then, in pairs, they will be asked to read the texts and to summarise them. Finally, they will read their summaries to the rest of the class.

SOURCE 1. POPULATION INCREASE.

	1750	1900
Population in Britain	7 million	37 million
Life expectancy	Men 31 years Women 33 years	Men 45 years Women 48 years
Deaths at birth	65%	15%
People living in towns	13%	87%

Figure 1. Evolution of Britain population from 1750 to 1900 (I)

SOURCE 2. Population in England.

1 During the 18th and 19th centuries, population in Britain increased dramatically. 2 By 1900 there were more than six times as many people living in Britain as there had been in 1750.

Why did the population increase so fast? Historians have suggested some reasons:

- 3 People married earlier, so families became larger.
- 4 Families had more children, so there would be more people to marry in the future.
- 5 There were great advances in medicine, such as vaccines against smallpox.
- 6 Improvements in agriculture and transport made food cheaper and more available.

Figure 2. Evolution of Britain population from 1750 to 1900 (II)

SOURCE 3. Changes in agriculture. The enclosures.

7 Enclosure was the process used to end traditional rights on land owned by another person. It was the end of the medieval form of land tenancy, and the definitive establishment of private property. 8 Under enclosure, land was fenced or 'enclosed'. Its effects are controversial. 9 Many people benefited from this practice, but not all. 10 The main advantage was that farmers could now invest in new machinery for use on their land. Many of them experimented with selective breeding and new crops, hoping for more profits.

Figure 3. Evolution of agriculture during the Industrial Revolution (I)

SOURCE 4. Improvements in agriculture.

11 New farming ideas came to Britain around 1750 from Holland and Denmark. Changes were related to crop rotation, soil improvement, and new machinery in fields.

12 Charles Townshend introduced the Norfolk Four-Course crop rotation (wheat, turnips, barley, clover) in Britain. Clover was grown to replace nutrients in the soil, and turnips were used to clean the land. 13 This rotation prevented land from lying 'fallow'. Moreover, turnips and clover fed animals. 14 They led to better quality crops and more profit.

15 Jethro Tull also introduced new ideas and techniques. In 1701, he invented a horse-powered seed drill that planted seeds at the same depth in straight lines. 16 This wasted less seeds. 17 In 1714, he invented a horse-drawn hoe that made it easier to clear weeds. 18 He wrote a book to promote new farming ideas.

Figure 4. Evolution of agriculture during the Industrial Revolution (II)

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 7. Enclosure vs Improvements. The students, individually, will be asked to put the following sentences into the table below.

1. It was a process which definitively established the private property of land.
2. It was a system introduced to improve soil.
3. This system avoided land lying 'fallow'.
4. This practice was very controversial.
5. This system improved the way to plant seeds.
6. This process allowed farmers to invest more money in their lands.

Enclosures	Improvements and new techniques in agriculture

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 8. Listen and repeat. The teacher will say the words aloud one by one and the students will be asked to listen and repeat them.

spindle thread cotton mills wrap spinner stretch twist craftsmen loom engine wheel raw cotton cord steam weave spin
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(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 9. Put in categories. The students, individually, will be asked to classify the words of the previous exercise into the following categories. To classify them, they will have to use a dictionary.

Tools	Actions	Materials	Machines	Energy

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 10. Important inventions. The students, individually, will be asked to match the invention with its creator and its creation year. To do so, they can use their own digital devices.

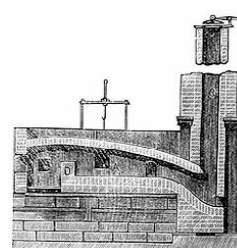
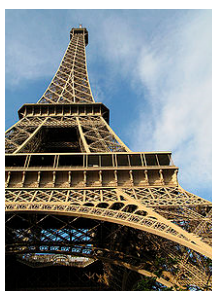
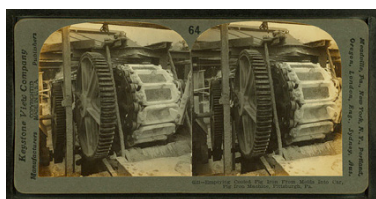
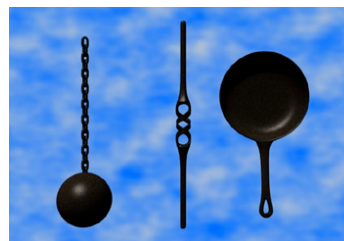
Invention	Year	Creator
flying shuttle	1733	Richard Arkwright
power loom	1767	Richard Arkwright & John Kay
spinning Frame	1769	Matthew Boulton & James Watt
spinning Jenny	1769	Edward Cartwright
spinning Mule	1779	Samuel Crompton
steam engines	1782	James Hargreaves
water Frame	1785	John Kay

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 11. Match. The students, individually, will be asked to match the following concepts to the correct picture. If it is necessary, they can use dictionaries to find definitions for the concepts.

charcoal | coke | cast iron | puddling furnaces | pig iron | wrought iron



(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 12. Put in categories. The students, individually, will be asked to classify the words of the box into the following categories. To classify them, they will have to use a dictionary.

wages | fumers | dust | profits | fine | beat | diseases | cholera | typhoid | riot | abuses | Act
law | legislation | housing | sewage | strike | trade union | campaign | socialist | spread

Working conditions	Houses	Labour movement	Political reforms

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 13. Labour movements. The students, individually, will be asked to put the following sentences into the table below.

1. They organised strikes to stop production and to protect their interests.
2. They attacked factories and destroyed machines.
3. Most of them were unemployed because of the introduction of machinery.
4. They tried to start a political struggle for workers' rights.
5. They made proposals to the Parliament.
6. The movement disappeared in the 19th century.
7. The movement was at the origin of Labour Party
8. They organised the first general strike in Britain.

Luddites	Chartist and Trade Unions

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 14. Definitions. The students will be asked to define the following concepts, they can use a dictionary, if it is necessary; this activity will be done individually. (My own design).

siderurgy textile naval sugar industry railway financial entities trade

Activity 15. The main industrialized regions of Andalusia. The students will be asked to find some information about industrialized regions of Andalusia and to complete the following table; this activity will be done in pairs. (My own design).

	Industrial activity	Active period
Almería		
Cádiz		
Córdoba		
Jaén		
Granada		
Huelva		
Málaga		
Seville		

Activity 16. The mines of Linares-La Carolina. The students will be asked to read the following text and to answer the questions; this activity will be done individually. The text is a group of fragments that the English traveller H.J. Rose wrote after he visited the mines of Linares-La Carolina between 1873 and 1875. (My own translation of the text and the questions into English).

As Rose said: "It is probable that there is no country in the world with a more varied, vast and widespread wealth in mineral deposits than Spain. It is truly a land whose stones are iron, and from whose mountains copper can be extracted. These mountains are full of metals in many places; there is lead, copper, iron, coal and mercury in the four cardinal points; but in many cases, due to the mountainous nature of the terrain and the costly and difficult access, these deposits still remain unexploited. [...]"

We walked to the mouth of the mine [...] The shaft for the first descent was so narrow that, going down the ladder, one could lean back and lean on the other side. [...] This mine was a mine that was spreading a lot. It is actually wonderful to walk through the dark and narrow galleries and see the massive walls of solid granite towering above you on either side. You raise your head and there you have the streaks of lead [...], which sparkle and shine both above and below, everywhere and all around. [...]"

We were creeping and stumbling. Suddenly three miners hurriedly appeared around a corner looking rather spooky in the light from their flickering lanterns and entered our gallery. "Auger, auger, auger," they yelled, and the angry scream echoed and echoed from gallery to gallery. In an instant, as they turned the corner, a dull roar like thunder shook and shook and vibrated the granite rock we were leaning against and nearly blew out our candles; then another; then a third. These are the explosions with which you necessarily have to do most of the work. "

1. According to the author, are the mines important in Spain? Are they easy to exploit?
2. According to the author's description, What is the mine like? What does it produce? How do miners have light?
3. At one point, the word "barreno" is used several times. If you don't understand the word, find its meaning. What kinds of products are they using to excavate the mine?

(Adapted material from Junta de Andalucía (2021). *Repositorio Junta de Andalucía: La Industrialización en España*.

http://agrega.juntadeandalucia.es/repositorio/16092016/c9/es-an_2016091612_9132523/3_la_industrializacin_en_espaa.html).

Activity 17. Debate. The teacher will ask the whole group to suggest the possible reasons for Andalusian Industrialization to fail even though the steel industry was the most important one between 1833 and 1866. (My own design).

Activity 18. To sum up. The teacher will ask the students to bring a colourful cardboard from home. On this cardboard and in pairs, students will have to draw a mind map including the most important information they have learnt during this topic. The teacher will ask the students to draw with different colours and to do it as visible as possible. (My own design).

4.2.8. Attention to diversity

For those students who have difficulties to learn for several reasons, an adapted attention will be needed. These are some of the measures that can be implemented:

- Extra activities with texts, adapted to the level.
- Reinforcement lessons in small groups.
- Positive reinforcement for recognition of the student's achievement.

(IES Santa Catalina de Alejandría (2020). *Programación Didáctica. Geografía e Historia. Educación Secundaria Obligatoria 2020/2021*: 9, my own paraphrase in English).

All these measures will be implemented by another teacher and some of the activities proposed will be adapted, if it is necessary, as shown below.

As has been done with the activities for the group, activities devoted to attention to diversity will also be presented. Additionally, activities 1, 2, 3, 5, 8, 13, 14, 15, 17 and 18 will not suffer any change so they will remain as above.

Activity 4. Connecting ideas. The teacher will ask the students to match the following concepts with the correct definition. Students will have an extra column with the translation into Spanish and, additionally, the activity will be done in pairs.

Concepts	Translation	Definitions
barley wheat	trigo de cebada	- if you are a tenant or occupant, you have a...
birth	nacimiento	- plants grown to be harvested as food, or for other
breeding	cría	economic purposes.
clover	trebol	- material in the top layer of the surface of the earth in
crops	cultivos	which plants can grow
drill	talador	- a tool with a flat blade attached at right angles to a long
hoe	azada	handle
life expectancy	esperanza de vida	- a plant of the genus <i>Trifolium</i> , also called 'trefoil' (three
marry	casarse	leaves)
owner	propietario	- take in marriage
property	propiedad	- predicted life-span calculated on the basis of statistical
soil	tierra	probabilities

tenancy	posesión	- the production of animals or plants by inbreeding or hybridization - cultivated since prehistoric times; grown for forage and grain; it serves as a base malt for beer and certain distilled beverages - something owned; any tangible or intangible possession that is owned by someone - the event of being born - a person who owns something; possessor - a tool with a sharp point and cutting edges for making holes in hard materials
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(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*: 7-8.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 6. A short summary of texts. The teacher will read the four texts (figures 1-4) aloud and will ask the students if they understand all the vocabulary. The students in the attention to diversity program will also have the translation of the texts into Spanish. Then in pairs, they will be asked to read the following texts and to summarise them. Finally, they will read their summaries to the rest of the class. The texts I am referring to can be found in activity 6 above.

Activity 7. Enclosure vs Improvements. The students, in pairs, will be asked to put the following sentences into the table below.

1. It was a process which definitively established the private property of land.
2. It was a system introduced to improve soil.
3. This system avoided land lying 'fallow'.
4. This practice was very controversial.
5. This system improved the way to plant seeds.
6. This process allowed farmers to invest more money in their lands.

Enclosures	Improvements and new techniques in agriculture

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 9. Put in categories. The students, in pairs, will be asked to classify the words of the previous exercise into the following categories. To classify them, the students will have to use a dictionary.

Tools	Actions	Materials	Machines	Energy

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 10. Important inventions. The students will be asked to match the invention with its creator and its creation year. This activity will be done as a whole group and the teacher will provide the translation of the concepts into Spanish.

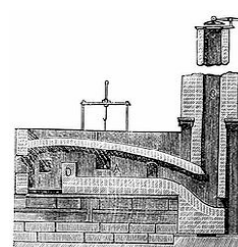
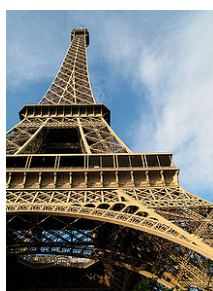
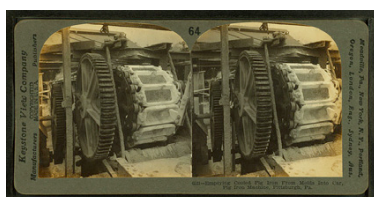
Invention & Translation	Year	Creator
flying shuttle => transbordador volador	1733	Richard Arkwright
power loom => telar de poder	1767	Richard Arkwright & John Kay
spinning frame => marco giratorio	1769	Matthew Boulton & James Watt
spinning jenny => máquina de hilar	1769	Edward Cartwright
spinning mule => mula giratoria	1779	Samuel Crompton
steam engines => máquinas de vapor	1782	James Hargreaves
water frame => marco de agua	1785	John Kay

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 11. Match. The students, individually, will be asked to match the following concepts to the correct picture. If it is necessary they can use dictionaries to find definitions for the concepts. The teacher will provide the translation of the concepts into Spanish.

charcoal | coke | cast iron | puddling furnaces | pig iron | wrought iron
carbón | coque | hierro fundido | hornos de charcos | arrabio | hierro forjado



(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 12. Put in categories. The students, in pairs, will be asked to classify the words of the box into the following categories. To classify them, they will have to use a dictionary.

wages fumers dust profits fine beat diseases cholera typhoid riot abuses Act law legislation housing sewage strike trade union campaign socialist spread

Working conditions	Houses	Labour movement	Political reforms

(Adapted material from Consejería de Educación de Andalucía (2021). *Secuencias Didácticas AICLE*.

<http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle>).

Activity 16. The mines of Linares-La Carolina. The students will be asked to read the following text and to answer the questions. The text is a group of fragments that the English traveller H. J. Rose wrote after he visited the mines of Linares-La Carolina between 1873 and 1875. Students will have the text and the questions in English and in Spanish.

The version presented below is in Spanish, the English version can be found in activity 16 above.

Como dijo Rose: "Es probable que no exista en el mundo un país con una riqueza en depósitos minerales más variada, más vasta y más extendida que España. Es verdaderamente una tierra cuyas piedras son hierro, y de cuyas montañas se puede extraer cobre. Estas montañas en muchos lugares están preñadas de metales; en los cuatro puntos cardinales hay plomo, cobre, hierro, carbón y mercurio; pero en muchos casos, debido a la naturaleza montañosa del terreno y a lo costoso y dificultoso del acceso, estos depósitos aún permanecen sin explotar. [...]

Fuimos caminando hasta la boca de la mina [...] El pozo para el primer descenso era tan estrecho que, bajando por la escalera, uno se podía echar para atrás y apoyarse en el otro lado. [...] Esta mina era una mina que se estaba extendiendo mucho. En realidad es maravilloso avanzar a través de las oscuras y angostas galerías y ver elevándose por encima de ti, a cada lado, los enormes muros de sólido granito. Levantas tu vela y ¡he aquí! las vetas de plomo [...], que relucen y brillan por encima, por debajo, por todas partes y todo alrededor. [...]

Fuimos arrastrándonos y dando tropezones. De repente tres mineros aparecieron apresuradamente por una esquina con un aspecto bastante fantasmagórico debido a la luz de sus titilantes candiles y se metieron en nuestra galería. "Barreno, barreno, barreno" gritaron, y el enriquecido grito produjo un eco y resonó de una galería a otra. En un instante, mientras ellos volvían de la esquina, un apagado estruendo como el de un trueno sacudió e hizo temblar y vibrar la roca de granito contra la que estábamos apoyados y casi nos apagó las velas; luego otro; luego un tercero. Estas son las voladuras con las que hay que realizar necesariamente la mayor parte del trabajo."

1. Según el autor, ¿son importantes las minas en España? ¿Son fáciles de explotar?
2. Según la descripción del autor, ¿cómo es la mina? ¿qué produce? ¿cómo se iluminan los mineros?
- 3) En un momento dado, se repite el aviso "barreno". Si no entiendes la palabra, busca su significado. ¿Qué tipo de productos se están empleando para excavar la mina?

Adapted material from Repositorio Junta de Andalucía: La Industrialización en España (2021). http://agrega.juntadeandalucia.es/repositorio/16092016/c9/es-an_2016091612_9132523/3_la_industrializacin_en_espaa.html

4.2.9. Evaluation

Evaluation will be done through a written text (80%) and the notes of the teacher (20%).

The criteria that will be evaluated are the following:

- Describing the most relevant events of the Industrial Revolution and their connection with other events.
- Knowing the concept of progress and the sacrifices and advances that it entails.
- Analyzing the advantages and disadvantages of the Industrial Revolution in the country.
- Analyzing the evolution of the economical changes in Andalusia, Spain and Europe caused by the Industrial Revolution.
- Identifying the origins of the economic delay and the main manifestations of inequality.

(IES Santa Catalina de Alejandría (2020). *Programación Didáctica. Geografía e Historia. Educación Secundaria Obligatoria 2020/2021*: 193-194, my own paraphrase in English).

Some other factors that will be evaluated are:

- Use of the L1 and L2 language.
- Use of specific terminology concerning the subject and the topic.

5. CONCLUSIONS

This Degree Final Project has allowed me to learn in a more detailed way how the CLIL method works and how it is implemented. CLIL is still a recent method of teaching, in Andalusia it has been implemented for 15 years but there are many other areas of the world in which this method is totally unknown.

Although teachers still need more training to be able to apply the method, the general view is quite positive. CLIL has more advantages than disadvantages as it does not affect the learning of the content subject nor the L1 acquisition and at the same time it has positive results in L2 learning. Additionally, CLIL is a method that needs time for the stakeholders to

be able to see results. The most outstanding results have been seen in the highest levels of Secondary Education.

After having read several articles and books that have been cited in this Degree Final Project and evaluating my own experience, I can explain some of the limitations that teachers who start teaching content subjects must face. Some of them have a lack of English specific vocabulary in the content subject and their language skills are low so they may have difficulties to be understood by students. Another important point is not to have the capacity to interact with the students in the classroom because they do not have enough constructions to express themselves in English on a day-to-day basis: expressions to greet, express an opinion, propose ideas and activities, etc.

Another point is important to consider: organizing all the texts and sources that you handle can be difficult. The texts can be academic, technical manuals, and even articles. All this information must be previously organized and must be relevant to the context in which it is. Preparing a didactic proposal is harder than it seems to be.

In the following projects a more extended research on the teachers' preparation and formation will be done. Moreover, more research on the possible materials used for the History subject can be carried out. Additionally, other content subjects could be taken in consideration to study the influence of CLIL on its development and the students' learning.

6. BIBLIOGRAPHICAL REFERENCES

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7. APPENDIXES

Appendix 1. Some contents in the subject of History for the 4th grade of Secondary Education

Block 1: Common contents

Location in time and space of historical events. Identification of economic, social, political and cultural factors that influence history. Developing historic empathy and establishing relations between the present and past time. Recognizing individual and collective rights. Main artists, styles and pieces of work in contemporary society.

Block 2: Historic basis of contemporary society

Political, economic and social factors of XVII, XVIII, XIX and XX century in Spain and Europe. First and Second World War. The Spanish Second Republic, The Civil War and Franco's Regime. Arts and culture in contemporary society. Pieces of work of some representative authors.

Block 3: Present day world

Present day political and economical world order. The European Union. Political transition in Spain and the Parliamentary Monarchy. Globalization and new power centers. Present day ideologies and conflicts. Areas of social and political conflicts in the world.

(Madrid-Fernández & Hughes, 2011: 440-441)

Appendix 2. Geography and History objectives of the 4th ESO grade

1. Conceptualizar la sociedad como un sistema complejo analizando las interacciones entre los diversos elementos de la actividad humana (político, económico, social y cultural), valorando, a través del estudio de problemáticas actuales relevantes, la naturaleza multifactorial de los hechos históricos y cómo estos contribuyen a la creación de las identidades colectivas e individuales y al rol que desempeñan en ellas hombres y mujeres.

2. Situar en el espacio, conocer y clasificar los elementos constitutivos del medio físico andaluz, español, europeo y del resto del mundo, comprendiendo las conexiones existentes entre estos y la humanización del paisaje y analizando las consecuencias políticas,

socioeconómicas, medioambientales que esta tiene en la gestión de los recursos y concienciando sobre la necesidad de la conservación del medio natural.

3. Conocer y analizar las vías por las que la sociedad humana transforma el medio ambiente, y a su vez cómo el territorio influye en la organización e identidad de dicha sociedad, reflexionando sobre los peligros que la intervención del hombre en el medio genera, haciendo especial hincapié en el caso de Andalucía.

4. Comprender la diversidad geográfica y geoeconómica del mundo, España, Europa y Andalucía por medio del análisis, identificación y localización de sus recursos básicos así como de las características más destacadas de su entorno físico y humano.

5. Adquirir una visión global de la Historia de la Humanidad y el lugar que ocupan Andalucía, España y Europa en ella, por medio del conocimiento de los hechos históricos más relevantes, de los procesos sociales más destacados y de los mecanismos de interacción existentes entre los primeros y los segundos, analizando las interconexiones entre pasado y presente y cómo Andalucía se proyecta en la sociedad global presente en base a su patrimonio histórico.

6. Valorar y comprender la diversidad cultural existente en el mundo y en las raíces históricas y presente de Andalucía, manifestando respeto y tolerancia por las diversas manifestaciones culturales, así como capacidad de juicio crítico respecto a las mismas, y cómo estas actitudes son fuente de bienestar y desarrollo así como cimiento de una ciudadanía democrática.

7. Comparar y analizar las diversas manifestaciones artísticas existentes a lo largo de la historia, contextualizándonos en el medio social y cultural de cada momento, por medio del conocimiento de los elementos, técnicas y funcionalidad del arte y valorando la importancia de la conservación y difusión del patrimonio artístico como recurso para el desarrollo, el bienestar individual y colectivo y la proyección de Andalucía por el mundo en base a su patrimonio artístico.

8. Apreciar las peculiaridades de la cultura e historia andaluzas para la comprensión de la posición y relevancia de Andalucía en el resto de España, Europa y del mundo y de las formas por las que se ha desarrollado la identidad, la economía y la sociedad andaluzas.

9. Explicar los principios, instituciones, mecanismos y formas de gobierno por las que se rige un Estado democrático, analizando la organización territorial y política de Andalucía, España y la Unión Europea, los requisitos para una buena gobernanza, los cauces de participación de la ciudadanía.

10. Exponer la importancia, para la preservación de la paz y el desarrollo y el bien estar humanos, de la necesidad de denunciar y oponerse activamente a cualquier forma de discriminación, injusticia y exclusión social y participar en iniciativas solidarias.

11. Analizar y conocer los principales hitos, tanto en Andalucía como en el resto de España y el mundo, en la lucha por la igualdad efectiva entre hombres y mujeres y comprender, valorar y dominar las destrezas y estrategias de empoderamiento de la mujer así como las políticas e iniciativas más destacadas en este sentido.

12. Argumentar sobre la importancia del espíritu emprendedor y de las capacidades asociadas a este, conociendo cómo han contribuido al desarrollo humano, económico y político de las formaciones sociales a lo largo de la historia y en el momento presente.

13. Debatar y analizar la proyección internacional de Andalucía y su papel en el actual proceso globalizador, valorando las oportunidades y problemáticas más destacadas de este fenómeno histórico para nuestra comunidad autónoma que han existido tanto en su pasado como en su presente.

14. Conocer y manejar el vocabulario y las técnicas de investigación y análisis específicas de las ciencias sociales para el desarrollo de las capacidades de resolución de problemas y comprensión de las problemáticas más relevantes de la sociedad actual, prestando especial atención a las causas de los conflictos bélicos, las manifestaciones de desigualdad social, la discriminación de la mujer, el deterioro medioambiental y cualquier forma de intolerancia.

15. Realizar estudios de caso y trabajos de investigación de manera individual o en grupo, sobre problemáticas destacadas del mundo actual, de la evolución histórica de las formaciones sociales humanas y de las características y retos más relevantes del medio natural tanto andaluz como del resto del mundo, por medio de la recopilación de información de diversa naturaleza, verbal, gráfica, icónica, estadística, cartográfica procedente de pluralidad de fuentes, que luego ha de ser organizada, editada y presentada por medio del concurso de las tecnologías de la información y de la comunicación y siguiendo las normas básicas de trabajo e investigación de las ciencias sociales.

16. Participar en debates y exposiciones orales sobre problemáticas destacadas del mundo actual, de la evolución histórica de las formaciones sociales humanas y de las características y retos más relevantes del medio natural tanto andaluz como del resto del mundo, empleando para ello las tecnologías de la información y de la comunicación para la recopilación y organización de los datos, respetando los turnos de palabra y opiniones ajenas, analizando y valorando los puntos de vista distintos al propio y expresando sus argumentos y conclusiones

de manera clara, coherente y adecuada respecto al vocabulario y procedimientos de las ciencias sociales.

(IES Santa Catalina de Alejandría (2020). *Programación Didáctica. Geografía e Historia. Educación Secundaria Obligatoria 2020/2021*: 36-37)