Centro de Estudios de Postgrado

Máster Interuniversitario en Enseñanza Bilingüe y AICLE

UNIVERSIDAD DE JAÉN

UNIVERSIDAD DE CÓRDOBA

Master's Dissertation/
Trabajo Fin de Máster

TEACHING UNIT: A 3D WORLD

Student: Cervantes Rejón, Javier

Supervisor: Dr. Alberto Fernández Costales
Department: English Philology

July, 2022

TEACHING UNIT: A 3D WORLD

INDEX

ABSTRACT

El proceso de enseñanza y aprendizaje de lenguas extranjeras ha evolucionado constantemente desde la aparición de los primeros métodos de enseñanza como el Método Gramatica-Traducción (MGT), hasta los enfoques/métodos contemporáneos como el Aprendizaje Basado en Proyectos (ABP), el Método Comunicativo o el Aprendizaje Basado en Tareas (ABT). A estos nuevos métodos hay que sumar el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), muy presente en las escuelas e institutos bilingües de nuestro país. Nuestro reto actual como docentes en secciones bilingües es desarrollar en el alumnado las capacidades necesarias que les permitan comunicarse y desenvolverse en un contexto donde la L2 es la lengua nativa o dominante junto a unos contenidos propios de una asignatura del currículo oficial. Por ello, las unidades didácticas mediante las cuales planificamos, desarrollamos el currículo y enseñamos la lengua extranjera y los contenidos específicos deben ser cuidadosamente diseñadas para ser efectivas dependiendo del alumnado, nivel y etapa a las que se dirigen. Esta es una tarea fundamental del docente y el éxito de este proceso de enseñanza-aprendizaje dependerá en gran medida de su diseño e implementación.

The process of teaching and learning foreign languages has constantly evolved from the appearance of the first teaching methods such as the Grammar-Translation Method (GTM) to contemporary approaches/methods such as Project Based Learning (PBL), the Communicative Method or Task-Based Learning (TBL). To these new methods, we must add Content and Language Integrated Learning (CLIL), which is very present in bilingual schools and institutes in our country. Our current challenge as bilingual teachers is to develop in our students the basic skills to enable them to communicate and develop in a context where the L2 is the native or dominant language together with the contents of a subject of the official curriculum. For this reason, the teaching units through which we plan, develop the curriculum and teach the foreign language and specific content must be carefully designed to be effective depending on the students, level and stage at which they are aimed. This is a fundamental task of the teacher, and the success of this teaching-learning process will depend to a large extent on its design and implementation.

Palabras clave: AICLE, Realidad Virtual, recursos online, Tecnología, TICs.

Keywords: CLIL, ICTs, online resources, Technology, virtual reality (VR)

1. INTRODUCTION

In this Master's dissertation, I present a teaching unit to be implemented in Content and Language Integrated Learning (CLIL). The teaching proposal is faithful to the spirit and contents of the bilingual subject of *Technology* in the official curriculum in a Spanish secondary school located in the Autonomous Community of Andalusia.

The unit is planned and designed for the Technology subject (bilingual group) included in the Spanish official curriculum (Organic Laws on Education, Royal Decrees and Decrees). It is addressed to the 2nd year of Compulsory Secondary Education (ESO) in the IES Luis Bueno Crespo, placed in the town of Armilla, near Granada city centre. There are 4 different groups of 2nd year of ESO (A, B, C and D) and around 26 students in each classroom. According to the educational laws, there are 3 sessions per week, lasting 60 minutes each[1], but in this high school, using its autonomy, there are a total of 4 sessions per week devoted to the subject of Technology (bilingual).

Today, we live in a globalised world where Information and Communication Technologies (ICTs) are part of our daily lives. Teenagers between 13-and 15 years old are quite interested in them, so we can draw on technology to learn the foreign language and learn points related to the official curriculum of the subject (devices, consumption habits, proper/fair usage, problem-solving, etc.). Therefore, as digital citizens of the XXI century, learners should be able to take advantage of these technologies and be responsible for their use on their own. In this technological scenario, English is the international *lingua franca* so, we are motivating students to learn the foreign language for a specific and useful purpose. Most of the literature about ICTs is written in English and the most cutting-edge countries developing and researching technology also have English as their L1 or L2.

The main goals that we pursue with this didactic unit are the following:

1. To encourage students to value the subject of Technology as an enriching and practical experience for their lives

[1] Timing-subjects distribution. Retrieved on 01-03-2022 from https://www.juntadeandalucia.es/educacion/portals/abaco-portlet/content/ec0161a1-736d-46b9-a715-cfeeb143e421

2. To use the L1 and L2 (code-switching) in the teaching-learning process to promote the Communicative competence (3/2020, LOMLOE)
3. To value the foreign language (L2 – English) as a way of communication in our globalized world
4. To learn about the ICTs world, its responsible use and problem-solving in our current society (Digital competence)
5. To raise awareness of cooperative and teamwork as an easier way to achieve own and collective goals

2. LEGAL REFERENCES

The present teaching unit is developed under the *Organic Law 3/2020, of 29th December, amending the Organic Law 2/2006 (*LOMLOE). It is also based on the *Order of January 15th, 2021,* which develops the curriculum corresponding to the Compulsory Secondary Education in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity, establishes the organisation of the evaluation of the student learning process and determines the process of transition between different educational stages, and also on the *Royal Decree 1105/2014, of December 26th*, by which establishes the basic curriculum of the Compulsory Secondary Education and the Baccalaureate. It is complemented with the *Order ECD/65/2015*, dated January 21st, which describes the relations between the Competences, contents and evaluation criteria of the Primary Education, Compulsory Secondary Education and Baccalaureate.

Moreover, the *Common European Framework of Reference for Languages* (CEFRL) underlines the idea that national and regional literature contributes to the European cultural heritage, which the Council of Europe regards as "a valuable common resource to be protected and developed" (2009:2). This framework is effective in Europe and other continents as well. The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. According to LOMLOE 3/2020, students who finish the ESO will achieve a A2-level.

> Based on empirical research and widespread consultation, this scheme makes it possible to compare tests and examinations across languages and national boundaries. It also provides a basis for recognising language qualifications and thus facilitating educational and occupational mobility. These various levels can be found on the Council of Europe website (North, B. 2014).

This unit has been designed according to the legal documents that are stated below. According to their level of specificity, we find the following ones.

European level
Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) and its Companion volume (2020)
State level (Spain)
ORGANIC LAW 2/2006 of May 3, on Education (LOE) **ORGANIC LAW 3/2020 of December 29 (LOMLOE)** **ROYAL DECREE 1105/2014 (B.O.E) which establishes the basic curriculum for Compulsory Secondary Education and Baccalaureate.** **ROYAL DECREE 310/2016, of 29 July, which regulates the final assessments of Compulsory Secondary Education and Baccalaureate.** **ORDER ECD/65/2015 (B.O.E), of January 21, describing the relationships between competencies, contents and evaluation criteria for primary education, compulsory secondary education and baccalaureate.**
Regional level (Andalusia)
LAW 17/2007, December 10, on Education in Andalusia. (LEA) **ORDER of January 15, 2021, which develops the curriculum corresponding to the Compulsory Secondary Education stage in the Autonomous community of Andalusia, regulates certain aspects of the attention to diversity, establishes the organization of the evaluation of the student learning process and determines the process of transition between different educational stages (Extraordinary BOJA No. 7, 18-01-2021).** **DECREE 111/2016 on the organization of the ESO curriculum in Andalusia.** **Instructions of March 8, 2017, of the Directorate General of Participation and Equity, by which the protocol of detection, identification of students with specific educational support needs and organization of the educational response is updated.** **DECREE 182/2020, November 10, amending Decree 111/2016, of 14 June, which establishes the organisation and curriculum of Compulsory Secondary Education in the Autonomous Community of Andalusia.**

INSTRUCTIONS of March 8, 2017, of the Directorate General of Participation and Equity, by which the protocol of detection, identification of students with specific educational support needs and organization of the educational response is updated.

Given the pandemic situation in Spain and our community, some laws were passed and although the situation has improved, it is advisable to take into account them:

- Royal Decree-Law 31/2020, of September 29, adopting urgent measures in the field of non-university education.
- INSTRUCTIONS of July 6, 2020, of the Vice-Ministry of Education and Sports, regarding the organization of educational centres for the 2020/2021 school year, motivated by the COVID-19 health crisis.
- ORDER EFP/365/2020, of April 22, establishing the framework and action guidelines for the third quarter of the academic year 2019-2020 and the beginning of the academic year 2020-2021, given the crisis caused by COVID-19 (BOE 24-04-2020).

Key competencies

The guidelines provided by the European Union (EU) insist on the need for citizens to acquire key competencies as an indispensable condition for individuals to achieve full personal, social and professional development that meets the demands of a globalized world and makes economic development possible, linked to knowledge.

The implementation of the LOMCE 8/2013 implied many changes and now the new law on Education (3/2020, LOMLOE) maintains them and introduces some new ones (Universal Design for Learning – UDL). A change that introduced LOMCE is the modification of the eight basic competencies of the curriculum, which are now seven and renamed **key competencies**. The new law slightly renames some of the previous ones, combines those related to the scientific and mathematical world, eliminates personal autonomy and replaces it with a sense of initiative and entrepreneurship. In this way, it is in line with the European reference framework. The Key Competencies of the curriculum are the following:

1. **Linguistic communication**
2. **Mathematical competence and competencies based on Science and Technology**

3. **Digital competence**
4. **Learning to learn**
5. **Social and civic competences**
6. **Sense of initiative and entrepreneurship**
7. **Cultural awareness and expressions**

The subject of Technology in the ESO curriculum develops mainly the Mathematical competence and competencies based on Science and Technology. In addition, in bilingual education, the first foreign language in the curriculum (English) is directly related to Linguistic communication competence because it contributes to the development and mastering of a foreign language. The English subject also contributes to the development of the other key competencies indirectly through different contents and tasks.

Stage objectives (Royal Decree, 1105/2014, Ch. II)

In general, Compulsory Secondary Education will contribute to developing in students the abilities that will enable them to (R.D. 1105/2016, art. 11):

a) Assume their duties responsibly, know and exercise their rights in respect for others, practice tolerance, cooperation and solidarity among individuals and groups, exercise dialogue by strengthening human rights as common values of a pluralistic society and prepare for the exercise of democratic citizenship.
b) To develop and consolidate habits of discipline, study and individual and teamwork as a necessary condition for the effective performance of learning tasks and as a means of personal development.
c) To value and respect the difference between the sexes and the equality of rights and opportunities between them. Reject stereotypes that imply discrimination between men and women.
d) Strengthen their affective capacities in all areas of personality and their relationships with others, as well as reject violence, prejudice of any kind, sexist behaviour and resolve conflicts peacefully.
e) To develop basic skills in the use of information sources to acquire new knowledge with a critical sense. To acquire a basic preparation in the field of technologies, especially those of information and communication.

f) To conceive scientific knowledge as an integrated knowledge, which is structured in different disciplines, as well as to know and apply the methods to identify problems in the various fields of knowledge and experience.
g) Develop an entrepreneurial spirit and self-confidence, participation, critical thinking, personal initiative and the ability to learn, plan, make decisions and take responsibility.
h) Understand and express themselves correctly, orally and in writing, in the Spanish language and, if any, in the official language of the Autonomous Community, complex texts and messages, and be initiated in the knowledge, reading and study of literature.
i) To understand and express themselves in one or more foreign languages in an appropriate manner.
j) Know, value, and respect the basic aspects of their own and others' culture and history and the artistic and cultural heritage.
k) Know and accept the functioning of one's own body and that of others, respect differences, strengthen body care and health habits and incorporate physical education and the practice of sports to promote personal and social development. To know and value the human dimension of sexuality in all its diversity. Critically evaluate social habits related to health, consumption, and care of living beings and the environment, contributing to their conservation and improvement.
l) Appreciate artistic creation and understand the language of art.

Area objectives (Order, January 15, 2021)

The teaching of the First Foreign Language in ESO will aim to develop the following skills, and as a bilingual education we will contribute to their development:

1. Listening to and understanding specific information from oral texts in a variety of communicative situations, adopting a respectful, tolerant and cooperative attitude.

2. To express oneself and interact orally in a common communication situation understandably and appropriately way, using dialogue as a means to resolve conflicts peacefully.

3. Read and understand different texts at a level appropriate to the abilities and interests of the students, to general and specific information, complementing this information with other sources to new knowledge with a critical sense.

4. To use reading in different media as a source of pleasure and personal enrichment.

5. Write simple texts for different purposes on different subjects, using appropriate resources of cohesion and coherence.

6. Use the basic phonetic, lexical, syntactic-discursive and functional components of the foreign language correctly in real contexts of communication.

7. Develop autonomy in learning, habits of discipline, study and work, reflection on one's process and transfer to the foreign language knowledge and communication strategies acquired in other languages.

8. To develop the ability to work as part of a team, to reject discrimination against people on the grounds of sex or any other personal or social condition or circumstance, strengthen social skills and the affective capacities necessary to resolve conflicts peacefully, and reject stereotypes and prejudices of any kind.

9. To make appropriate use of learning strategies and all available means, including information and communication technologies and audiovisual media to obtain, select and present information orally and in writing in a foreign language.

10. Value and appreciate the foreign language as a means of communication, cooperation and understanding between people of different origins and cultures, fostering solidarity and respect for human rights, within the democratic exercise of citizenship.

11. Appreciate the foreign language as an instrument of access to information and a tool for learning different contents, as a means of artistic expression and for the development of the ability to learn.

12. Show a receptive attitude and self-confidence in the ability to learn and use the foreign language creatively, take the initiative and participate with a critical sense in communication situations in that foreign language.

13. Know and appreciate the specific elements of Andalusian culture so that it is valued and respected by citizens of other countries.

14. Recognise the importance of the tourism sector in Andalusia and develop an entrepreneurial spirit, knowing, respecting and transmitting the basic aspects of Andalusia's culture and history, as well as its artistic and cultural heritage, using the foreign language as a medium.

Contents, objectives and learning standards (Order January 15, 2021)

The contents are grouped in blocks, according to the skills they develop:

Block 1. Comprehension of oral texts.
Block 2. Production of oral texts: expression and interaction.
Block 3. Comprehension of written texts.
Block 4. Production of written texts: expression and interaction.

In the Andalusian curriculum, the contents, the objectives of the subject and the competencies are assessed through the evaluation criteria. These allow both the planning of what to teach and the organization of the evaluation on the evaluable standards. The Royal Decree 1105/2014, of December 26, establishes the same contents, evaluation criteria and learning standards for the first cycle of ESO. However, the Order of January 15th, 2021, develops the contents and evaluation criteria for the first cycle of ESO (1st-3rd ESO), on the one hand, and for the 4th year of ESO on the other hand.

To grade the performance or achievement reached by the student throughout the Secondary Education stage, the curriculum establishes specific evaluation criteria. These concretions are the so-called *learning standards*, which allow defining the results of learning and specify through actions what the student should know and know how to do in each subject. The learning standards must be observable, measurable and evaluable and, together with the evaluation criteria, must be the referents for the evaluation of competencies and objectives in the continuous and final evaluations of this subject. Therefore, the curricular learning standards are established for this cycle of Secondary Education.

The curriculum establishes **four blocks of contents** corresponding to four linguistic skills, and in the same way, the evaluation criteria and the evaluable standards are divided into four groups.

According to the Guidelines included for the subject of First Foreign Language in the Royal Decree 1105/2014, each and every one of the evaluation criteria of the block in question can be used when we evaluate any standard of that block. Therefore, in this unit of work will be developed the following:

Block 1. Comprehension of oral texts			
Contents	**Evaluation criteria**	**Learning and evaluable standards**	**Achievement indicators and Key Competencies**
Sociocultural and sociolinguistic aspects: - Social conventions, politeness norms and registers; customs, values, beliefs and attitudes; nonverbal language. Communicative functions: - Initiation and maintenance of personal and social relationships. - Description of physical and abstract qualities of people,	EC.1.1.Identify the essential information, the main points and the most relevant details in short and well-structured oral texts, transmitted orally or by technical means and articulated at slow or medium speed, in a formal, informal or neutral register, and dealing with everyday matters in common situations or on general topics or in one's field of interest in the personal, public,	LS.1.1. Can understand the main points and relevant details of directions, announcements, messages, and short, slow, clearly articulated communications (e.g., change of gate at an airport, information about activities at a summer camp, or an answering machine in a movie theatre), provided the acoustic conditions are good and the sound is not distorted.	AI.1.1.1. Listens to directions, instructions, and announcements, and grasps essential information. CCL, SIE AI.1.1.2. Uses the digital resources of the course to reinforce the knowledge acquired in the unit. CCL, CD AI.1.2.1 Listens to dialogues about everyday transactions and extracts essential information. CCL, SIE AI.1.2.2 Listens to and understands the teacher's questions on familiar and everyday topics. CCL AI.1.2.3. Listens to and interprets dialogues about everyday situations while respecting social conventions. CCL, CSC, SIE

objects, places and activities. - Narration of punctual and habitual past events, description of present states and situations, and expression of future events. - Requesting and offering information, indications, opinions and points of view, advice, warnings and notices. - Expression of knowledge, certainty, doubt and conjecture. - Expression of will, intention, decision, promise, command, order, authorization and prohibition. - Expression of interest, approval,	educational and occupational fields, provided that the acoustic conditions do not distort the message and it is possible to listen to what has been said again. EC.1.2. Know and know how to apply the most appropriate strategies for understanding the general meaning, essential information, main points and ideas or relevant details of the text. EC.1.3. Know and use for text comprehension the sociocultural and sociolinguistic aspects of daily life (study and work habits, leisure activities), living conditions (environment,	LS.1.2. Can understand the gist of what is being said in structured, everyday transactions and formalities (e.g., in hotels, stores, hostels, restaurants, leisure, study, or work settings). LS.1.3. Can identify the general meaning and main points of a formal or informal conversation between two or more interlocutors taking place in his/her presence, when the topic is familiar and the discourse is clearly articulated, at an average speed and in a standard variety of the language.	AI.1.3.1. attends conversations on the topic of the unit and extracts essential information. CCL AI.1.3.2. Listens to conversations related to ethical values and shows respect for other opinions. CCL, CSC AI.1.4.1.1. Listens to informal conversations related to the unit's topic and grasps basic information. CCL, CMCT AI.1.4.1.2. Listens to informal conversations related to sociocultural and inter-curricular topics. CCL, CSC

appreciation, sympathy, satisfaction, hope, confidence, surprise, and their opposites. - Formulation of suggestions, wishes, conditions and hypotheses. - Establishment and maintenance of communication and organization of discourse.	social structure), interpersonal relationships (between men and women, at work, at school, in institutions), behaviour (gestures, facial expressions, use of voice, eye contact), and social conventions (customs, traditions).		

Block 2. Production of oral texts: expression and interaction			
Contents	**Evaluation criteria**	**Learning and evaluable standards**	**Achievement indicators and Key Competencies**
Production strategies Planning - Conceive the message clearly, distinguishing its main idea or ideas and its basic structure.	EC2.1. Produce brief and understandable texts, both in face-to-face conversation and by telephone or other technical means, in a neutral or informal	LS.1.1. Can give short, well-rehearsed, well-structured presentations with visual aids (e.g., overhead transparencies or PowerPoint) on specific aspects of	IA.2.1.1. makes simple presentations related to the topic of the unit following an example. CCL, SIE AI.2.1.2. Speaks about sociocultural topics, showing respect for other cultures. CCL, SIE, CSC AI.2.1.3. Speaks about cross-curricular topics,

- Adapt the text to the addressee, context and channel, applying the appropriate register and discourse structure in each case. Execution - Express the message with clarity, and coherence, structuring it appropriately and adjusting, where appropriate, to the models and formulas of each type of text. - Readjust the task (undertake a more modest version of the task) or the message (make concessions in what you would like to express), after assessing the difficulties and	register, with simple language, in which information is given, requested and exchanged on topics of importance in everyday life and familiar matters or of personal interest, The speaker can briefly justify the reasons for certain actions and plans, although sometimes there are interruptions or hesitations, pauses and rephrasing are evident to organize the speech and select expressions and structures, and the interlocutor sometimes has to ask for a repetition of what has been said. EC2.2. Know and know how to apply the most appropriate strategies to	topics of interest to them or related to their studies or occupation, and respond to short, simple questions from listeners about the content of the presentation. L.S. 2.2. Can manage everyday tasks and transactions, such as travel, accommodation, transport, shopping and leisure, following basic rules of courtesy (greeting and treatment). L.S. 2.3. Participates in informal conversations face to face or by telephone or other technical means, in which he/she establishes social contact, exchanges information and expresses opinions	showing knowledge about them. CCL, SIE, CMCT AI.2.1.4. Responds appropriately to the teacher's questions about familiar and everyday topics. CCL, SIE AI.2.1.5. Participates in cooperative work (projects, presentations, etc.) and presents them to the class. CCL, SIE, CCEC AI.2.2.1. Practice dialogues about everyday situations following a model. CCL, SIE AI.2.2.2. Practice greetings, introductions, etc. in a polite manner. CCL, CSC; SIE AI.2.2.3. Practice and reproduce correct pronunciation in everyday communication situations. CCL, SIE AI.2.2.4. Use gestural language to facilitate communication in everyday situations. CCL, CAA AI.2.3.1. Interpret informal conversations in pairs respecting social norms and

resources available. - Build on and make the most of prior knowledge (use 'ready-made' language, etc.). - Compensate for linguistic deficiencies by means of linguistic, paralinguistic or paratextual procedures: Linguistic - Modify words of similar meaning. - Defining or paraphrasing a term or expression. Paralinguistic and paratextual - Asking for help. - Pointing to objects, using deictics, or performing actions that clarify meaning.	produce short monologic or dialogic oral texts with a simple and clear structure, using, among others, procedures such as adapting the message to patterns of the first language or others, or the use of approximate lexical items if other more precise ones are not available. EC2.3. Incorporate into the production of monologic or dialogic oral text the acquired sociocultural and sociolinguistic knowledge related to social structures, interpersonal relationships, patterns of action, behaviour and social conventions, acting with due propriety and	and points of view, makes invitations and offers, asks for and offers things, asks for and gives directions or instructions, or discusses the steps to follow to carry out joint activity.	conventions. CCL, SIE, CSC AI.2.3.2. Practice and reproduce correct pronunciation in informal conversations. CCL, SIE AI.2.3.3. Converses about ethical values showing respect for other opinions. CCL, CSC, SIE AI.2.3.4. Participates in games putting into practice the grammatical and vocabulary explanations of the unit. CCL, SIE, CAA AI.2.3.5. Asks questions of peers while respecting social conventions. CCL, SIE, CSC

- Use culturally relevant body language (gestures, facial expressions, postures, eye or body contact, proxemics). - Use extralinguistic sounds and conventional prosodic qualities.	respecting the most important rules of courtesy in the respective contexts.		

Block 3. Comprehension of written texts			
Contents	**Evaluation criteria**	**Learning and evaluable standards**	**Achievement indicators and Key Competencies**
EA3.1. Identifies, with the help of images, instructions for the operation and handling of electronic devices or machines, as well as for instructions for activities and safety rules (e.g., in a school, a public place or a	EC3.1.1. Reads instructions, directions, posters, fact sheets, etc., and understands specific information. CCL, CCEC EC3.1.2. Reads and identifies basic information and instructions in exercise statements. CCL	LS3.1. Identifies, with the help of images, instructions for the operation and handling of electronic devices or machines, as well as for instructions for activities and safety rules (e.g., in a school, a	AI3.1.1. Reads instructions, directions, posters, fact sheets, etc., and understands specific information. CCL, CCEC AI3.1.2. Reads and identifies basic information and instructions in exercise statements. CCL AI3.1.3. Reads and implements instructions and tips to improve learning techniques. CCL, CAA

leisure area). Can understand the main points of advertisements and publicity material in magazines or on the Internet, formulated simply and clearly, and related to matters of personal, academic and occupational interest. Can understand personal correspondence in any form in which he/she talks about him/herself; describes people, objects and places; narrates past, present and future events, real or imaginary; and expresses feelings, wishes and opinions on general topics, known or of	EC3.1.3. Reads and implements instructions and tips to improve learning techniques. CCL, CAA EC3.2.1. Reads an advertisement, tourist brochure, travel guide, etc., and analyzes the information. CCL, CEEC EC3.2.2. Uses the digital resources of the course to deepen the knowledge acquired in the unit. CCL, CD EC3.3.1. Reads letters, e-mails, blogs, postcards, etc. of a personal nature and uses them as a model. CCL, CSC, SIE EC3.3.2. Reads personal descriptions and analyzes their	public place or a leisure area). LS3.2. Can understand the main points of advertisements and publicity material in magazines or on the Internet, formulated simply and clearly, and related to matters of personal, academic and occupational interest. LS3.3. Can understand personal correspondence in any form in which he/she talks about him/herself; describes people, objects and places; narrates past, present and future events, real or imaginary; and expresses feelings, wishes and opinions on	AI3.2.1. Reads an advertisement, tourist brochure, travel guide, etc., and analyzes the information. CCL, CEEC AI3.2.2. Uses the digital resources of the course to deepen the knowledge acquired in the unit. CCL, CD AI3.3.1. Reads letters, e-mails, blogs, postcards, etc. of a personal nature and uses them as a model. CCL, CSC, SIE AI3.3.2. Reads personal descriptions and analyzes their social dimension. CCL, CSC AI3.3.3. Reads personal opinions, expressions of feelings, desires, etc., and compares them with their own. CCL, CSC

interest to him/herself.	social dimension. CCL, CSC EC3.3.3. Reads personal opinions, expressions of feelings, desires, etc., and compares them with their own. CCL, CSC	general topics, known or of interest to him/herself.	

Block 4. Production of written texts: expression and interaction			
Contents	**Evaluation criteria**	**Learning and evaluable standards**	**Achievement indicators and Key Competencies**
Production strategies: Planning - Mobilizing and coordinating one's general and communicative skills to perform the task effectively (reviewing what one knows about the topic, what one can or wants to say, etc.). - Locating and using linguistic or thematic	EC4.1. Write, on paper or electronically, short, simple and structured texts on everyday topics or personal interests, in a formal, neutral or informal register, adequately using basic cohesion resources, basic spelling conventions and the most common punctuation marks, with reasonable control	LS4.1. Completes a simple questionnaire with personal information and information related to his/her education, occupation, interests or hobbies (e.g., to subscribe to a digital publication, enrol in a workshop, or join a sports club).	AI4.1.1. Write forms, questionnaires, worksheets, etc. with specific information. CCL, CSC, SIE AI4.1.2. Completes written activities with personal information or information related to personal interests. CCL, SIE AI4.1.3. Completes review and self-assessment activities with information related to their interests. CCL, CAA AI4.2.1. Write notes and messages about everyday matters. CCL, SIE AI4.2.2. Completes activities related to everyday

resources appropriately (using a dictionary or grammar, getting help, etc.). Execution - Expressing the message clearly by adjusting to the models and formulas of each type of text. - Readjust the task (undertake a more modest version of the task) or the message (make concessions in what you would like to express), after assessing the difficulties and resources available. Relying on and making the most of prior knowledge (using 'ready-made' language, etc.).	of expressions and simple structures and a frequently used lexicon. EC4.2. Knowing and applying appropriate strategies to prepare short written texts of simple structure, e.g., copying formats, formulas and conventional models of each type of text. EC4.3. Incorporate into the production of written text the acquired sociocultural and sociolinguistic knowledge related to social structures, interpersonal relationships, patterns of action, behaviour and social conventions, respecting the most important	LS4.2. Writes notes and messages (SMS, WhatsApp, chats), making brief comments or giving instructions and directions related to activities and situations in daily life and of interest to him/her. LS4.3. Writes notes, announcements and brief messages (e.g., on Twitter or Facebook) related to activities and situations of daily life, personal interest or current affairs, respecting the conventions and rules of courtesy and etiquette.	situations while respecting social conventions. CCL, CSC, SIE AI4.3.1. Write notes and messages about everyday matters. CCL, SIE AI4.3.2. Writes an advertisement, a tourist brochure, a travel guide following a model. CCL,CEEC, SIE AI4.3.3 Completes activities related to everyday situations while respecting social conventions. CCL, CSC, SIE AI4.3.4. Write instructions, and directions, following a model. CCL, SIE

Sociocultural and sociolinguistic aspects: social conventions, politeness rules and registers; customs, values, beliefs and attitudes; non-verbal language. Communicative functions: - Initiation and maintenance of personal and social relationships. - Description of physical and abstract qualities of people, objects, places and activities. - Narration of punctual and habitual past events, description of present states and situations, and expression	rules of politeness in the respective contexts.		

Regarding the Technology subject, the *Royal Decree 1105/2014, of December 26, establishes the contents, evaluation criteria and learning standards for the first cycle of ESO*. The curriculum establishes **five blocks of contents** corresponding to different technological skills, and in the same way, the evaluation criteria and the evaluable standards are divided into five groups. The general contents are the following:

Block 1. Technological problem-solving process
Block 2. Technical expression and communication
Block 3. Materials for technical use
Block 4. Structures and mechanisms: machines and systems
Block 5. Information and Communication Technologies

According to the Guidelines included for the subject of Technology in the Royal Decree 1105/2014, every one of the evaluation criteria of the block in question can be used when we evaluate any standard of that block. Therefore, in this unit of work will be developed the following:

Block 5. Information and Communication Technologies	
Evaluation criteria	**Learning and evaluable standards**
1. Distinguish the operating parts of computer equipment. 2. Securely use information exchange systems. 3. Use computer equipment to develop and communicate technical projects.	1.1. Identifies the parts of a computer and is capable of replacing and assembling key parts. 1.2. Installs and operates basic software and programs. 1.3. Uses computer equipment and electronic devices appropriately. 2.1. Operates web sites, platforms and other information exchange systems. 2.2. 2.1. Operates web sites, platforms and other information exchange systems. 2.2. Knows the security measures applicable to each risk situation.

	3.1. Prepares technical projects with computer equipment and is able to present and disseminate them. present and disseminate them.

Interdisciplinarity

The interdisciplinary approach to learning by competencies will be encouraged with students carrying out research work and integrated activities that allow them to progress towards the learning outcomes of more than one competency at the same time. The interdisciplinary contents to be worked in this unit of work are:

a. Responsible consumption

b. Equality among women and men

c. Education for coexistence and respect in interpersonal relationships, emotional competence, self-concept, body image and self-esteem

3. METHODOLOGY

The methodological strategies take into account the transversal and inclusive nature of the current proposal, where the acquisition of key competencies is the aim of the whole teaching-learning process. The methodological approach in this teaching unit is mainly focused on **CLIL**, where content-subjects are taught through an additional language which is not the students' mother tongue. Besides, we pretend to offer 2 for 1, which means, learning contents and a foreign language at the same time, based on the concept of *learning economy* (Stiglitz & Greenwald, 2015).

To articulate the learning strategies, the teacher must assume the role of guide, promoter and facilitator of the students' development, adjusting to their initial level of competence and taking into account the attention to diversity and respect for the different paces and learning styles through individual and cooperative work practices. Likewise, the involvement of the students in their learning should be favoured, stimulating individual improvement and personal growth, the development of all potentialities and the processes of autonomous learning. In addition, the interdisciplinary approach to learning by competencies will be encouraged through research work and integrated activities that will allow them to advance towards the learning results of more than one competency at the same time.

Competency-based learning aims at developing the potential of each student, and their capabilities, preparing students to successfully face personal challenges throughout their lives. Students must not only acquire knowledge but must also be able to access and apply it in the different contexts of their lives, to contextualize it. Competency-based learning aims to cover all aspects of life, making students not only capable of learning but also of learning to learn, learning to live together, and learning to do. As expressed in the 1998 World Higher Education Conference (Sanchez & Ruiz, 2008), there is a great need for life-long learning that will provide the competencies that people must have if they are to contribute to the cultural, social and economic development of society.

The interest and habit of reading, the practice of written expression and the ability to express oneself correctly in public will be encouraged. In the classroom environment, the learner is in contact with a series of registers within a strategy that motivates and invites participation. The exposure is executed both passively (listening and reading) and actively (speaking and writing) thus simulating the natural contexts of language use. Mediation is a new skill to be developed by the students of foreign languages according to the CEFR (2001) and its Companion Volume (2018). This skill is related to the ability to mediate in a conversation or communicative act avoiding breakdowns or misunderstandings.

Likewise, through reading and audiovisual materials, reflection and critical thinking will be stimulated in the students, as well as the processes of individual and collective construction of knowledge, and discovery, research, entrepreneurship and personal initiative will be encouraged. Similarly, activities will be developed to deepen the skills and methods of collection, systematization and presentation of information and to apply processes of analysis, observation and experimentation, appropriate to the contents of the different subjects.

The correction and supervision of the student's learning will be focused on two areas: the production of oral and written texts and the comprehension of oral and written messages, without detriment to the inherent contribution to the different aspects that make up the formative evaluation, proper of the classroom action. The idea of using online dictionaries will be insisted on, as well as different uses of lexical compendia, emphasizing semantic and phonetic-phonological aspects.

Recent contributions in this field establish a pyramid of learning (Lalley & Miller, 2007) ratios ranging from 10% of learning from the teacher's explanation to 90% in the ratio of learning located in the active and expository participation of the student when he/she adopts the function of "teaching others".

Cooperative learning and teamwork are also core methodological aspect in this unit of work because recent trends in Education promotes these techniques to create inclusive and equalitarian learning by students. Therefore, most of the tasks and activities in this unit are carried out using these classroom arrangements.

> Working together to achieve a common goal produces higher achievement and greater productivity than does working alone. (Johnson, 2011).

Apart from CLIL, which is the main method in this unit, we find other ones applied to the teaching and learning process of this unit, it is based mainly on two recent mainstreams in Applied linguistics like Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT).

3.1. Communicative Language Teaching (CLT)

The origins of Communicative Language Teaching (Savignon, 1987) are to be found in the changes in the British language teaching tradition dating from the late 1960s. It was applied from the 1970s onwards. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in approaches to language teaching at that time – the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. The focus on communicative and contextual factors in language use also has an antecedent in the work of the anthropologist Bronislaw Malinowski and his colleague, the linguist John Firth.

Another frequently cited dimension of CLT, its learner-centred and experience-based view of second language teaching, also has antecedents outside the language teaching tradition per se. Common to all versions of CLT is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a

design for an instructional system, materials, teacher and learner roles and behaviour, and classroom activities and techniques.

The linguistic theory behind CLT is functionalism (Sever, 2012). A function is the intention/s behind the language form. It enables you to speak in your daily life. Language is a means for expressing meaning in context (appropriacy). The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence". It involves verbal and non-verbal communication. Language is seen as a tool for communication. Here lies a dichotomy between form vs. structure and accuracy vs. fluency. It is a matter of balance. Hymes' theory of communicative competence was a definition of what a speaker needs to know to be communicatively competent in a speech community. In Hymes' view, a person who acquires communicative competence acquires both knowledge and ability for language use. Another linguistic theory of communication favoured in CLT is Halliday's functional account of language use.

The material and resources used in CLT, as in this unit, are of three kinds: text-based, task-based and realia.

3.2. Content and Language Integrated Learning (CLIL)

The term CLIL was adopted in 1994 within the European context to describe and further design good practice as achieved in different types of school environments where teaching and learning take place in an additional language. Informally speaking, we could say that it is "two for the price of one" (Jäppinen, 2006). CLIL is an approach which is neither language learning nor subject learning, but an amalgam of both and is linked to the process of convergence. Convergence involves the fusion of elements which may have been previously fragmented, such as subjects in the curriculum. This is where CLIL breaks new ground.

CLIL implies different ways of planning the teaching for effective learning. CLIL is not language teaching powered by a wider range of contents. Neither is it content teaching translated into a different language (code) from the mother tongue. Nevertheless, in adopting a CLIL approach, there will be elements of both language and subject which are specific to the CLIL classroom as well as emerging CLIL methodologies. There are four guiding principles upon which a CLIL program can be designed (Coyle, 2008): (1) Content, (2) Communication, (3) Cognition and (4) Culture. The CLIL method is about allowing

individuals to build their knowledge and understanding according to Bloom's Taxonomy (lower or high order skills) (Hanesová, 2014: 2, 33-51). Therefore, CLIL fosters the creation of knowledge about the world and language by teaching a subject using the foreign language (L2).

CLIL was promoted by European policies: plurilingualism (Busse, 2017), in the challenge of being able to speak two different foreign languages before starting University. It is also a matter of social justice because in the past only rich people studied foreign languages, especially English. So, in democratic societies and their educational systems, there is an aim of making FLs more accessible for equal opportunities. English as a Lingua Franca (ELF) refers to the English language as a global language used to communicate, because of this English is considered a core skill in the curriculum.

There are many factors which led to the introduction of CLIL, and, because it involves the integration of content and language, it is not solely a form of language learning. It is an educational approach which is content-driven, and this is a fundamental reason why it has emerged as an educational phenomenon which complements both content and language learning and is within the domain of each. CLIL is not simply education in an additional language; it is education through an additional language based on connected pedagogies and using contextual methodologies.

The big challenge in CLIL is the *Concept-Language Gap* (Harrop, E. 2012: 23) which is extremely difficult to avoid. How to teach difficult concepts when your language proficiency is so low, or poor? For example, teaching Capitalism. When you teach complex ideas, language should be simpler instead of revising (language high – idea simpler). It could be represented as a scale (Language Complex (-) Idea simple (+) then REVISING) or (Language complex (+) Idea simple (-) then TEACHING).

Moreover, the *CLIL Compendium*[3] (https://www.clilcompedium.com) states some aims directly or indirectly related to language learning development:

- Develop intercultural communication skills

[3] *CLIL Compendium* resulted from a research-driven project which focused on identifying the dimensions of CLIL. Its aim was to identify the foundations on which to build greater understanding of the potential of CLIL supported by the European Commission.

- Prepare for internationalisation
- Provide opportunities to study contents through different perspectives
- Access subject-specific target language terminology
- Improve overall target language competence
- Develop oral communication skills
- Diversify methods and forms of classroom practice
- Increase learner motivation

There are three types of CLIL, following Bentley (2010), in which the teaching praxis of bilingual education can be categorised. These types are integrated in the curriculum and will influence in the teaching-learning process.

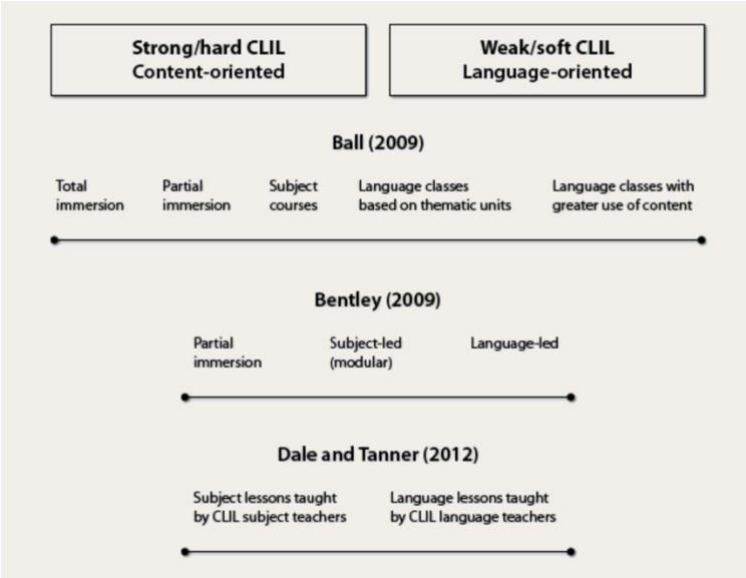


Figure 1 Comparison of three CLIL continuum models

The pros and cons of CLIL methodology have been discussed by many scholars since this new approach to language and content learning originated in 1994. Following Llinares, A. et al. (2012), we can state the next pros and cons of the CLIL approach.

Advantages	Disadvantages
Natural way of learning a language	Lack of linguistic competence in English
Different learning styles are offered	Lack of materials
Real way of approaching a language	Not all pupils feel motivated to learn a foreign language

Fostering of thinking skills (Bloom's Taxonomy)	Nor parents or students see a need for fostering the CLIL methodology
Varied social and cultural dimension of CLIL	No clear preference for any particular subject
ICT potential	The need for teacher training more focused on CLIL
New way of approaching the curriculum	Complexity of evaluation and assessment processes
Students make a higher cognitive effort	Not implemented on a large-scale in all the schools
Wider task-types in contrast with the teaching of a foreign language class	More research is needed

3.3. Task-based Language Teaching (TBLT)

Task-Based Language Teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. It appears in the 1980s, by Prabhu – Bangalore Project (India). It is presented as a logical development of communicative Language Teaching since it draws on several principles that formed part of the communicative language teaching movement:

- Activities that involve real communication.
- Language is used for carrying out meaningful tasks to promote learning.
- Language that is meaningful to the learner supports the learning process.

TBLT proposes the notion of "task" as a central unit of planning and teaching. A task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map, giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy.

The use of tasks as a unit in curriculum planning has a much older history in education. It first appeared in the vocational training practices of the 1950s. Task focus here first derived from training design concerns of the military regarding new military technologies and occupational specialities of the period. Task analysis initially focused on solo psychomotor tasks for which little communication or collaboration was involved.

> "The communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right." (Nunan, D. 1991: 279-295)

The theory of language is a mix of CLT (communicative methods) + and social constructivism. Functionalism + humanism (CLT). You build your knowledge but socially, with the help of others, you shape your knowledge thank to that social reality/view of the world. You learn everything by communicating.

Finally, it should be emphasized that **information and communication technologies (ICT)** for learning and knowledge will be used regularly as integrated tools for the development of the curriculum, pursuing the following objectives:

- To boost the learning of the foreign language.
- To acquire technological and communicative skills.
- Facilitate access to information in digital support.
- To investigate and contrast information.
- Make appropriate use of the Internet and social networks.
- Use of social networks, email, messages, etc.
- Create documents in digital format.
- Download and share resources.

4. TIMING

This didactic unit is divided into nine sessions of 60 minutes. There are 3 sessions per week according to the instructions given by the official curriculum and the high schools' autonomy. It is to be implemented in 3 weeks. Each session includes different activities that involve all the linguistic skills for mastering the foreign language (Listening, Speaking, Reading and Writing) and working on the specific contents of the content subject (Technology). They are balanced and worked naturally and flexibly. Students will work on the Task-Based Approach (TBA) so, at the end of the unit we would have a final product that will be "Designing a new cutting-edge device". Students are expected to feel comfortable working with activities requiring a B1 level according to the CEFRL.

All the lessons, except the final lessons (9 - assessment), have the following scheme that could be modified according to the students' needs and learning pace.

SECTIONS	TIME[4]
PRE-TASK (INTRODUCTION TO THE LESSON)	10 min.
TASK CYCLE (INPUT, PREPARATION, OUTPUT)	35 min.
POST-TASK	15 min.

According to some theories of language teaching, all the sessions of foreign language teaching should include the practice of all the linguistic skills integrated smoothly (Bastias, 2001). So, in all the sessions all the linguistic skills will be integrated as in real life happens and developed. A foreign language is best learnt if used in class and the largest variety of circumstances, situations and possible contexts. All four skills require the same attention and should be granted the same importance. As the main pedagogical focus of CLIL programs is the subject matter, the types of tasks that promote content learning and the cognitive skills associated with it are of significant interest and relevance.

5. PREDICTING LEARNERS' DIFFICULTIES

Our educational laws and legal documents promote an inclusive educational system that must guarantee equity in access, permanence and in the search for greater personal success for all students. Therefore, it is necessary to have a system of prevention, detection and identification of the educational needs that students may present throughout their schooling to adopt the educational response that each case requires. Attending to diversity from this perspective is synonymous with personalized teaching, within a framework of co-responsibility on the part of the teaching staff as a whole.

It is essential to avoid didactic homogeneity and, on the contrary, to be aware that all individuals and human groups present an intrinsic variability (in the cognitive area, in their emotional development and in the way they behave and socially relate) that must be taken into account to promote their educational progress. These differences are reflected in educational needs that must be determined to make decisions about the most appropriate way to address them, with

[4] Time is approximate, not fixed

emphasis on overcoming barriers to learning, i.e., proposing responses and measures that, from the organization of the classroom and the curriculum, facilitate the participation of all students. This is the ideal of an inclusive school that should guide the reflection and decision making of all teachers.

Educational attention must be carried out from a shared responsibility on the part of all teachers who attend to each group of students. This co-responsibility extends, even more, to those agents outside the centres and environment, who play a determining role, especially in the formation of attitudes, skills and expectations of achievement, and with whom there must be continuity and coherence.

Therefore, to make effective the principles of common education and attention to diversity in which the basic education curriculum is organized, it is essential to establish measures of attention to diversity, both organizational and curricular, that allow for personalized attention to students according to their needs. The measures of attention to diversity in the bilingual department are based on the corresponding regulations as well as on the school's educational project. Therefore, we start from the objectives and principles established in the same after evaluating the school's needs.

Suitable measures will be established so that the conditions for carrying out the evaluations are adapted to the SEN of the students following their psycho-pedagogical evaluation. Obviously, it is also necessary to diversify the evaluation instruments and criteria. Thus, the following measures are suggested for students who require them:

1) Use of alternative evaluation methods to written tests: daily observation of students, portfolios, anecdotal records, class diaries, checklists, and estimation scales.
2) Adaptations of written tests: (1) Format adaptations. Presentation of questions sequentially and separately. (2) Presentation of the statements graphically or in images in addition to the written text. (3) Selection of relevant and essential aspects of the content that we want the students to learn (it is about making a written test only with the basics that we want them to learn).
3) Substitution of the written test by an oral test or an interview, or by making use of the computer.
4) Reading of the questions by the teacher.

5) Supervision the exam during the test.
6) Time adaptations.

Although we have previously stated that this didactic unit was aimed at B1 Spanish speakers of English in the subject of Technology, we can find in the classrooms, students with lower levels of English or with difficulties to acquire foreign languages. For this reason, many activities are accompanied by some language tips to guide these students in their linguistic performance. In addition, we have contemplated the possibility of including a variety of compulsory graded readers from which slower students would choose one to read with the purpose of making sure that the different level of each student is provided for.

Gifted students and fast-finishers have extension worksheets available for them and also, they will have to do a mini-research related to the topic following the established guidelines and present them in front of the students. For the rest of the learners, these research tasks are optional. **Slow students or students with specific physical or learning disabilities** have the needed adaptions to the means and activities as well as reinforcement worksheets to improve and reinforce the contents worked throughout this unit.

In these 2nd year groups of ESO, the students who need special attention are later incomers, immigrants from other countries (Morocco, Latin America countries and British). Therefore, they will receive the proper attention, focusing on integration and cooperative work among others.

To conclude, all these measures regarding attention to diversity are aimed to adapt the learning process in the foreign language class, reflecting on the self-esteem problems caused by mistreatment, bullying and marginalization due to physical deformities, ugliness, different sexual options, different religions, or any other feature that may make some people different from others. Most of these measures are regulated in the *Order January 15th 2021* which regulates certain aspects of attention to diversity.

6. EVALUATION

According to our legal documents, it will be necessary to carry out several types of evaluation: *initial, summative, formative* and *continuous*. The initial evaluation in ESO is constituted as a diagnostic tool configured from the guidelines of Order January 15th 2021, to determine the

degree of development of basic skills and mastery of the contents that students show at the beginning of the academic year. This test or set of tests will be carried out during the first month of the teaching of the academic year and its results will be extrapolated with conclusions that are necessary for the adaptation of the didactic programming of the department. The thematic cores that will backbone these tests will be the abilities for the comprehension of oral texts, the production of oral texts, the comprehension of written texts and the production of written texts, as well as the mastery of the syntactic-discursive field. Besides, the contents of the subject will be taken into account for adapting them to the students.

The **summative evaluation** will consist of formalized tests for each of the blocks established both in the RD1105 and in the Order January 15th 2021 of the Junta de Andalucía, i.e., comprehension of oral texts, production of oral texts, comprehension of written texts and production of written texts that, in a transversal way, brings together the skills (listening, speaking, reading, writing), without ignoring the lexical and morpho-syntactic aspects.

The **formative evaluation** will consist of the direct and systematic observation of the student's daily work, the analysis of the student's productions (written texts and oral exchanges) and the evaluation of group work and presentations.

The evaluation will be **continuous** since when the progress of a student is not adequate, educational reinforcement measures will be established. These measures will be adopted at any time during the course, as soon as difficulties are detected, and their causes are ascertained and will be aimed at ensuring the acquisition of the essential skills to continue the educational process.

According to the Order January 15th 2021, "Teachers will carry out the evaluation, preferably, through the continuous observation of the evolution of the learning process of each student and his or her maturation concerning the objectives of Compulsory Secondary Education and the key competencies. To this end, it will use different procedures, techniques or instruments such as tests, observation scales, rubrics or portfolios, among others, adjusted to the evaluation criteria and the specific characteristics of the students."

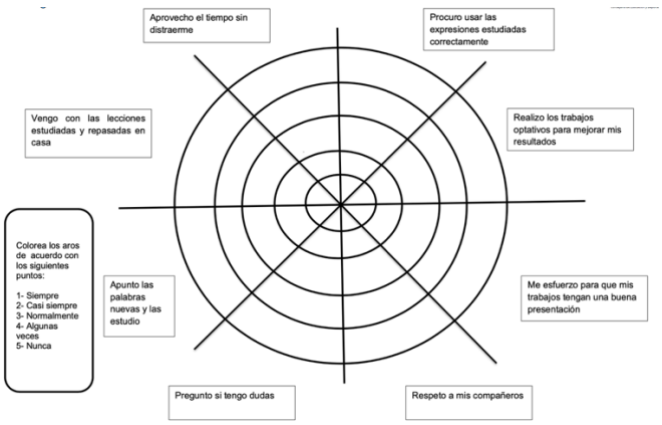
Summing up, the evaluation instruments will consist of all the theoretical and practical tests developed throughout the course, including written and oral tests, projects, and portfolios,

without ignoring the constituent aspects of classroom dynamics, such as home and class assignments, participation and possible learning diary. The only reference for evaluating each student will be the student him/herself, taking into account the diversity of different learning paces and styles. For this didactic unit, the final task will consist of a teamwork presentation (oral and written) by the students. Moreover, all the activities carried out in the different lessons will be evaluated throughout a **rubric**[5].

As evaluation tools we will use direct observation of students in the classroom, which will weigh the personal effort, participation habits; monitoring of the tasks performed by students, individually or collectively at home or in class, reflected in a possible learning diary and/or portfolio; written and oral tests that encompass the four basic language skills as well as the syntactic-discursive elements; and self-assessment or peer assessment through written tests and graded by the student or by a classmate through observation scales and rubrics. The course will be considered passed when 50% of the final result is reached.

Individual students' evaluation sheet

At the end of the unit, learners will do the so-called *bull's eye* in the bilingual subject of Technology. It is a new way of reflecting upon learning and the whole process that it implies. It is highly important to make our students conscious of what they learned and how they learned. By doing this, students will be aware of their weakest and strongest points to be overcome in successive units or courses. In the annexes section, you can find the complete document, here you find a screenshot.



6

[5] See **annexes** for a rubric's model.

[6] *Bull's eye*. Students' self-reflection on the teaching-learning process. Look the annexes.

Teacher's self-evaluation sheet

As well as the learners' self-evaluation, the teacher must be also evaluated to change those aspects that need to be improved or that they do not work optimally at all. Therefore, a teacher's self-evaluation sheet should include the following points:

a) Contents (have they been graded properly? Are they the best for this kind of student?)
b) Input/output quality and quantity (Have there been enough input/output opportunities? Have they allowed students to go forward in their learning processes?)
c) Resources (are the resources used suitable and adequate?)
d) Lesson plan (has it been prepared beforehand? Has it been appropriate for the student's needs?)
e) Activities (have they chosen taking into account the learners' features? Have they had a positive impact? Were there too many or too few?)

As we have said, it is also a key point in the evaluation process that sometimes is forgotten or is not given the attention that it requires. A good teacher is that who knows and plans all these aspects in their teaching praxis.

7. RESOURCES

The resources used for this didactic unit are varied and adapted to the group's needs. As with many other aspects, it is another relevant point for successfully teaching and promoting bilingual learning among our students. We have the following one:

Resources
Class book
Online dictionary
Digital tools (web apps, webpages, etc.)
VR glasses and smartphone
Laptops or tablets for the students
Projector
Classroom computer
Speakers

Worksheets
Notebooks

8. SESSIONS

Lesson 1			
Group: 2º ESO			**Timing:** 60’
Objectives	Area/s	3, 4, 5, 8 (English) – 1, 2, 4 (Technology)	
	Unit	▪ To know how the digital world that surrounds us affects our daily life and shapes society ▪ To discover the possibilities of ICTs applied to different roles (student, daily tasks, future job, etc.) ▪ To create an attitude of respect toward the use of ICTs ▪ To expand the knowledge about the devices and digital tools that we can use ▪ To be able to transmit information orally and write about the digital world and its features	
	Lesson	▪ To create a positive attitude towards cooperative work ▪ To increase conscience about the ICTs and the uses they do ▪ To improve reading and writing skills and apply learning strategies for searching for information	
Outcome	Students do a FAQ chart in teams about the influence of ICTs in our daily life including aspects like origins, definitions, changes they have produced and main fields in which they have been implemented.		
Contribution to the final task	In the final task of the unit, students will be presenting a new cutting-edge device: features, what is it useful for, etc. in the not too distant future.		**Time**
Pre-task	● Key vocabulary is mentioned orally, then students match written keywords with pictures ● Students try to define the objects/devices in the pictures and classify them into different categories (computer components, mobile devices, or gadget)		5-10
Task cycle	Input ● Reading (scanning): Students visit different webpages containing the required information for the activity Preparation ● With a template about a FAQ (frequently asked questions), they discover the different sections, and the way questions and answers are arranged. Output		10-15 5 15-20

	• Doing the FAQ chart in small teams (2-4 students). Type of shop or organisation, number of questions/answers, arrangement and pictures.	
Post-task	• Students put in common all the FAQ charts and share information. • Students choose the best questions and answer (contest)	10
Differentiation	• Group and pair work in speaking activities • ICTs tools that help students carry out a specific activity • Support for students with visual and textual prompts • Extra reading/listening activities • Students' corner where they find worksheets for reviewing, reinforcement or extension	
Materials	• 3D glasses + smartphone (vocabulary) • Webpages related to ICTs • Computers, laptops or tablets for students • Classroom computer, projector and speakers	
Key Competences	• Linguistic communication competence • Digital competence • Learning to learn	
Assessment / Feedback	• Selected teams for explaining their FAQ chart • Correction and feedback of particularly difficult words read during searching for information	
Homework	• Students upload their FAQ charts to Google Classroom • Review of the vocabulary learnt in class live worksheets)	
Additional observations		

Lesson 2		
Group: 2º ESO		**Timing:** 60'
Objectives	Area	1, 2, 6, 10 (English) – 1, 2, 8 (Technology)
	Unit	▪ To know how the digital world that surrounds us affects our daily life and shapes society ▪ To discover the possibilities of ICTs applied to different roles (student, daily tasks, future job, etc.) ▪ To create an attitude of respect toward the use of ICTs ▪ To expand the knowledge about the devices and digital tools that we can use ▪ To be able to transmit oral and written information about the digital world and its features

	Lesson	▪ To raise consciousness about the ICTs in our daily life (uses) ▪ To manage a range of roles in a debate situation ▪ To respect other people's opinions about the topic ▪ To use the foreign language to transmit information and peaceful argumentation	
Outcome	Students perform a debate about the pros and cons of ICTs nowadays.		
Contribution to the final task	In the final task of the unit, students will be presenting a new cutting-edge device: features, what is it useful for, etc. in the not too distant future. They will debate their usefulness or not.		**Time**
Pre-task	● Listening and introduction to debates ● Key vocabulary about a debate (introduction, formulas, rebating ideas, etc.) ● Students identify the debate situations and match them to the right topic.		5-10
Task cycle	Input ● Listening: Teen's life – Mark and Mike https://learnenglishteens.britishcouncil.org/study-break/video-zone/technology-addiction https://elllo.org/english/0401/437-Mark-TeenLife.htm ● Debate vocabulary: stating an opinion, sequencing, listening to the other side, agreeing, disagreeing. Preparation ● Students will create different cards with statements regarding modern technologies for their mates. E.g., technology has made people smarter ● Statements and grading scale (strongly agree – neutral – disagree) Output ● Speaking: in pairs, they will debate the statements and they will give reasons.		10-15 5 15-20
Post-task	● Students are divided in two groups, one for and the other against a given statement. One learner will be chosen as the *devil's advocate* to promote interaction.		10
Differentiation	● Group and pair work in speaking activities ● ICTs tools that help students carry out a specific activity ● Support for students with visual and textual prompts ● Extra reading/listeningvities ● Students' corner where they find worksheets for reviewing, reinforcement or extension		
Materials	● 3D glasses + smartphone (vocabulary)		

	• Webpages related to ICTs • Computers, laptops or tablets for students • Classroom computer, projector and speakers
Key Competences	• Linguistic communication competence • Digital Competence • Sense of initiative and entrepreneurship • Social and civic competences
Assessment / Feedback	• Oral text production when debating • Correction and feedback of particularly difficult words read during speaking and writing tasks
Homework	• Students review vocabulary for discussion and debate (pdf. File)
Additional observations	

Lesson 3			
Group: 2º ESO			**Timing:** 60’
Objectives	Area	3, 4, 5, 8 (English) – 2, 4, 8 (Technology)	
	Unit	▪ To know how the digital world that surrounds us affects our daily life and shapes society ▪ To discover the possibilities of ICTs applied to different roles (student, daily tasks, future job, etc.) ▪ To create an attitude of respect toward the use of ICTs ▪ To expand the knowledge about the devices and digital tools that we can use ▪ To be able to transmit information orally and in writing about the digital world and its features	
	Lesson	▪ To learn deeper about the misuse of ICTs ▪ To create a critical and responsible attitude toward technology ▪ To think about the way, we can individually improve the net security	
Outcome	Learners do a digital decalogue using the digital tool Canvas about the responsible use of ICTs.		
Contribution to the final task	In the final task of the unit, students will be presenting a new cutting-edge device: features, what is it useful for, etc. in the not too distant future. They will debate their usefulness or not.		**Time**

Pre-task	• Video *Teens on being tethered to their phones and social media*. https://www.youtube.com/watch?v=mDjII0aOCAY • Questions about the use learners do of Social Networks (Facebook, Instagram, Tik-Tok, Tumblr, etc.).	5-10
Task cycle	Input • Reading: Online shopping assistant. • Answering questions and talking about the reading. Preparation • Students write in teamwork the decalogue about the responsible use of technology • Learners share their decalogues with their teams and choose the best statements. Output • Writing: digital decalogue about the responsible use of ICTs using Canvas	10-15 5 15-20
Post-task	• Students share their decalogues and we print them to show in the high school corridors.	10
Differentiation	• Group and pair work in speaking activities • ICTs tools that help students carry out a specific activity • Support for students with visual and textual prompts • Extra reading / listening activities • Students' corner where they find worksheets for reviewing, reinforcement or extension	
Materials	• 3D glasses + smartphone (vocabulary) • Webpages related to ICTs • Computers, laptops or tablets for students • Classroom computer, projector and speakers	
Key Competences	• Linguistic communication competence • Digital Competence • Sense of initiative and entrepreneurship • Social and civic competences	
Assessment / Feedback	• Oral text production when debating • Correction and feedback of particularly difficult words read during speaking and writing tasks	
Homework	• Students do a live worksheet! Technology is getting smarter. https://es.liveworksheets.com/ve336925ki	

	• Quiz: Are you a good digital citizen? https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/are-you-good-digital-citizen
Additional observations	

Lesson 4			
Group: 2º ESO			**Timing:** 60’
Objectives	Area	2, 5, 6, 9, 11 (English) – 1, 2, 4, 8 (Technology)	
	Unit	▪ To know how the digital world that surrounds us affects our daily life and shapes society ▪ To discover the possibilities of ICTs applied to different roles (student, daily tasks, future job, etc.) ▪ To create an attitude of respect toward the use of ICTs ▪ To expand the knowledge about the devices and digital tools that we can use ▪ To be able to transmit information orally and written about the digital world and its features	
	Lesson	▪ To raise awareness about cyberbullying ▪ To know how to act being a witness of this type of bullying	
Outcome	Learners create a social media campaign against cyberbullying in teams. They are going to create a short video about this issue and how to act if they are witnesses or bullied.		
Contribution to the final task	In the final task of the unit, students will be presenting a new cutting-edge device: features, what is it useful for, etc. in the not too distant future. They will debate their usefulness or not.		**Time**
Pre-task	• Video. *We thought it was funny, but it was cyberbullying.* https://youtu.be/0YpA7JGRC-0 • Talking about cyberbullying and how learners perceive it.		5-10
Task cycle	Input • Awareness-raising campaigns. Are they effective? • Use of English – will / won’t Preparation • Students design the campaign. Sentences, vocabulary, pictures, etc. • Learners record the video using a green screen or key chroma. Output		10-15 5 15-20

	• Video about Cyberbullying (VR).	
Post-task	• The videos will be uploaded to the high school blog or webpage.	10
Differentiation	• Group and pair work in speaking activities • ICTs tools that help students carry out a specific activity • Support for students with visual and textual prompts • Extra reading / listening activities • Students' corner where they find worksheets for reviewing, reinforcement or extension	
Materials	• 3D glasses + smartphone (vocabulary) • Webpages related to ICTs • Computers, laptops or tablets for students • Classroom computer, projector and speakers	
Key Competences	• Linguistic communication competence • Digital Competence • Sense of initiative and entrepreneurship • Social and civic competences	
Assessment / Feedback	• Oral text production when debating • Correction and feedback of particularly difficult words read during speaking and writing tasks	
Homework	• Quiz: Are you a good digital citizen? https://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/are-you-good-digital-citizen	
Additional observations		

Lesson 5		
Group: 2º ESO		**Timing:** 60'
Objectives	Area	3, 4, 5, 9, 10 (English) – 4, 8, 9 (Technology)
	Unit	▪ To know how the digital world that surrounds us affects our daily life and shapes society ▪ To discover the possibilities of ICTs applied to different roles (student, daily tasks, future job, etc.) ▪ To create an attitude of respect toward the use of ICTs ▪ To expand the knowledge about the devices and digital tools that we can use

		▪ To be able to transmit information orally and written about the digital world and its features
	Lesson	▪ To learn about the latest trend in technology ▪ To describe a technological device ▪ To raise awareness about the English words in the technological field
Outcome	Students are going to do a mini-research about the latest digital trends in ICTs. They will have to include name/brand/device, developers/inventors, what it is useful for, advantages/disadvantages, how we can improve it and rating.	
Contribution to the final task	In the final task of the unit, students will be presenting a new cutting-edge device: features, what is it useful for, etc. in the not too distant future. They will debate their usefulness or not.	**Time**
Pre-task	● Listening. *Feelings using technology* https://www.teachingenglish.org.uk/article/technology ● True or false about the listening	5-10
Task cycle	Input ● Debate. Discussing some questions about technology. Preparation ● New technological inventions. Matching pictures and definitions. Output ● Investigating a new technological device	10-15 5 15-20
Post-task	● In whole the roup, students explain abe technological device they have investigated.	10
Differentiation	● Group and pair work in speaking activities ● ICTs tools that help students carry out a specific activity ● Support for students with visual and textual prompts ● Extra reading / listening activities ● Students' corner where they find worksheets for reviewing, reinforcement or extension	
Materials	● 3D glasses + smartphone (vocabulary) ● Webpages related to ICTs ● Computers, r students ● Classroom computer, projector and speakers	
Key Competences	● Linguistic communication competence ● Digital Competence ● Sense of initiative and entrepreneurship	

	● Social and civic competences
Assessment / Feedback	● Oral text production when debating ● Correction and feedback of particularly difficult words read during speaking and writing tasks
Homework	● Students do a live worksheet! Technology is getting smarter. https://es.liveworksheets.com/ve336925ki
Additional observations	

Lesson 6			
Group: 2º ESO			**Timing:** 60’
Objectives	Area	3, 4, 5, 9, 10 (English) – 2, 4, 8, 9 (Technology)	
	Unit	▪ To know how the digital world that surrounds us affects our daily life and shapes society ▪ To discover the possibilities of ICTs applied to different roles (student, daily tasks, future job, etc.) ▪ To create an attitude of respect toward the use of ICTs ▪ To expand the knowledge about the devices and digital tools that we can use ▪ To be able to transmit information orally and written about the digital world and its features	
	Lesson	▪ To learn about devices in our days ▪ To describe a computer ▪ To raise awareness about the English words in the technological field	
Outcome	Students are going to create a catalogue or magazine for a computer store with different items related to computers.		
Contribution to the final task	In the final task of the unit, students will be presenting a new cutting-edge device: features, what is it useful for, etc. in the not too distant future will debate their usefulness or not.		**Time**
Pre-task	● Quizlet. Parts of a computer. https://quizlet.com/_9uryu4?x=1qqt&i=1krwx3 ● Describing a picture (computer)		5-10
Task cycle	Input ● Reading and analyzing a catalogue Preparation ● Template for the computer store magazine Output ● Creating a catalog or magazine on Canvas		10-15 5 15-20

Post-task	• Students share their catalogs or magazines with the rest of the class.	10
Differentiation	• Group and pair work in speaking activities • ICTs tools that help students carry out a specific activity • Support for students with visual and textual prompts • Extra reading / listening activities • Students' corner where they find worksheets for reviewing, reinforcement or extension	
Materials	• 3D glasses + smartphone (vocabulary) • Webpages related to ICTs • Computers, laptops or tablets for students • Classroom computer, projector and speakers	
Key Competences	• Linguistic communication competence • Digital Competence • Sense of initiative and entrepreneurship • Social and civic competences	
Assessment / Feedback	• Written text production • Correction and feedback of particularly difficult words read during speaking and writing tasks	
Homework	• Liveworksheet! Computer crossword https://es.liveworksheets.com/sy13397tl	
Additional ob.		

Lesson 7		
Group: 2º ESO		**Timing:** 60'
Objectives	Area	1, 2, 6, 8, 11 (English) – 2, 4, 8 (Technology)
	Unit	▪ To know how the digital world that surrounds us affects our daily life and shapes society ▪ To discover the possibilities of ICTs applied to different roles (student, daily tasks, future job, etc.) ▪ To create an attitude of respect toward the use of ICTs ▪ To expand the knowledge about the devices and digital tools that we can use ▪ To be able to transmit information orally and written about the digital world and its features
	Lesson	▪ To learn about netiquettes ▪ To know formulas and polite words to be used on the net ▪ To create a word cloud with netiquettes

Outcome	Students are going to create a video about netiquettes (rules) using an app called *Filmora*. It is a free app that allows creating animated videos in a simple way.	
Contribution to the final task	In the final task of the unit, students will be presenting a new cutting-edge device: features, what is it useful for, etc. in the distant future. They will debate their usefulness or not.	**Time**
Pre-task	• Video. *Core rules of netiquettes*. https://youtu.be/FWMk_Zv7nB8 • Questions about the video.	5-10
Task cycle	Input • Analyzing netiquettes Preparation • Writing netiquettes and choosing the best (pair work) Output • Creating a video using *Filmora* (pair work)	10-15 5 15-20
Post-task	• We will watch the videos made by all the learners and we will choose the best (polling).	10
Differentiation	• Group and pair work in speaking activities • ICTs tools that help students carry out a specific activity • Support for students with visual and textual prompts • Extra reading / listening activities • Students' corner where they find worksheets for reviewing, reinforcement or extension	
Materials	• 3D glasses + smartphone (vocabulary) • Webpages related to ICTs • Computers, laptops or tablets for students • Classroom computer, projector and speakers	
Key Competences	• Linguistic communication competence • Digital Competence • Sense of initiative and entrepreneurship • Social and civic competences	
Assessment / Feedback	• Written text production • Correction and feedback of particularly difficult words read during speaking and writing tasks	
Homework	• Questionnaire about their use of the Internet (self-reflection)	
Additional observations		

Lesson 8			
Group: 2º ESO			**Timing:** 60’
Objectives	Area	1, 2, 6, 9, 10 (English) – 1, 2, 4 (Technology)	
	Unit	▪ To know how the digital world that surrounds us affects our daily life and shapes society ▪ To discover the possibilities of ICTs applied to different roles (student, daily tasks, future job, etc.) ▪ To create an attitude of respect toward the use of ICTs ▪ To expand the knowledge about the devices and digital tools that we can use ▪ To be able to transmit information orally and written about the digital world and its features	
	Lesson	▪ To learn about inclusiveness in technology ▪ To know ways not to discriminate on the Internet ▪ To raise awareness of differences among us and accept them	
Outcome	Learners are going to investigate how inclusive the digital world and then they are going to create a comic showing a non-inclusive way of technology and how to solve it (app Pixton Edu).		
Contribution to the final task	In the final task of the unit, students will be presenting a new cutting-edge device: features, what is it useful for, etc. in the not too distant future. They will debate their usefulness or not.		**Time**
Pre-task	● Video. *TED Talks. Why do we need diversity in technology*. https://www.youtube.com/watch?v=OOQfQwxCOF0 ● Questions about the video.		10-15
Task cycle	Input ● Reading: *The benefits of diversity in tech* ● Complete missing information (text) Preparation ● Planning a comic about diversity and inclusion in tech. (pairs) Output ● Creating a comic using a digital tool (Pixton Edu)		10-15 10 10-15
Post-task	● We will print the comics and we will create a collection called “Stories of inclusion in tech”.		10
Differentiation	● Group and pair work in speaking activities ● ICTs tools that help students carry out a specific activity ● Support for students with visual and textual prompts ● Extra reading / listening activities		

	• Students' corner where they find worksheets for reviewing, reinforcement or extension
Materials	• 3D glasses + smartphone (vocabulary) • Webpages related to ICTs • Computers, laptops or tablets for students • Classroom computer, projector and speakers
Key Competences	• Linguistic communication competence • Digital Competence • Sense of initiative and entrepreneurship • Social and civic competences
Assessment / Feedback	• Written text production • Correction and feedback of particularly difficult words read during speaking and writing tasks
Homework	• Reviewing for the final task
Additional observations	

Lesson 9			
Group: 2º ESO			**Timing:** 60'
Objectives	Area	2, 5, 7, 8, 12 (English) – 1, 4, 8, 9 (Technology)	
	Unit	▪ To know how the digital world that surrounds us affects our daily life and shapes society ▪ To discover the possibilities of ICTs applied to different roles (student, daily tasks, future job, etc.) ▪ To create an attitude of respect toward the use of ICTs ▪ To expand the knowledge about the devices and digital tools that we can use ▪ To be able to transmit information orally and written about the digital world and its features	
	Lesson	▪ To create a new technological device ▪ To work in small groups and be participative and show an attitude of respect to his/her mates ▪ To present orally the final product (oral text production)	
Outcome	Learners are going to prepare a new cutting-edge technology, where they will invent its features, design, and usefulness.		
Contribution to the final task	In the final task of the unit, students will be presenting a new cutting-edge device: features, what is it useful for, etc. in the not too distant future. They will debate their usefulness or not.		**Time**

Pre-task	• Giving instructions / guidelines	5
Task cycle	Input • Debating about the device they will do • Searching for information, pictures, etc. Preparation • Reviewing lexical items or other language aspects for their works Output • Doing the written text and the presentation	10-15 10 20-25
Post-task	• Presentation of their works	10
Differentiation	• Group and pair work in speaking activities • ICTs tools that help students carry out a specific activity • Support for students with visual and textual prompts • Extra reading / listening activities • Students' corner where they find worksheets for reviewing, reinforcement or extension	
Materials	• 3D glasses + smartphone (vocabulary) • Webpages related to ICTs • Computers, laptops or tablets for students • Classroom computer, projector and speakers	
Key Competences	• Linguistic communication competence • Digital Competence • Sense of initiative and entrepreneurship • Social and civic competences	
Assessment / Feedback	• Written text production • Correction and feedback of particularly difficult words read during speaking and writing tasks	
Homework	-	
Additional observations		

9. CONCLUSION

In this section, we present the implications and the learning outputs of the unit. To begin with, the subject matter has contributed the students to develop a positive attitude. It has also promoted their participation because the unit deals with new technologies and current topics that teenagers love. Therefore, it has been a point in favour of its effectiveness.

Regarding CLIL, the learning of the contents throughout using a foreign language contributes to the students' competencies development. The CLIL method is a good example of motivating our students and preparing them as future citizens. In a globalised world, in which we live today, we need to perfectly manage ICTs and foreign languages, the two main points treated and developed in this work. According to Pérez-Cañado (2018), we need further research and implementation of CLIL in our community and Spain in general:

> Thus, further research into how (and whether) CLIL works across diverse levels of attainment and into which materials, methodologies, or types of evaluation are more successful to cater to diversity (preferably from an international comparative perspective) would be greatly desirable in the very near future. (Pérez Cañado, 2018: 212-221).

Besides, throughout this unit, the students have learned a wide variety of online tools and webpages for their learning processes, and they have put into practice them. They will benefit from these tools not only in this unit but also in all other units and subjects apart from Technology. The learners have played an active role in the lessons given that the teaching-learning process is student-centred, so they have had the opportunity of shaping their own learnings. In addition, the variety of levels in class has been taken into account at all times. Therefore, the learning process has been customized to the students' needs (means, context, concerns, etc.). Following Savignon (6: 2017), we can say that in teaching English as a foreign language:

> Attention needs to focus on increased opportunities for both preservice and in-service teachers to experience and practice ways of integrating communicative experiences into their lessons for beginning and advanced learners alike. Teacher

collaboration with institutional support is essential to promote and sustain collaboration, innovation, and change.

Summing up, learning English through a topic about new technologies (CLIL) and using them is an easy way to catch the students' attention and anticipate that they will show interest in the lessons. Moreover, the whole literature about the field of ICTs is written in the English language, and a lot of apps and plenty of contents on the web are in English. So, students are going to check the usefulness of the foreign language because in our daily life there are thousands of words in English with which we are in contact (WhatsApp, Facebook, Wi-Fi, tablet, etc.).

10. REFERENCES

Bastías, M., Elena, E., Muñoz, S., Lorena, M., Sepúlveda, R., & Carolina, A. (2011). *Integration of the four skills of the English language and its influence on the performance of second grado high school students.*

Bruton, A. (2013). *CLIL: Some of the reasons why… and why not.* System, 41(3), 587-597.

Busse, V. (2017*). Plurilingualism in Europe: Exploring attitudes toward English and other European languages among adolescents in Bulgaria, Germany, the Netherlands, and Spain.* The Modern Language Journal, 101(3), 566-582.

Coonan, C. M. (2008). *The foreign language in the CLIL lesson: problems and implications.* Studi di glottodidattica, 2(4), 22-52.

Dalton-Puffer, C. (2007). *Discourse in content and language integrated learning (CLIL) classrooms* (Vol. 20). John Benjamins Publishing.

Han, T., & Keskin, F. (2016). *Using a mobile application (WhatsApp) to reduce EFL speaking anxiety.* Gist: Education and Learning Research Journal, (*12)*, 29-50.

Hanesová, D. (2014). *Development of critical and creative thinking skills in CLIL*. Journal of language and cultural education, 2(2), 33-51.

Harmer, J. (2012). *Essential teacher knowledge: core concepts in English language teaching*. Harlow, England: Pearson Education Ltd.

Harmer, J. (2007). *The practice of English language teaching* (4th edition.). London: Longman.

Ikeda, M. (2013). *Does CLIL Work for Japanese Secondary School Students? Potential for the 'Weak' Version of CLIL*, International CLIL Research Journal, 3(2), 31–43. http://www.icrj.eu/21/article3.html#:%7E:text=The%20results%20were%20positive%20in,essay%20writing%20skills%20improved%20significantly.

Johnson, D. W., & Johnson, R. T. (2011). *Cooperative learning.* The encyclopedia of peace psychology. https://doi.org/10.1002/9780470672532.wbepp066

Linse, C. T., & Nunan, D. (2005). *Practical English language teaching, young learners.* New York: Mcgraw-Hill College.

Llinares, A., Morton, T., & Whittaker, R. (2012). *The roles of language in CLIL*. Cambridge: Cambridge University Press.

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers.* New York: Prentice Hall.

North, B. (2014). *The CEFR in practice* (Vol. 4). Cambridge: Cambridge University Press.

Pérez Cañado, M. L. (2018) *Innovations and Challenges in CLIL Teacher Training*. *Theory Into Practice*, *57*(3), 212-221, DOI: 10.1080/00405841.2018.1492238

Pérez Cañado, M. L., Rascón Moreno, D., & Cueva López, V. (2021). *Identifying difficulties and best practices in catering to diversity in CLIL: instrument design and validation.* International Journal of Bilingual Education and Bilingualism, 1-9.

Savignon, S.J. (2017). *Communicative Competence.* In The TESOL Encyclopedia of English Language Teaching (eds J.I. Liontas, T. International Association and M. DelliCarpini). https://doi.org/10.1002/9781118784235.eelt0047

Webography

Cover, https://apkpure.com/es/future-technology-themes-hd-wallpapers/com.live.wallpaper.free.background.phone.launcher.theme.future.technology (Retrieved: 20/04/2022)

Lesson 1 pictures, https://www.blendspace.com/lessons/mxl54q9qK5jCyQ/ict-in-the-classroom (Retrieved: 05/05/2022)

Lesson 1 pictures, https://www.freepik.es/vectores/ (Retrieved: 05/05/2022)

Lesson 1 pictures, https://www.shopify.com/blog/120928069-how-to-create-faq-page (Retrieved: 05/05/2022)

Lesson 3 pictures, https://martech.org/using-shopping-assistants-fill-shopping-carts-online/ (Retrieved: 10/05/2022)

Online resources (Retrieved: 10/05/2022)

https://learnenglishteens.britishcouncil.org/study-break/video-zone/technology-addiction

https://elllo.org/english/0401/437-Mark-TeenLife.htm

https://eslflow.com/wp-content/uploads/2020/05/Online-Shopping-Assistant-reading-comprehension.pdf

https://www.teachingenglish.org.uk/article/technology

https://time.com/collection/best-inventions-2020/

https://www.esquire.com/lifestyle/g35189998/coolest-tech-gadgets-2021/

https://www.diversityintech.co.uk/the-benefits-of-diversity-in-tech

ANNEXES

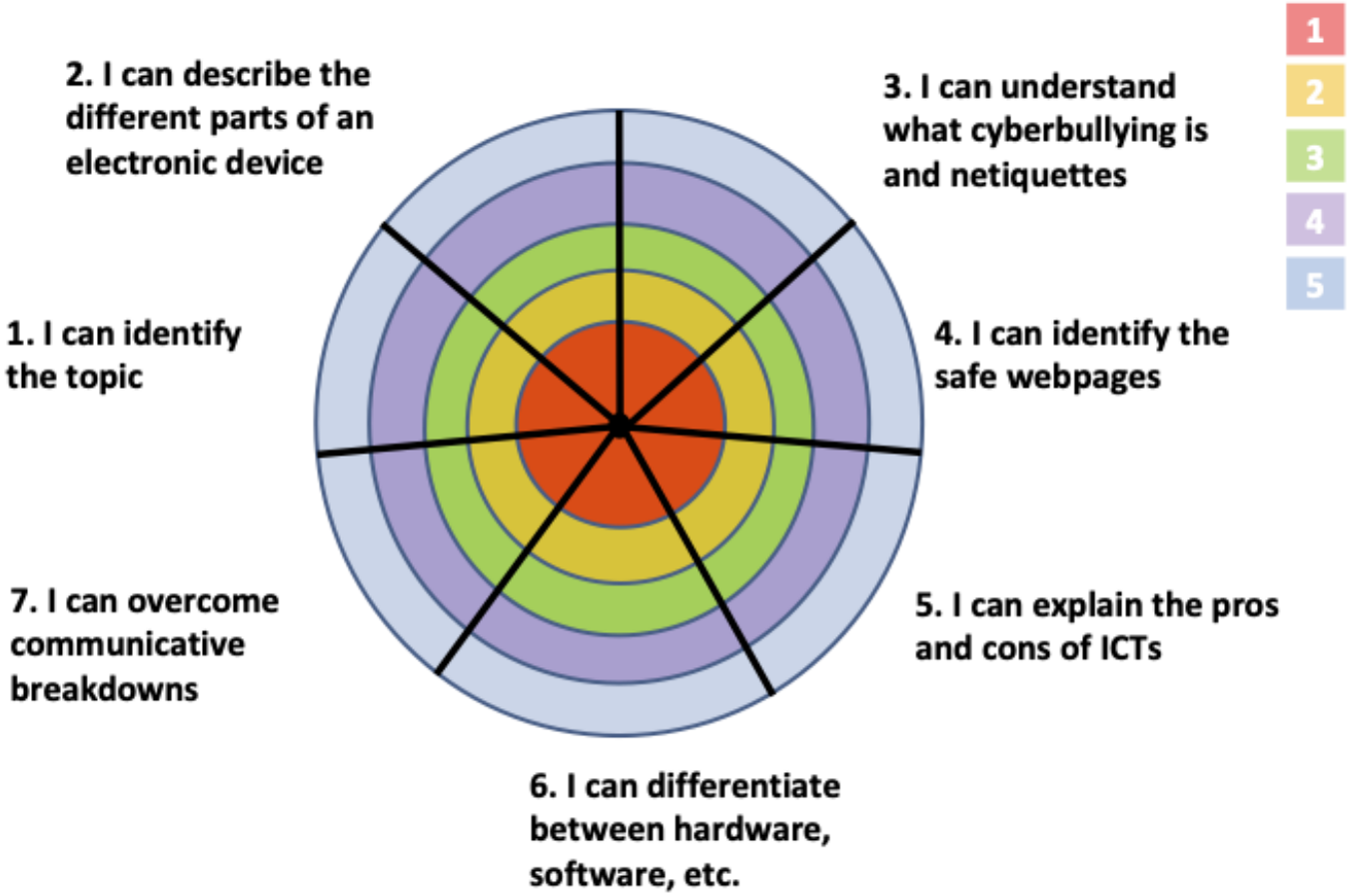
In the next pages, you can find the annexes of this master's dissertation.

- Bull's eyes (students' self-evaluation sheet)
- Rubric (written assessment)
- Book (activities and tasks for the students)

Bull's Eye (students' self-assessment)

Unit 7. A 3D WORLD

On a scale of 1-5, where 1 is "I master it perfectly" and 5 is "I don't know" please rate the following assessment criteria of our unit 7. A 3D world



Rubric for assessment/evaluation (written text production)

	ADVANCED	MEDIUM		INITIATED	1	2
CATEGORY	8-10	6-8	4-6	1-4		
Structure of the text (cohesion, coherence, introduction, body, ending)	The text is correctly structured (introduction, body and ending). Cohesion and coherence are correct.	The text is correctly structured (introduction, body and ending) but there is no cohesion and/or coherence.	The text is not correctly structured (introduction, body and ending) but there is no cohesion and/or coherence.	The text is presented without structure, coherence, or cohesion.	%	30
Lexicon according to the communicative situation	Vocabulary appropriate to the communicative situation is used.	Vocabulary appropriate to the communicative situation is used for the most part.	Vocabulary appropriate to the communicative situation is used loosely.	Vocabulary appropriate to the communicative situation is not used.	%	20
Formulas for formal written texts (connectors)	Uses formulas appropriate to the communicative situation developed, adjusting to the context and recipients of the action.	It introduces some formulas specific to the communicative situation developed, adjusting to the context and addressees of the action.	It introduces some formulas specific to the communicative situation being developed but does not stick to the context and addressees of the action.	It does not introduce formulae specific to the communicative situation being developed and does not stick to the context and addressees of the action.	%	20
Grammar and spelling	The grammar and spelling used in the text is error-free and uses complex grammatical structures appropriate to the situation.	The grammar and spelling used in the text is error-free but uses grammatical structures that are not very complex.	The grammar and spelling used in the text has some errors and uses simple grammatical structures below the expected level.	The grammar and spelling used in the text is flawed and uses simple grammatical structures below the expected level.	%	20
Text design	The text is presented in a clear way and takes care of each of the visual elements that make it easy to read.	The text is mostly clear, with no elements that impede easy reading.	The text has some markings that make it difficult to read.	The text is illegible due to marks or elements that make it unreadable.	%	10
						100

Master's dissertation

UNIT 7. A 3D WORLD

Do you love the digital world?
Let's learn about it!

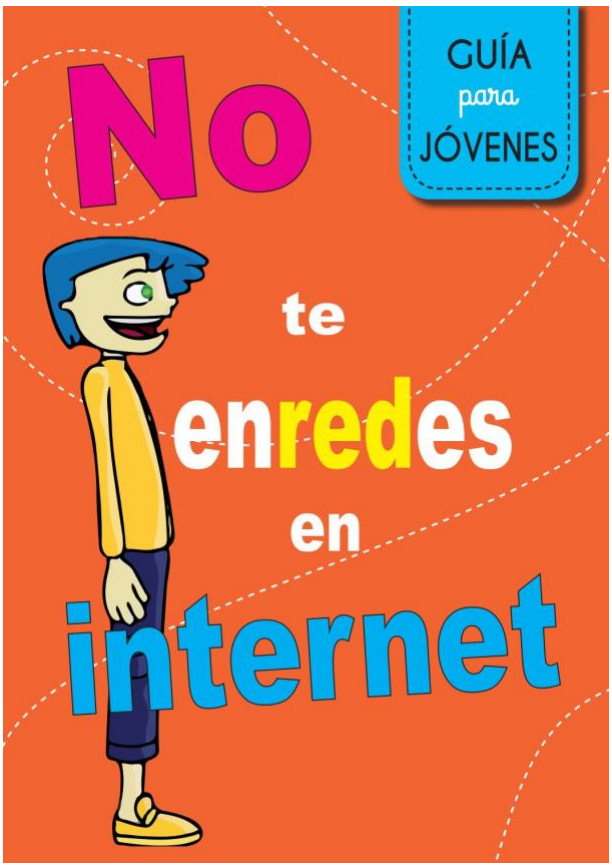
Technology

2º ESO

TABLE OF CONTENTS

About the ICTs world

Today, we live in a globalize world where everyone and everything is connected. It has its pros and cons, but we have to be able to use them responsibly. Teenagers are hooked to ICTs, especially to social networks and videogames and they spend most of their free time surfing the web and staring at their smartphones. You can visit the next webpage containing a guide for teenagers ("Don't mess with the Internet", 2017).
https://www.tudecideseninternet.es/aepd/images/guias/guia-menor.compressed.pdf



Unit 7. Lesson 1

DISCOVERING OUR DIGITAL WORLD

Let's discover about the digital world in our town, city and the world. In this lesson, we are going to create our FAQ chart with all the information related to ICTs.

Key words

ICTs stand for *Information and Communication Technologies*

VR is an acronym of *Virtual Reality*

Guess! Do you know why a lot of words related with ICTs include the prefix "smart-"?

Activities

1. **Match the pictures to the correct word.**

Laptop

Smartphone

Headphones

VR glasses

Printer

Screen

CPU

Speakers

FAQ means *Frequently Asked Questions* and it is a section in a webpage where you can find answers to your questions

Fact! We spend an average of 6 hours and 42 minutes online each day

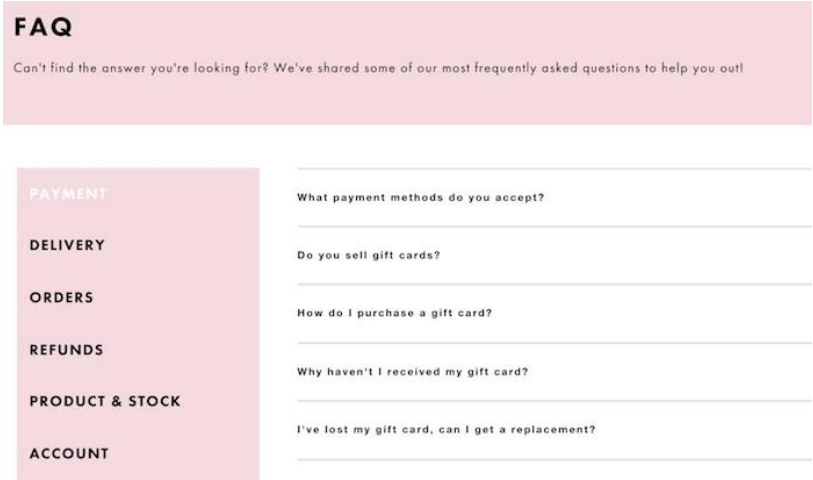
2. **Look at the words of the words in exercise 1 and classify them according to each category.**

Computer's components	Mobile devices	Gadgets
….	…	…

3. **Visit different webpages and find information about the items below. Do not forget to cite the source of information.**

   - ICTs definition
   - ICTs origin
   - Influence in our daily life
   - Implemented fields (e.g. Medicine)
   - Usefulness to education

4. **Pay attention to the following template of a FAQ and answer the questions.**



a) What sections does this FAQ have?

b) What kind of shop could it be?

c) What information do we find in the payment section?

d) Do you think it gives enough information?

5. **In small teams (2-3 students) you are going to create your own FAQ chart. Take into account the following points:**

   I) Type of shop or organisation concerned (vocabulary)

   II) Number of questions/answers

   III) Visual arrangement of the section

   IV) Pictures or other visual aids

6. **Once you have finished your FAQ we are going to vote and choose the three-best works. We are going to consider:**

   1) Originality

   2) Cleanliness

   3) Use of the language

   4) Design (pictures, colours, etc.).

Position	**Team**
1st Place	
2nd Place	
3rd Place	

Self-assessment

Unit 7. Lesson 2

A DEBATE ABOUT ICTS

Today's technologies are undoubtedly quite useful but also, they have their pros and cons, don't you think so? Let's talk about it.

Key words

Pros and cons – advantages and disadvantages – fors and against costs and benefits

A *debate* is a discussion between two opposing ideas.

The layout, design, formatting, automatic table of contents – just everything has already been designed in this recipe template and this is for your Personal Use Only.

Activities

1. **Mike and Mark talk if life is better for teenagers today. Listen to the conversation and cross True or False.**

	T	F
Mike says that today teens spend more time stuck behind a. computer or TV		
Mark agrees Mike's opinion		
Mark says technology is definitely worse now		
Mike wasn't allowed to stay inside so much time		
Mike says teens play games online, but one cons is that they never see each other		

2. **Match the phrases listened in the debate with their meanings.**

That's a debate that's been going on since the days of Socrates and Plato	It means that someone (e.g., your parents) make you leave the house temporarily to be outside in the fresh air.
Stuck behind a computer	Things that you think about.
In your head	It means that it is something that started a very long time ago and still continues today.

English idioms, proverbs, and expressions are an important part of everyday English.

Quote – "It costs nothing to treat someone with respect"

Same here	It means that you stay working on the computer because you have a responsibility to do something.
Forced to go outside	You tell it when you want to agree with someone and say you feel the same way or have had the same experience.

3. **Classify the following expressions according to their category.**

   Let me recap, / Firstly, … Secondly, … Thirdly, … / The motion for debate today is… / Finally, / I agree with you that… / I admit that … / for a start, … / The main idea is… / I can understand that… nevertheless, …/ I'd start by… / Moreover,

Stating the issue	**Presenting the most important point**	**Conceding an argument**	**Sequencing**	**Concluding**
…	…	…	…	…

4. **Write two sentences about modern technologies, one positive and another negative.**

   E.g., Technology has made people smarter / We have lost part of our privacy because of ICTs

5. **Copy other students' sentences (5) and grade them according to your point of view. Make a tick (✓).**

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

Sentence nº	Strongly disagree	Neutral	Totally agree
1			
2			
3			
4			
5			

6. **In two groups (*for* and *against*), debate the following statement:**

"ICTs and surveillance systems reduce crime"

One student will be the *devil's advocate*. Prepare your intervention.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Self-assessment

_____

Unit 7. Lesson 3

ICTS TERMS AND CONDITIONS

The use of technology is not always fair, and people misuse it. As digital citizens we have to use it responsibly.

Key words

As *digital citizens* we have to use safely and responsibly technology.

How is technology changing the *labour market*?

Activities

1. **Watch the video *Teens on being tethered on their phones and social media.***
2. **Answer the following questions.**
   a) How long do you use your smartphone daily?
   b) What tasks do you normally do with your phone?
   c) What social networks do you use? Why?
   d) Do you think social networks are safe digital places?
   e) Do you usually trust people who chat with you and you don't know in person?
3. **Read the text *Online shopping assistant.***

Charlize Theranos, 21, is an online shopping assistant at a supermarket branch in Wales. Her day begins with a 3:00 a.m. wake-up call, six times a week, for the 4 a.m. start. She jumps in her car and drives 5 minutes to her workplace. She works six days a week, from 4 a.m. to midday, and comes into contact with dozens of people every day.

When Theranos first started working at her local supermarket in January, 2020, she was a cashier. But soon she was asked to switch to online shopping. Her du0es include picking up items from supermarket shelves for delivery. At work, she picks up an iPad lis0ng all the customer orders placed that day, and starts walking up and down the aisles, scanning the products she needs. Then she places them in a box that will be packed up and delivered to someone's front door.

When the supermarket opens at 8:30 a.m., shoppers start coming in. Theranos needs to try to avoid them as much as possible as she con0nues wandering up and down the aisles, scanning products, and occasionally answering questions. She doesn't wear any protec0ve equipment, though — only cashiers are given face masks. "Since I come into contact with more than 200 people every day, I can't only think of myself," she told Business Guru. "I have to think about the walk-in customers and their family members as well."

The eight-hour shifts are sometimes quite stressful. Sometimes people rush into panic-buy food and supplies, causing arguments and upsetting staff. However, most people are polite and respectful. Consequently, Charlize enjoys her job. She has gained more skills,

and in recent 0mes, her line of work has become an essential service.

4. **Answer the questions.**
   - What time does Charlize start working?
   - How has her job changed?
   - What problems does she face at work?
   - Why does she enjoy her job?
   - Would you like to do this job? Why?
5. **Write a decalogue about the responsible use of technology.**
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____
   8. _____
   9. _____
   10. _____
6. **In teams, share your decalogue and choose the best statements.**
7. **Using *Canvas* create and design your decalogue and send it to the teacher.**

Self-assessment

Unit 7. Lesson 4

STOP CYBERBULLYING

One of the problems that technology has provoked is *cyberbullying*. Let's learn about it!

Key words

Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Will / won't is a modal auxiliary verb (future). There is no **-s** on the third person singular, and that it is followed by the infinitive.

Activities

1. **Watch the video *We thought it was funny, but it was cyberbullying.***

2. **Answer the following questions.**

   a) Define *cyberbullying* with your own words

   b) What are some examples of cyberbullying?

   c) How often do you think cyberbullying occurs?

   d) Have you always suffered or been a witness of cyberbullying?

   e) What are the reasons why people cyberbully?

3. **Complete the text with the correct form of *will/won't.***

A shocking social media campaign

A new social media campaign _____ **(help)** people fight against cyberbullying. It _____ **(not be)** similar to other ones because teens _____ **(narrate)** their experiences when they were bullied. Nowadays, especially teenagers, are being bullied online by their mates or even a family member. It is highly important to raise awareness of this issue.
In Trinity School (New York), learners of 4th Year _____ **(create)** a social media campaign about stopping cyberbullying, and it _____ **(be)** called "Cyber bully is another name for coward".
It _____ **(not take)** a lot of time for the campaign to be released and it _____ **(include)** images, experiences and advice for teens who are being bullied.

4. **Designing our social media campaign. Answer the questions.**

   - What is the campaign's goal?
   - What tools are you going to use?
   - What are you going to say?
   - Which social media would you choose?

5. **Write sentences that you will include in the video.**

   E.g., People are not aware about the consequences of cyberbullying.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____
   8. _____
   9. _____
   10. _____

6. **In teams, share your sentences and agree which one are you going to use.**

7. **Complete the chart, once you have done the previous activities.**

Slogan:	
Goal/s:	
Tools:	
Script:	

8. **Watch the videos on VR**

*The video will be recorded in class once they will be planned.

Self-assessment

Unit 7. Lesson 5

TRENDS IN ICTS

How much do you know about the latest trends in ICTs? Are you a teachy?

Key words

Q. What is smartphone dependency?

Activities

1. **Listen to a person talking about his feelings when using technology.**
2. **True or False**

	T	F
The speaker enjoys using technology		
The speaker talks on the phone more than using social networking sites.		
The speaker's weekend begins on Friday afternoon		
The number of phone calls has gone down		
The speaker doesn't like the sound of the birds		

3. **Discuss the following**
   - If you could uninvent any piece of technology, what would it be and why?
   - What's the most important piece of technology in your life?
   - What piece of technology has had the most impact on society?

4. **Match the inventions and their definitions**

Visit this page to find out new inventions.

a) A next gaming chair. The chair's frame is equipped to vibrate throughout gameplay.

b) The screen is 55 inches across, and it can settle at 40 percent transparent even while you're watching something

c) Moorebot revealed a robot that functions as an autonomous surveillance camera on wheels, powered by AI tech.

d) A Bluetooth speaker made from recycled materials that attaches directly to seemingly any showerhead and uses the flow of water to power itself.

5. You are going to investigate about a new cutting-edge device that has recently been on sale. Choose one and complete the chart.

Device's name	
Brand/developer	
Useful for…	
Disadvantages (if any)	
Improvements (if any)	
Your rating	

6. **Prepare a presentation of the device investigated. Use the tool www.genial.ly/es**

Self-assessment

Unit 7. Lesson 6

AT THE COMPUTERS' STORE

In the past, we usually bought in local shops or shopping centers. Today, online shopping is growing faster, and people just have to click and order whatever.

Key words

Q. Do you know what is the most important component of a computer?

Joke. Q. What is the biggest lie in the entire universe? A. "I have read and agree to the Terms & Conditions."

Activities

1. **Learn the different parts of a *computer*. Visit the following webpage:**

   https://quizlet.com/_9uryu4?x=1qqt&i=1krwx3

2. **Describe the following computer.**

_____

_____

_____

_____

_____

_____

3. **Look at the webpage of a computer store and name the items that you know inside each category.**

Category	Item 1	Item 2	Item 3
Storage	Pen drive	Hard drive disk	External HDD

4. **Answer the questions to design your magazine**
   - What is the store name?
   - What is the store's logo?
   - What categories are you going to include?
   - How many items are you going to write in each category?
   - How are you going to arrange the catalog?

5. **Use *Canva* to create your catalog.**

6. **Share your catalog with the rest of the students and your teacher.**

7. **Do the following computer crossword**

https://es.liveworksheets.com/sy13397tl

Self-assessment

Unit 7. Lesson7

NETIQUETTES

Do you know that there are some rules that tell you the way you have to behave when using the net? Let's learn about it.

Key words

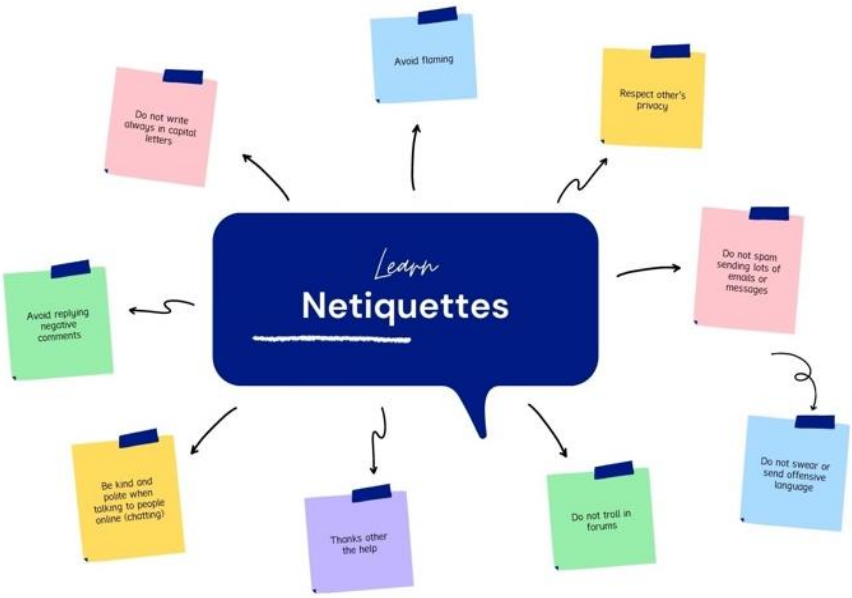
Digital citizenship is about confident and positive engagement with digital technologies

---

Are you a good digital citizen?

Activities

1. **Watch the following video *Core rules of netiquettes***
2. **Write 5 rules that appear in the video**
   a) Remember the human
   b) _____
   c) _____
   d) _____
   e) _____
   f) _____
3. **Read the following netiquettes**



4. **Answer the questions.**

   1) Do you understand all the above netiquettes?

   2) Which ones do you put into practice?

   3) Which are the most important for you?

   4) Would you add any others?

5. **In pairs, write or choose 5 netiquettes**

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

6. **Once you have written your netiquettes, create an animated video using *Filmora*.**

7. **Choose the best video made by your mates.**

Self-assessment

Unit 7. Lesson 8

ARE ICTs INCLUSIVE?

Technology also has its weak point, and it is regarding to inclusion and diversity as in many other aspects of life. What can we do?

Key words

Diversity and *inclusion* are one of the biggest challenges facing the tech industry today

---

We can do a lot of to improve inclusiveness and diversity in technology.

Activities

1. **Watch the video *Why we need diversity in technology* (TED Talks).**
2. **Answer the following questions.**
   a) Do you think technology can do a better world?
   b) In which ways is technology inclusive / non-inclusive?
   c) Which groups are usually discriminated against?
3. **Read the text *The benefits of Diversity in Tech.***

Results have shown in a survey conducted by PwC in 2017, that 54% of women and 45% of men research a company's diversity and inclusion policies before accepting an employment offer.

Implementing diversity in your business is a critical step for growth. There is enough evidence that shows having a diverse company leads to greater creativity and success. Along with programs and groups that you can create which are beneficial, what other benefits of diversity are there that can give your company an extra push?

1. **Greater innovation**
   Having a team from different backgrounds with different skills and experiences means the ideas generated will be diverse.
2. **Diverse teams perform better**
   Diversity encourages individuals to feel comfortable sharing their ideas and perspectives on situations.
3. **Can attract and retain talent**
   Another benefit of diversity is making it easier to recruit individuals and reduce employment turnover. Whilst every member brings an inclusive culture to an organisation, it is down to the day-to-day manager who has the power to make employees feel like they belong.
4. **Improves your company's customer service**
   Diverse teams can understand different segments of the market due to the different backgrounds and thought processes they provide and have the potential to open new ones.

4. Complete the missing information according to the text.

a) Diversity in business is _____

b) A diverse company leads to _____ and _____

c) It is positive to have a team with different _____ and _____

d) Diversity also encourages _____, feeling comfortable in the business

e) Diversity can _____ and _____ talent.

f) Customer's service is better because diverse teams can _____ different segments of the market

5. In pairs, answer the question to plan your comic.

1. How many characters are going to appear?
2. What will be the main problem? (plot)
3. How are you going to solve it?
4. What will be the end of the story?

6. Create you comic using *Pixton Edu*.

7. **Once you have finished your comic, present it to the class. All the comics will be printed.**

Self-assessment

Unit 7. Final task

A NEW CUTTING-EDGE TECHNOLOGY

The world is constantly changing and also technology. Let's invent a new device! Future is coming.

Key words

As *digital citizens* we have to use safely and responsibly technology.

How will *technology* change the future?

Guidelines

1. **When designing your device, think about the following points.**
   - What it will be useful for
   - How people will use it
   - How much it will cost
   - Write its features/characteristics
   - Include drawings or mix existing pictures to create your device.

2. **Prepare a presentation and divide it in the group. All the students must speak.**

3. **You will be evaluated according to:**
   - Written text (mistakes, spelling, used words, etc.)
   - Originality
   - Work cleanliness
   - Oral text (use of English, fluency and accuracy)

Self-assessment