



UNIVERSIDAD DE JAÉN
Centro de Estudios de Postgrado

Trabajo Fin de Máster

CLIL IN EDUCATION: A LESSON PLAN

Alumno/a: Mascuñano Morales, Nazaret

Tutor/a: Prof. D. Gloria Luque Agulló
Dpto: Filología Inglesa

Junio, 2020

TABLE OF CONTENTS

1. INTRODUCTION.....	4
2. OBJECTIVES.....	5
3. THEORICAL BACKGROUND.....	5
3.1. ORIGIN AND DEFINITIONS: WHAT IS CLIL?.....	5
3.2. CLASSROOM PRINCIPLES IN THE CLIL PRACTICE (4Cs).....	7
3.3. OBJECTIVES OF CLIL.....	9
3.4. MAIN FEATURES.....	10
3.5. RESEARCH ON CLIL. DOES IT WORK?.....	14
3.6. METHODOLOGY: HOW TO IMPLEMENT THE CLIL METHOD OF TEACHING IN THE CLASSROOM.....	19
3.7. BENEFITS & DRAWBACKS.....	23
3.7.1. BENEFITS.....	24
3.7.2. DRAWBACKS.....	26
3.8. THE ROLE OF THE CONVERSATION ASSISTANT.....	27
3.9. NEW TRENDS COMBINED WITH THE CLIL APPROACH.....	29
4. DIDACTIC UNIT.....	31
5. CONCLUSION.....	75
6. BIBLIOGRAPHY.....	77
7. APPENDICES	86

ABSTRACT

This Final Master Project consists of a didactic proposal in which we can find different types of activities that can be used for both content and foreign language subjects. This work has been divided into two parts.

In the first part, the theoretical foundation is addressed, where CLIL research is carried out, in which the benefits and drawbacks of its implementation in educational centers are discovered. It will deal with how language teachers help CLIL have a good implementation in classrooms.

In the second part, this work has a teaching unit in which they will be reflected as activities that are used in the language subjects can be adapted to the content subjects.

Key words: CLIL, content, foreign language, teaching, learning.

RESUMEN

Este Trabajo Final de Master consiste en una propuesta didáctica en la que podemos encontrar diferentes tipos de actividades que pueden usarse tanto para asignaturas de contenido como en la de lengua extranjera. Este trabajo se ha dividido en dos partes.

En la primera parte, se trata la fundamentación teórica donde se realiza una investigación de AICLE en la que se descubren los beneficios e inconvenientes de su implantación en los centros educativos. Se trata de dar a conocer los métodos de enseñanza que se utilizan y cómo los profesores de lenguas ayudan a que AICLE tenga una buena implantación en las aulas.

En la segunda parte, este trabajo cuenta con una unidad didáctica en la que se verán reflejados como actividades que se utilizan en las asignaturas de lenguas pueden adaptarse a las asignaturas de contenidos.

Palabras clave: AICLE, contenido, lengua extranjera, enseñanza, aprendizaje.

1. INTRODUCTION

Currently, we live in a globalized world and that is why speaking several languages becomes a fundamental tool when it comes to progressing as a student and a professional. It is essential to learn another language since in most jobs a certain level of a second language is required. For students, learning another language is compulsory at school, both in Primary and Secondary education. Most of the times English is the first option, but French is also included in the curriculum. In addition to improving our job opportunities, knowing several languages can help developing our cognitive skills, since thanks to the constant mental exercise of translating and communicating in various languages, attention is enhanced, it increases communication skills, improves listening and it makes us understand the lifestyle and customs of these countries.

First of all, it is important to mention some terms with their definitions to understand in depth the topic of this project. A societal bilingualism “refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual” (Hamers et al., 2000: 6). Therefore, a bilingual person is a person who speaks two languages. Besides, a multilingual society can be defined as the country or community where several languages are spoken (Edwards, 1994), finally, the plurilingual is an individual who speaks multiple languages (Piccardo, 2013).

In this way the idea of CLIL (Content and Language Integrated Learning) arises, a methodology that is based on learning and content through a foreign language. That is, “CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010: 1). In this work we are going to focus on this methodology since it generates a certain curiosity about how it is being implemented in the classroom and what effects it is having on the learners and on their education.

However, CLIL goes much further than just being a bilingual approach in which content is learned through language. The main difference between bilingual approaches and CLIL is “the consideration of the second language as an individual subject in the curriculum which is taught at the same time together with the other content subjects; and the degree of collaboration between the content teacher and the language teacher” (Pavón and Ellison, 2013: 68). The objective of this

methodology is to integrate language learning across the educational curriculum. CLIL offers students a real opportunity to interact in a foreign language on a regular basis in the academic context, since they will hardly be able to do so outside of school. CLIL focuses on “fostering communicative situations in the classroom, in which the students’ language acquisition process is unconscious” (Casañ, 2017:107; Marsh, 2008). It is present in the educational systems of many countries around the world because it has many positive aspects that we will develop in this project.

This project will compile some definitions about CLIL, the classroom principles in the CLIL practice (4Cs), its objectives, its main features, some research on CLIL and how it works, its methodology and its benefits and drawbacks. Besides, we will deal with the role of the teacher, the role of the learners and the role of the language assistants. In addition, we will introduce how CLIL works in combination with other current methodologies. Finally, a lesson plan will be included.

2. OBJECTIVES

The main objective pursued with this project is to acquire knowledge about the CLIL approach and to promote the use of this methodology in schools to learn the foreign language in a different way. Among the specific objectives, the following can be highlighted:

- To describe CLIL in depth;
- To check if CLIL works and if it has positive effects on teaching;
- To know how CLIL is applied in the classroom.

Now, we are going to start with the theoretical background about CLIL approach.

3. THEORICAL BACKGROUND (CLIL APPROACH)

3.1. ORIGINS AND DEFINITIONS: WHAT IS CLIL?

In this section, we will show some definitions of the CLIL approach, since having knowledge of what this methodology means is a key factor in this work.

The term CLIL is an acronym for ‘Content Language Integrated Learning’ and it was coined by the expert David Marsh in 1994 in the University of Jyväskylä, Finland.

Although the CLIL practice has a long history and appeared thousands of years ago, it was born in Europe in this year. It pretends “to support second-language learning while also favouring first-language development” (Mehisto et al., 2008: 9). The aim was to achieve a multilingual society, and with the help of the implementation of CLIL in schools, it could be achieved.

CLIL is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010: 1). This means that CLIL “refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focus aim, namely the learning of content, and the simultaneous learning of a foreign language” (Marsh, 1994: 5). Thus, CLIL is a very useful approach to achieve a successful education since learners learn the content while acquiring a new language. This facilitates the learning of foreign languages in an unconscious way.

Furthermore, in the words of Marsh (2000: 2), “this approach involves learning subjects such as history, geography or others, through an additional language”. Thus, “it can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive ‘can do’ attitude towards themselves as language learners” (Marsh, 2000: 2). In CLIL methodology, when programming is carried out, it is developed by means of non-linguistic subjects. The content of a foreign language subject is always related to other subjects and topics (sports (physical education), animals (biology) travel...).

Therefore, CLIL is a methodology that focuses on content rather than form, it is a “language pedagogy focusing on meaning which contrasts to those which focus on form” (Marsh, 2002: 49). Besides, CLIL is as a tool for teaching and learning both content and language and as we have said before, it has a dual focus. According to Mehisto, Marsh and Frigols (2008), this dual focus is, on the one hand, the teaching and learning of the foreign language by means of the content of the non-linguistic area subjects (mathematics, geography ...). On the other hand, the teaching of content in the foreign language subject. In this approach, teachers of linguistic and non-linguistic areas have to collaborate so that students learn all their subjects in a coordinated way.

Although the CLIL method moves away from bilingual contexts, its use may be related to them in the sense it uses both the mother tongue and the target language in the classroom. According to Coyle (2006), CLIL differs from the programs of immersion

for its flexibility and adaptability, in addition to moving away from the traditional concept of bilingual program (learn a foreign language in schools through a methodology based on memorization and repetition of the theory). With this method, language is used as a tool and also, it is used both to learn and to communicate. In an interview conducted by *El País* to David Marsh (2018), he points out that traditional bilingual teaching is poorly planned because it is based on the teaching of a foreign language in the same way that the mother tongue is taught and on the monologue by the teacher. However, he considers that CLIL helps improve the teaching of a foreign language since it is based on group work and constant conversation.

Continuing with this project, we are going to deal with the classroom principles in the CLIL practice, which are known as the 4Cs.

3.2. CLASSROOM PRINCIPLES IN THE CLIL PRACTICE (4Cs)

According to Coyle, Hood and Marsh (2010), for a CLIL lesson to be successful, it has to combine some main principles, which are known as the 4Cs. The 4Cs framework (see Figure 2) are *content*, *communication*, *cognition* and *culture* and we are going to explain them below:

- **Content.** It is the “subject matter” (Coyle et al., 2010: 41). It is the vocabulary, grammar... It is the heart in the learning process and it is the subject. Teachers of each subject must agree to avoid repeating the same content in other lessons because the students must acquire new content.
- **Communication.** It is “language learning and using” (Coyle et al., 2010: 41). That means, using language to learn while learning to use the language in itself to communicate. The students must be able to express themselves both orally and in writing. Hence, according to Coyle et al., (2010), we can divide language acquisition (shown in Figure 1) into three perspectives:
 - Language OF learning. It is the language that is needed to understand the concepts and skills that are related to the theme or topic (vocabulary, grammar...)
 - Language FOR learning. It is the language that is needed to communicate in an environment where the foreign language is used. The learners have to learn strategies such as working in pairs, working cooperatively, how to ask questions...

- Language THROUGH learning. It is the language that is created when learners apply what has been learned from the contents of a subject (predict solutions and use of ICT).

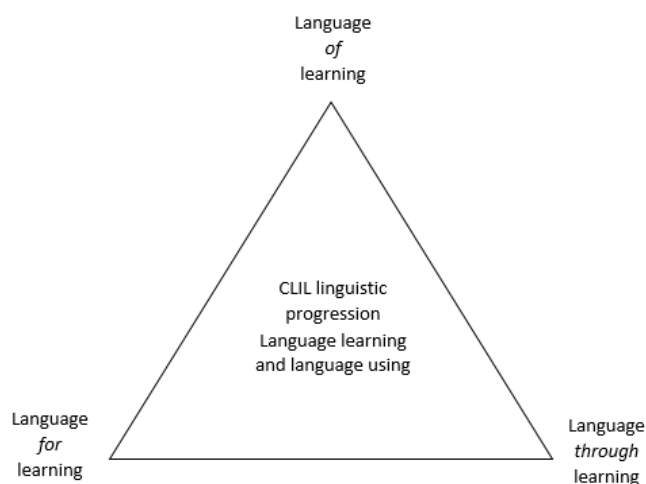


Figure 1: The Language Triptych (Coyle, Marsh and Hood, 2010: 36)

- **Cognition.** It is the “learning and thinking processes” (Coyle et al., 2010: 41). In other words, “CLIL promotes cognitive or thinking skills which challenge learners” (Lesca, 2012: 3¹), so they will work in groups or in pairs to discuss with each other and they will be able to carry out a self-assessment.
- **Culture.** It is the development of “intercultural understanding and global citizenship” (Coyle et al., 2010: 41), so that the communication with people from other countries and who have a different culture is more effective if learners understand both cultures (the perspectives we have on the traditions of different countries).

Below, a picture (Figure 2) is shown to understand the 4Cs in a better way. “CLIL involves a triple focus on content, language (communication) and cognition, where culture is the outcome of the interaction of these three aspects” (Marongiu, 2019: 87²). Besides, “content is taught through strategies that involve language processing for meaning comprehension. Great emphasis is placed on lexicon, and grammatical features are instrumental to text processing” (Marongiu, 2019: 87). In other words,

¹ See web address (2012) → http://www.itis.biella.it/europa/pdf-europa/CLIL_Report.pdf

² See web address (2019) → [https://www.researchgate.net/publication/337176630 Teaching Materials and CLIL Teaching](https://www.researchgate.net/publication/337176630_Teaching_Materials_and_CLIL_Teaching)

thanks to language we can make students learn the content and receive the necessary resources to be able to debate it, justify it and explain it through communication.

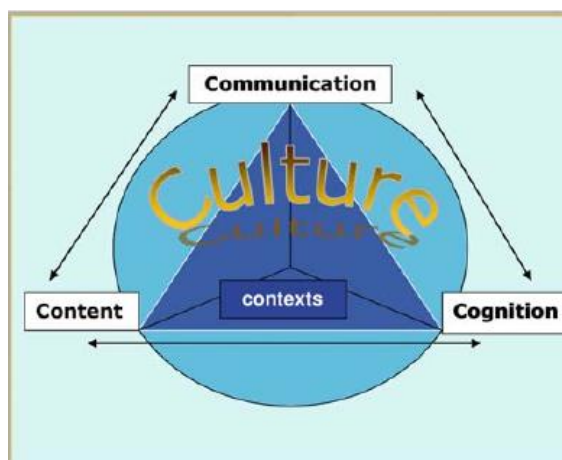


Figure 2: The 4Cs framework for CLIL (Coyle, 2005: 7)

With the implementation of CLIL methodology in the classroom, we want to give importance to the acquisition and learning of vocabulary because grammar will be taught in L2 lessons. The main aim is to improve language learning so that students are motivated to learn the content and to communicate fluently.

Below, we are going to develop the different objectives of the CLIL approach.

3.3. OBJECTIVES OF CLIL

The implementation of CLIL in the classroom focuses on some objectives that must be taken into account. The main objective is the need to improve the quality of teaching offered in classrooms and to improve students' multilingual and multicultural competence. Indeed, within its own definition, CLIL objective includes teaching non-linguistic subjects in a foreign language. However, there are many other objectives established by the CLIL methodology.

After reading various reviews and academic documents we can develop the main objectives that the CLIL approach provides (Cimermanova, 2017; Coyle, Hood, & Marsh, 2010; Lasagabaster, 2017; Marongiu, 2019; Pérez-Cañado, 2011):

- Not to hinder the development of the mother tongue and content learning;

- To change attitudes towards teaching and learning foreign languages, promoting the affective dimension to increase student motivation;
- To promote the simultaneous teaching of language and content;
- To develop the cognitive functions of students through content;
- To develop communicative competence and spontaneous speaking of the foreign language in the classroom to carry out oral activities and communication between students and teacher;
- To increase the oral skills of students by providing the necessary knowledge to be able to communicate in the foreign language;
- To expand the vocabulary of non-linguistic subjects in other languages

Indeed, according to Van de Craen et al. (2007: 70), all authors see as CLIL's main objectives to promote linguistic diversity, promote language learning, increase student competence and increase internationalization. Furthermore, these authors (2007) affirm that improving the proficiency of English learners is another of the objectives that most authors think that CLIL offers.

Finally, the final objective of CLIL is “to guide students towards becoming capable and motivated, bilingual or multilingual independent learners” (Mehisto et al., 2008: 30). They must acquire the necessary content and knowledge and take advantage of the opportunities that CLIL offers them.

Therefore, we can see that CLIL's objectives are mainly based on stimulating the motivation of the students, the use of new methods to teach the content, improve the competence of the teachers and develop their cultural competence.

Below, we are going to present the main features that CLIL approach has.

3.4. MAIN FEATURES

There are some features to achieve a successful implementation of CLIL. One of them is “the balance between language and content” (Cenoz, 2013³) since learning the language and content has the same importance. Thus, “the main idea is to teach

³ See web address (2013) → <https://www.tandfonline.com/doi/abs/10.1080/13670050.2013.777392>

foreign languages efficiently and less attention is paid to how content is learned” (Cenoz, 2013) so it is more important to use the foreign language than not to make mistakes. However, according to Mehisto, Marsh and Frigols (2008: 29-30) there are six core features of CLIL methodology. The first one is the ‘multiple focus approach’, where there must be a combination of content and language classes for learning to be effective because students learn new content while improving language fluency. This will be possible with the support and coordination of all subjects. Indeed, the learning must be organized “through cross-curricular themes and projects” (Mehisto et al., 2008: 29) and reflection must be supported “on the learning process” (Mehisto et al., 2008: 29). The second one is the ‘safe and enriching learning environment’, in which teachers should provide authentic materials and real situations in their lessons so that they deal with language and content. The third feature is the ‘authenticity’, in which “connections between learning and students’ lives should be made regularly in CLIL activities as well as connections with other speakers of the CLIL language. Current materials from media or other sources should be used as often as possible” (Lesca, 2012: 4). This is very important because the more authentic and real the learning, the more effective and motivating it will be for the students. The fourth one is the ‘active learning’, where the students have to participate more in classes (more active role) since they must be the protagonists in communication. They have to work and carry out activities cooperatively with their classmates (in pairs) and with the help of their teachers. Furthermore, “students help set content, language and learning skills outcomes” (Mehisto et al., 2008: 29). The fifth core feature is the use of the ‘scaffolding’ technique, where teachers have to teach students from the knowledge and skills they have. Furthermore, they have to encourage them to carry out new challenges, losing their fears and leaving their comfort zone. They have to promote the hidden skills of the students since they have to face a higher level than they already have, but the input must always be meaningful and understandable for them. The last feature is the ‘cooperation’, all teachers in both linguistic and non-linguistic areas have to plan the lessons cooperatively as it is very useful for teachers from other areas such as geography or history to be helped by language teachers. Therefore, EFL classes and CLIL classes have to complement and be coordinated. “While CLIL is definitely perceived as a means of getting more exposure to English and having more opportunities of using English for communication, EFL classes serve to concentrate on specific language problems such as grammar, pronunciation, and so on” (Lasagabaster and Doiz, 2016: 2). This shows that if the student is fluent in speaking in the foreign language (being able to communicate and interact), he/she will be more successful than if he perfectly masters the grammar of the foreign language. In turn, parents and other local communities must support students in their learning. Now, we are going to

summarize these core features in a table (see Table 1) in order to have a better vision of them.

CORE FEATURES OF CLIL METHODOLOGY	RELEVANT ASPECTS
Multiple focus approach	• a combination of content and language classes for learning to be effective • support and coordination of all subjects • the learning organized “through cross-curricular themes and projects” (Mehisto et al., 2008: 29) • reflection supported “on the learning process” (Mehisto et al., 2008: 29)
Safe and enriching learning environment	• teachers should provide pupils with authentic materials and real situations
Authenticity	• connections between learning and students’ lives should be made regularly • current materials should be used frequently
Active learning	• students have to participate in class • they have to work and carry out activities cooperatively
	• teachers have to teach students from the knowledge and skills they have • students have to carry out new

Scaffolding	challenges • the input must always be meaningful and understandable for students
Cooperation	• all teachers have to plan the lessons cooperatively • parents and other local communities must support students in their learning.

Table 1: Core features of CLIL methodology

Therefore, as Pérez-Cañado (2012) explains, with the study of these characteristics we can observe that teaching is mainly focused on the students since they have an active role in the lessons, achieving it thanks to the fact that they propose study topics, work with a methodology based on projects and identify with classroom activities because real life situations are used. Teaching is very flexible for students as it provides all the necessary resources for learning the content and, when necessary, the L1 is used. Attention is also given to diversity, taking into account those students who need more detailed planning or help in their tasks. Indeed, as most of the activities are carried out in pairs or in groups and are based on research, learning is more interactive. They become more autonomous because they use multiple resources and the new technologies to access current information in their research work. This methodology is based on learning in a very flexible way so that students feel more interest in learning in a different way. There are students who do not like or are not good at learning foreign languages, but thanks to the alternation between the two languages (L1 and L2) they feel more comfortable in the classroom. On the other hand, as they are the main protagonists in the classroom, and they have teachers to support them, they feel more motivated in learning. The teachers have to do dynamic activities to capture the attention of the students. All these aspects characterize the CLIL approach, and it is important that teachers take into account all these characteristics for teaching to be effective.

In these previous sections we have introduced a methodology which seems to be ideal, successful, and motivating for students. The following section delves into research on CLIL, namely, whether it effectively works in the classroom.

3.5. RESEARCH ON CLIL. DOES IT WORK?

As we already know, CLIL is a powerful and different way of learning languages. Most of CLIL's research is policy-based research, that is to say, it arises more a political than pedagogical method since it is intended to achieve an intercultural and multilingual society to have a successful communication with international trade. However, it is important to look at it from an innovative point of view that helps to learn contents and other foreign languages in a different way.

The research that has been carried out in connection to CLIL is very extensive, ranging from learning foreign languages and learning content from non-linguistic subjects to aspects related to motivation, cognitive development and different investigations of the brain. According to Van de Craen et al., (2007), learning a new language and the content of non-linguistic subjects at the same time have important consequences that can affect the brain. In their work, they establish some preconditions and conclusions about CLIL related research, summarized below:

- 1º principle → *second language development*, focusing on investigating whether the CLIL method really helps improve foreign language proficiency. Overall, it is concluded that the CLIL approach makes language proficiency better than traditional methods (Pérez-Cañado, 2017; Van de Craen et al., 2007).
- 2º principle → *mother tongue development*, focusing on whether CLIL (compared to traditional methods) leads to better development of students' mother tongue. This research is carried out to find out if it is possible to learn two languages simultaneously. It is concluded that “there are no arguments supporting the view that CLIL be detrimental to the mother tongue” (Van de Craen et al., 2007: 72).
- 3º principle → *knowledge of the subject*, focusing on whether CLIL makes the subject contents better known (compared to traditional methods). Here, there are differences between primary and secondary schools. “In primary education subject matter knowledge seems to be boosted more than in secondary education and in secondary schools there seems to be fewer negative effects as a result of the CLIL approach” (Van de Craen et al., 2007: 73). However, more research is needed on this aspect.

- 4º principle → *attitudes and motivation*, focusing on how CLIL influences them. Although in their research they obtained insufficient results, they could observe that the students had very positive attitudes to learn foreign languages (Van de Craen et al., 2007).
- 5º principle → *cognitive aspects*, focusing on how CLIL influences cognition. In their investigation, they concluded that CLIL induces “the learners to be more cognitively active in their learning process” (Bruton, 2013; Van de Craen et al., 2007: 74).
- 6º principle → *the importance of the brain*, focusing on how CLIL affects its development. It is concluded that the bilingual brain needs less effort to carry out specific tasks (Bialystok, E., Craik, F. I., & Luk, G, 2012; Van de Craen et al., 2007).

Therefore, we can see that CLIL is much more than just any other language learning method.

Apart from that, CLIL's research should focus on *the effects of CLIL on the target language, on the mother language, on the content and on the motivation* (Pérez-Cañado, 2017; Wolff, 2005). There are other many studies about CLIL. For example, some authors such as Mehisto, Marsh and Frigols (2008) state that students cannot learn the same amount of content in a foreign language as in their mother tongue, but this is what the CLIL methodology is mainly based on, learning the content of non-linguistic subjects in a foreign language, in this way they learn the content and the language at the same time (Lorenzo, Casal & Moore, 2010). Besides, CLIL is very flexible and it has many variations, but it is also very complex. There are three variations of CLIL. A first position argues that it is better to learn the foreign language and content separately, others that it is better to learn the foreign language through the content learned in the non-linguistic subjects, and the third position believes that it is better to learn the content and the foreign language together (Bruton, 2013).

Most of the studies that have been carried out on CLIL conclude with its positive aspects. One of the most positive aspects of CLIL is the improvement of oral speaking skills, since learners are more exposed to the foreign language. Since there is a greater presence of the foreign language in the study plan, a greater exposure to the language is achieved, so oral proficiency improves (Bruton, 2013; Pérez-Cañado, 2017). Another positive aspect of using it is the relationship between the activities and experiences that take place in the CLIL classroom and the real world (Bruton, 2013). A research

carried out by Pérez-Cañado (2017), shows that the studies that belong to the CLIL program are productive, not receptive, so in general skills are potentially affected by CLIL. In addition, positive effects have also been seen in connection to culture, because CLIL helps to build cultural knowledge and develop intercultural communicative competence (Mendez, 2012; Méndez, 2013; Pérez-Cañado and Lasagabaster, 2017). And, authors such as Lorenzo, Casal, and Moore (2009) and Pérez-Cañado (2011) consider that among the benefits that CLIL brings to education, we can find that CLIL improves cohesion within schools, intensifies coordination among all teachers in the educational center, increases the appreciation of the interface between content and language; and it increases awareness of the benefits of this type of L2 learning program.

Besides, focusing only on Andalusia, in a study carried out by Pérez-Cañado (2011) on CLIL, we can see how the research carried out by various authors stands out, highlighting that of Lorenzo (2006-2007) in our region, of a quantitative and qualitative nature. It is an investigation very important because “being the first instance of empirical research into the effects of CLIL in Andalusia, it becomes a necessary starting and reference point in the research panorama of our autonomous community” (Pérez-Cañado, 2011: 393). The study was based on the performance of some tests to 1768 students from 61 schools in Andalusia that belonged to the CLIL methodology in German, French and English. It was concluded that in a short time CLIL achieved positive effects, “something which leads the authors to conclude CLIL programs have rapid effects and that there is a non-linear correlation between exposure and competence” (Pérez-Cañado, 2011: 394). The authors believe that the effects are generally positive, but they see as future improvements “the need for increased resources, methodological and linguistic training, and native teachers at Primary level” (Pérez-Cañado, 2011: 394). The students also saw that CLIL generates positive aspects in education such as “fostering the development of competences, the acquisition of vocabulary and grammar, and motivation and positive attitudes” (Pérez-Cañado, 2011: 394), and they think that as improvements to this approach they could increase trips to L2 countries and use of ICT (Pérez-Cañado, 2011).

In general, all the aspects of CLIL mentioned so far are positive, but there are many others that are questionable. It is true that communicative competence and oral skills are improved with CLIL, but there are other skills that need much more exposure to the foreign language, such as the ability to listen (Pérez-Cañado, 2017). For instance, Pladevall-Ballester and Vallbona (2016) concluded that students who did not belong to the CLIL program outperformed those of CLIL in the ability to listen.

Some additional aspects that need additional consideration include teachers' proficiency for teaching CLIL. According to the Common European Framework of Reference for Languages (2018), a teacher must have reached a level B2, which is the current linguistic qualification to teach bilingual, but the next requirement to teach bilingual will be to have reached a level C1. However, are the teachers trained to teach their subject in a foreign language with a B2 level? "Their insufficient mastery of the target language has surfaced as a major concern, together with the lack of support they receive from educational authorities and the shortage of teacher training programmes" (Pérez-Cañado, 2016: 2). Most of the teachers do not have a good command of the foreign language, so they must take their programming very well planned to the classroom. However, apart from mastering the foreign language, they have to master the subject content so the lack of them has led to language teachers becoming CLIL teachers (Pérez-Cañado, 2016). Besides, CLIL offers teachers opportunities to update and improve their skills.

Despite these drawbacks, it seems that positive aspects outweigh negative ones, particularly in connection with learners. CLIL is a good teaching method since all students can access it because "promotes social inclusion and egalitarianism" (Pérez-Cañado, 2013: 18). When the CLIL methodology began to be implemented in the high schools, the students could choose to study CLIL or not. Those students who choose this type of teaching have specific characteristics, according to research, they are more motivated and they have more self-control, they have more autonomy and obtain higher grades in a foreign language. They have improved the development of certain skills such as oral production and interaction, the listening skill, the organization skill and the acquisition of the necessary vocabulary (Lasagabaster & Doiz, 2016; García & Bruton, 2013). Students improve their target language and lose the fear of speaking in another language because they are more in contact with the foreign language, and changes in attitude are obtained as a result of the benefits that CLIL causes. Furthermore, the students who prefer to study with the CLIL methodology are attracted because they think that teachers plan classes better than in the traditional content classroom. Indeed, learning with the CLIL approach is more challenging and engaging for the students since in most of the activities carried out in the classroom they have to speak and interact with their classmates. Indeed, thanks to CLIL students are more fluent in communicating. CLIL students have a higher command of reading comprehension and receptive and productive knowledge of vocabulary than students who do not study at CLIL (Bayram et al., 2019; Doiz, Lasagabaster and Sierra, 2014; Fazzi and Lasagabaster, 2020). Thus, the motivation to learn a second language is one

of the main features that characterizes these learners. “CLIL promotes a more authentic and motivating use of the foreign language” (Fazzi and Lasagabaster, 2020: 2). They must be supported by their teachers so that learning content and concepts in another language is not too difficult for them. According to a study carried out by Lasagabaster (2017) the motivation of the students in learning CLIL was remarkable because there was an instrumental orientation towards the mastery of a foreign language (in this case, English). Additionally, Coyle (2013) discovered in an investigation based on students that they valued the opportunity to develop language awareness, the performance of tasks that were more stimulating and meaningful, and practices with the technique of scaffolding.

Therefore, with all these characteristics, it is shown that the students who study by means of CLIL acquire a more positive language learning. They present more interest, motivation, autonomy, less stress and anxiety, more security to speak or interact in a foreign language and better linguistic competence. Besides, they are more autonomous to make their own decisions and solve their own problems; CLIL helps improve vocabulary and grammar acquisition skills and makes students more spontaneous when using the foreign language (Marsh, 2007; Pavón and Ellison, 2013). According to Lancaster (2016), students see in CLIL methodology some positive and negative aspects. As positive aspects, they consider the bilingual program responsible for their improvement in the language and the use of innovative and motivating materials, and as negative aspects, the mediocre use of ICT by teachers.

Consequently, we can see that research on CLIL is extensive, but still it needs to be further developed, to confirm or reject positive and negative results. This is because it takes time and effort to learn the contents of non-linguistic subjects through a foreign language, so that the target language will be increased but in the long term, and only with practice and daily use. In addition, although there are many studies and many different opinions, what they all have in common is that with CLIL, students achieve better skills and, possibly, contents.

The methodology of CLIL will be discussed below.

3.6. METHODOLOGY: HOW TO IMPLEMENT THE CLIL METHOD OF TEACHING IN THE CLASSROOM

First of all, it is important to note that all skills (reading, writing, speaking, listening and interaction) should be combined to achieve a good education methodology for language teaching. In this section, we will address how a bilingual subject is taught and also, the methodology used to implement the CLIL method in teaching, which must be adapted according to the materials used. Below (see figure 3), we will present how the methodology will be classified. To do this, we have designed a graph to make it easier to visualize:

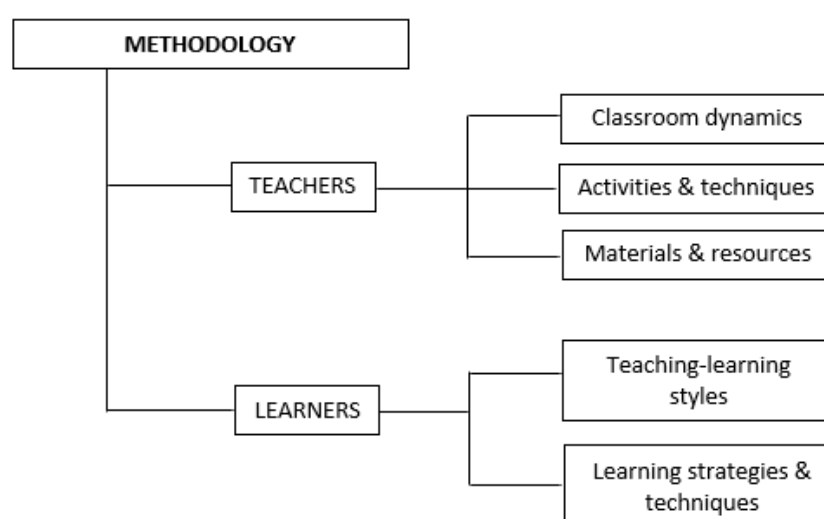


Figure 3: Classification of the methodology

Firstly, in relation to the teacher, we can classify the methodology into *classroom dynamics*, *activities and techniques* and *materials and resources to use in the classroom*. Before developing them, it is important to refer to seven characteristics or basic competencies of teachers that Pérez-Cañado (2018) has compiled from different authors. The first is the language proficiency/competence (also covers BICS and CALP). The second one is the pedagogical competence, “whereby teachers need to be familiarized with a host of student-centered methodologies, more diversified learning environments and resources and a more transparent, holistic, and formative type of evaluation” (Pérez-Cañado, 2018: 4). The third one is that teachers must have prior linguistic knowledge in order to successfully teach content. The fourth is that teachers have to be competent in how to organize themselves since they must use good strategies to achieve good control and classroom management. The fifth and sixth features are the interpersonal and collaborative competencies, two areas “which are integral to the CLIL teacher profile and which entail the capacity to create an adequate

classroom atmosphere where students receive personalized attention and feel safe and unthreatened to participate and take risks” (Pérez-Cañado, 2018: 5). Finally, the last feature is the reflective and developmental competence, in which teachers have to be constantly learning and use updated materials.

According to the *classroom dynamics*, Evadumontiel, an author from the General Educator Blog known as FluentU (2020), four ways to implement CLIL in the classroom are proposed.

1. RETHINK YOUR SYLLABUS

The first issue to consider is how CLIL will work in classrooms. Interdisciplinary themes and work by themes must be incorporated. Before starting the lesson, the teachers of each subject of the non-linguistic area that is taught in the foreign language must agree with the rest of the teachers of the educational center to consider the previous knowledge of the students about the contents of that subject. Once the explanation of the contents of the subject has begun, the most important concepts should be highlighted to facilitate the learning and memorization of the pupils.

2. FOCUS ON TASKS IN THE CLASSROOM

It is very important that teachers integrate language and content in the same way in the classroom and promote the use of collaborative work as it motivates students and improves their oral skills. In addition, carrying out activities in a real life environment improves student participation, for example, by means of oral presentations or role plays.

3. CHOOSE THE RIGHT MOMENTS TO GIVE FEEDBACK

Teachers should expose student errors in a general way in the classroom and not individually. They can use students’ errors to teach and create activities so that students learn from them. Communication is the most important aspect in a subject with the CLIL methodology, so if they talk and interact, even if they make mistakes, they will gain self-confidence.

4. TEACH GRAMMAR IN CONTEXT

With the implementation of the CLIL method in schools we realize that students have to use the language, rather than learn it. They will learn to use the language if teachers make use of authentic materials and promote active participation with debates and research work.

Besides, the coordinator will be a teacher from a linguistic area. The teachers of the linguistic areas have to support and help teachers from non-linguistic areas to prepare their classes and content. They have to be coordinated so as not to repeat the same content in the different classes and also to be synchronized. “The language teacher, working together with teachers of other subjects, incorporates the vocabulary, terminology and texts from those other subjects into his or her classes” (Mehisto et al., 2008: 11).

Related to the *activities and techniques*, it is true that not all the subject has to be taught in L2, if necessary the mother tongue can be used, but it is important to know that between 50 and 100% of the contents of the non-linguistic subject have to be taught on L2 (*Ministerio de Educación, Cultura y Deporte*, 2011). Therefore, the assessment tests must be adapted to the language in which the content is taught. The teacher must be able to communicate in an understandable way for the students using language strategies and identifying linguistic difficulties. Besides, the teacher has to be able to carry out activities in which language and content are equally important. Besides, according to the *Plan Estratégico de Desarrollo de las Lenguas* (2017), it is important to consider other methodological keys that can be combined with CLIL for teaching the subject, such as the inverted classroom, cooperative learning, mobile learning and gamification, project-based learning, competency-based learning, which we will deal with more carefully later. Many of these are developed thanks to the use of new technologies, the so-called Learning and Knowledge Technologies (ICT). In addition, Pérez-Cañado (2013) points out that there are some strategies to use in class such as the use of real-life examples and situations close to reality that students know, the performance of project work, the use of the alternation of code L1 and L2 and the collaborative work. All these aspects are the ones that must be taken into account to achieve a successful teaching of the contents of a non-linguistic subject that is taught in a foreign language.

According to the *materials and resources*, according to article 3 of the Order of June 28, 2011, at least 50% of the contents that make up the curriculum of a subject in

a non-linguistic area must be taught in a foreign language, to be considered bilingual teaching, so teachers have to select the content and materials they want to teach in their bilingual class. They have to change their resources and their teaching methods because teaching content on L1 is not the same as teaching it on L2. These contents and materials have to be selected with reference to authors and facts related to the language and culture of the bilingual program, they have to favor interdisciplinary work and they can be implemented by projects, they have to be known by the students, so that they resort to their prior knowledge and must have a lot of visual support.

As we already know, CLIL lessons are classes in which content is learned through a foreign language, so for the students it can be a challenge and the role of the teacher is really important in their learning progress. The success in CLIL teaching depends largely on the teacher and both the linguistic competence of the students and the teachers are important. Eurydice (2006) defines the CLIL teacher as one who is capable of teaching one or more subjects in a different foreign language than the one normally used (the mother tongue).

Secondly, in relation to learners, some features should be considered, including *teaching-learning styles* and *learning strategies and techniques*. As we have already mentioned on other occasions in this project, students are the central element in this methodology. With this, what is intended is that they participate in the classroom, and that the class does not become a monologue by the teacher. Currently, language teaching is based on communication. Students have to be able to communicate and interact with others, so their participation in the classroom is key to be able to perform it. Besides, students have to be able to work independently since they have to be autonomous and responsible to carry out a planning that makes learning easier. A good planning in their tasks makes the students acquire the vocabulary more easily. They must be able to use new strategies to solve the difficulties that arise when learning content in a second language.

Apart from that, as we know, CLIL is based on 4Cs and as students have to learn the content of the subject in another language, they can use the 4Cs framework in their classroom (Coyle et al., 2010). For instance:

- **Content:** the classification of animals in biology.

- **Communication:** instructions to carry out a climbing activity in physical education or a debate of the industrial revolution in history.
- **Cognition:** classify rivers according to their origin and slope in geography.
- **Culture:** a debate on climate change in biology.

Apart from that, on many occasions, the learners speak the foreign language (in our case, English) fluently and with a high level, but they have difficulties in understanding academic English. For this, Cummins proposes two dimensions of language: conversational and academic (Cummins, 2000). On the one hand, the conversational language is known as BICS, which are the Basic Interpersonal Communication Skills. “BICS are basic language skills used in informal communication, for example at school breaks or parties, on the telephone, or when playing sports” (Dale et al., 2011: 46). It refers to the language used in everyday conversations and daily activities. On the other hand, the academic language is known as CALP, which is the Cognitive Academic Language Proficiency. “CALP refers to the dimension of more formal, academic language which learners need to do well at school. CALP requires higher thinking skills such as applying, analyzing and creating” (Dale et al., 2011: 46). In this way, teachers can look at the resources and think about whether they require a more conversational use of English or a more academic approach.

3.7. BENEFITS & DRAWBACKS

The use of this methodology in the classroom implies some benefits and drawbacks which should be mentioned below. Firstly, we will show a table (see Table 2) with a summary of CLIL main advantages and disadvantages.

ADVANTAGES OF CLIL	DISADVANTAGES OF CLIL
improves students' language ability, risk taking and study skills	little use of the target language
Motivation	CLIL lessons are scheduled as content lessons
more active participation in the classroom	lack of linguistic competence in English or in other foreign language by the teachers
increase the concentration levels of	lack of materials of CLIL in educational

students and their autonomy	centers
promotes social awareness and intercultural understanding	not all the students feel motivated to learn a foreign language → fear, insecurity and anxiety.
develops metalinguistic awareness	few hours of language assistants support
use the knowledge of the mother tongue to learn the foreign language	sometimes there is little coordination between teachers
authenticity and meaningful contexts	
the student focus on the content → less anxiety	
improves oral and production skills	

Table 2: Advantages and disadvantages of CLIL

3.7.1. BENEFITS

The increasing use of the CLIL approach in the lessons shows that the advantages are evident. As we have previously said in this project, the CLIL methodology has a dual focus that brings benefits in its implementation. According to Ellison and Almeida (2017: 44) it is believed that this brings benefits to “learners’ linguistic ability, meta-linguistic awareness, motivation, risk-taking, active participation, problem- -solving, levels of concentration, capacity to think, meta-cognitive ability, study-skills and autonomy, as well as fostering social awareness and intercultural understanding”.

Therefore, one of the main advantages of using CLIL is the “high levels of motivation perceived among students” (Lasagabaster and Doiz, 2017: 3). According to Lasagabaster and Doiz (2017) “students were more motivated than non-CLIL students with respect to the degree of interest, instrumental motivation, attitudes towards learning English at school, and effort made”. Indeed, other authors as Çekrezi (2011) supported the motivation as an advantage found in the students because they use the language in a real environment. Students do not learn only grammar, but also the language is personalized through the teaching of something meaningful. They feel motivated because they want to reach a higher level than they already have, but

teachers have to be careful with this because it can provoke in the students, who are outside their comfort zone, the desire to give up learning other languages.

According to Marsh (ND: 6⁴) a great advantage is that CLIL “offers opportunities to allow youngsters to use another language naturally, in such a way that they soon forget about the language and only focus on the learning top”. Moreover, as Doiz, Lasagabaster and Sierra (2014⁵) mention in an article, another benefit is that thanks to CLIL the cultural awareness and motivation of the students is increased and cognitive development is promoted, because this methodology is based on authenticity. Indeed, Ouazizi (2016: 128) states that one of the benefits is that CLIL “offers ‘repetition’ of the syllabus learned in the mother tongue gives additional time and opportunity to the students to revise and fix what they have been learning in their mother tongue”.

According to Pokrivčáková (2010: 8), cited in Cimermanova (2017), other benefits that the CLIL methodology brings about, is that the contexts are meaningful. With the CLIL approach, students have a teaching in which the language and activities are authentic and the contexts are meaningful, so they are not aware that they are acquiring a new language. They focus on studying the content and acquire the language effortlessly and in a relaxed environment. The student does not focus on the language but on the content, thus reducing their anxiety. Indeed, they have to use their prior knowledge and experience.

Besides, in a study carried out by Pérez-Cañado and Lancaster (2017⁶) we can extract that another of the advantages of using CLIL in the classroom is the improvement of the oral and production skills since the students are more in contact with the language and they also participate more in the classroom, helping to improve their oral fluency.

Therefore, we are aware that CLIL has many positive aspects. In summary, we highlight that some of them are the improvement of the linguistic and communicative competence, concentration, autonomy, motivation and participation of the learners. Furthermore, it promotes social and intercultural awareness and is based on the authenticity of contexts. All these benefits characterize the use of the CLIL approach in

⁴ See web address → <https://archive.ecml.at/mtp2/CLILmatrix/pdf/1UK.pdf>

⁵ See web address (2014) → <file:///C:/Users/Usuario/Downloads/LLJ2014.pdf>

⁶ See web address (2017) → <https://www.tandfonline.com/doi/abs/10.1080/07908318.2017.1338717>

schools and high schools. Teachers must know how to enhance the skills and needs of students so that they receive the best teaching through this method.

3.7.2. DRAWBACKS

Although there are many benefits that this approach has brought to the classroom, we must also highlight some disadvantages.

According to Cimermanova (2017: 4) there are some drawbacks of using CLIL in the educational centers. For example, she mentions that in most cases, less than 50% of the communication in the CLIL classroom is conducted in the foreign language. In addition, she points out that CLIL lessons are generally scheduled as content lessons and not as part of language lessons, and most students only use a foreign language in CLIL and EFL classes. Furthermore, most of the teachers who teach the non-linguistic subjects in a foreign language are non-native speakers or do not have a high level of the target language. "CLIL is an approach that needs a teacher who is competent in the subject, field of teaching and at the same time proficient language user depending on the type of integration" (Cimermanova 2017: 5). Teachers must be trained to teach their classes using the CLIL methodology but nowadays, there is little methodological training for teachers and this is essential to solve the lack of linguistic competence in English or in other foreign languages.

An additional drawback is the lack of materials in educational centers since the material that teachers have in the schools and high schools is only textbooks. Most of the resources that exist are online material edited by other teachers, so resources are insufficient. Therefore, "this material does not systematically follows the aims of the content language" (Cimermanova 2017: 6). And "there is a deficient development of content materials and instructional resources, and teachers can easily be deterred by the intimidating task of having to prepare their own materials" (Pérez-Cañado, 2013: 19). Another disadvantage is that not all the students feel motivated to learn a foreign language. Some students do not like to learn other languages or find it more difficult than others so they do not want to learn the common subjects (geography, history...) by means of another language. They are not comfortable speaking in a foreign language, so this methodology can cause fear, insecurity and anxiety. CLIL "poses a greater cognitive challenge which may cause the learner to feel confused, overwhelmed, or even frustrated" (Pérez-Cañado, 2013: 19).

These are all some of the disadvantages that the CLIL approach can cause in schools. These are disadvantages that can disappear with the passage of time and with an effective methodology in the classroom. Moreover, there are many more advantages than disadvantages.

Below, we will deal with the role of the language assistants in education, a key element in CLIL methodology.

3.8. THE ROLE OF THE CONVERSATION ASSISTANT

Conversation assistants are a key element in teaching foreign languages. Since their incorporation into classrooms, all their work has been positive. They are “meant to support teachers by providing a native model of the English language, fomenting intercultural awareness, and supplying an authentic need for communication in English within the classroom” (Buckingham, 2017⁷: 38). Thus, they are assigned to CLIL programs so that they are successful in teaching the target language (Méndez, 2013). According to *Plan de Fomento del Plurilingüismo* (2019) in Andalucía, their incorporation implies a great linguistic and intercultural enrichment in educational centers and they create an atmosphere of total language immersion. Indeed, with the help of the conversation assistants in the classroom, the learners are more motivated since they are usually young and students identify with them and it is also something new for them. Generally, they are university students, not teachers, so they must always be accompanied by a teacher in the classroom. Thus, they do not have the responsibilities of a teacher so they are not accountable for the learning process of learners (Méndez, 2012; *Ministerio de Educación, Cultura y Deporte*, 2019/20⁸). Although they are not teachers, they should be treated in this way by the students.

According to the Language Assistant Handbook for 2019-2020, the main objectives of language assistants in educational centers consist of helping students learn new foreign languages in a more direct and personal way and also facilitating them to learn about the culture, traditions and lifestyles of their countries. Thus, their main function is to encourage conversation with students. In turn, they are trained in the knowledge of the Spanish language and culture and collaborate in the oral practice of the foreign language. According to Méndez (2012), their use in the classroom in combination with

⁷ See web address (2017) → <file:///C:/Users/Usuario/Downloads/definingroleofLATCE01-2018.pdf>

⁸ See web address (2019/2020) → <http://www.educacionyfp.gob.es/dam/jcr:299de6d0-6d30-491a-84a5-8bf5595f80d8/aacc-19-20-guia-en.pdf>

non-linguistic teachers who teach content improves and increases the quantity and quality of learners' proficiency.

Although the conversation assistant must always be under the supervision of his tutor teacher, he can carry out some functions within an educational center such as participate in specific conversation practices, teach the culture of their country, create materials to support the learning process of the students following the instructions of the teachers, make recordings in their native language which language teachers can use as an example of native speech in the target language, contribute to the training of the teachers of the educational center, as long as it is available within its schedule, and other similar tasks (*Ministerio de Educación, Cultura y Deporte, 2019/20*). Furthermore, they must always be in contact with the students to practice their mother tongue and they serve as models of correction in L2 at the phonetic, grammatical, lexical, semantic and interaction levels (Buckingham, 2017; Méndez, 2014).

Therefore, teachers should coordinate with them to prepare the activities and the necessary material for the lessons providing teaching-learning materials. "They are meant to speak English throughout the school, prepare classes and plan their interventions with the teachers, and propose teaching materials and creative activities for the classroom" (Buckingham, 2017: 40). They must plan the material and the activities they are going to carry out in the classroom very well and not improvise so as not to make mistakes (Buckingham, 2017). However, programming must be done by the teacher because the conversation assistants do not have to know how to program or organize activities, since they may not know part of the content in their mother tongue (*Ministerio de Educación, Cultura y Deporte, 2019/20*). In the CLIL methodology, their involvement is essential because they help students and teachers improve their fluency and pronunciation in the L2. Metaphorically speaking, they are like a learning tool.

In accordance with the instruction 14/2019⁹, 2019, on conversation assistants for the school course 2019/2020, most bilingual public centers have at least one conversation assistant (part-time or full-time) and their working schedule is usually around twelve hours a week (one of them to work the coordination of the classroom with the teacher). Therefore, in this way, the practice of oral skills in the classroom is enhanced, the motivation of the students is increased and the knowledge of foreign

⁹ See web address (2019/2020) → <https://www.adideandalucia.es/normas/instruc/Instruccion14-2019AuxiliaresConversacion19-20.pdf>

culture is fostered with recreational activities. They are an essential figure in CLIL teaching.

Consequently, there are more and more educational centers that want to have the help of a conversation assistant, since at present this incorporation would help to increase the quality of multilingual education in public bilingual centers. However, in order to achieve this aim, teachers must adapt their methodology to be able to work cooperatively. Nevertheless, on many occasions the educational centers or teachers do not take advantage of their help (Buckingham, 2017).

3.9. NEW TRENDS COMBINED WITH THE CLIL APPROACH

Currently, as we have previously said, the *Plan Estratégico de Desarrollo de las Lenguas* in Andalusia (2017), emphasizes the use of project-based learning, learning by competences, the inverted classroom, gamification, cooperative learning and visual thinking as newer approaches to maximize learning outcomes. Now, these trends should be combined with the CLIL approach in the classrooms. There are more and more methods to increase the interest of students in learning foreign languages. We have already observed that the CLIL approach has many positive aspects, but these benefits increase when combined with other methodologies.

In this project, we are going to deal the gamification trend because most studies agree that it is effective in teaching content in a foreign language (Airth, 2016; Casañ, 2017; Cingarotto, 2019; Hamari, 2014; Zyda, 2005). The concept of gamification in education can be defined as “the process of transforming typical academic components into gaming themes” (Airth, 2016¹⁰) or as “a process of enhancing services with motivational affordances in order to invoke gameful experiences and further behavioral outcomes” (Hamari, et al., 2014: 3025). Games can be a good tool to combine with CLIL and implement it in the classroom because, for example, videogames help to increase the motivation of the students since they learn by playing, in an unconscious way and also, they help support the students with more content (Casañ, 2017).

There is a wide variety of games for educational purposes. For instance, the videogames for educational purposes, which are known as *serious* videogames. They

¹⁰ See web address (2016) → <https://study.com/academy/lesson/what-is-gamification-in-education-definition-research-strategies.html>

can be defined as “a mental contest, played with a computer in accordance with specific rules that uses entertainment to further government or corporate training, education, health, public policy, and strategic communication objectives” (Zyda, 2005: 26). These videogames have many different genres such as action, action-adventure, adventure, massive multiple-player online, role-playing, simulation... (Casañ, 2017), and depending on the content of each subject, a specific videogame or another one will be used. Thus, some of them may be more suitable than others since each of them has different educational purposes (Casañ, 2017).

Games are becoming a key tool for learning development. “Games create deeper learning experiences that engage and motivate learners much more than with traditional teaching methodologies, especially when a foreign language is involved” (Cinganotto, 2019: 2). Furthermore, gamification helps to create a scenario based on real life so that students feel more identified and acquire knowledge in a more immediate way. For instance, in Italy, a virtual world known as *Edmondo* was created exclusively for educational purposes. The use of this tool is widespread now in many educational contexts, in diverse European countries, and it is also being used for CLIL education (Cinganotto, 2019). In the last decade, several projects have been carried out trying to discern whether the use of games is beneficial for CLIL teaching. Indeed, it seems it may turn the English and CLIL lessons into creative lessons and to help improve their training (Cinganotto, 2019).

Therefore, several studies show that the use of games in the CLIL classroom improve this methodology. In addition, it increases the interest and motivation of the students since they prefer to learn while having fun. In the didactic unit developed in this project, there are many activities that are based on learning through games.

4. DIDACTIC UNIT

The following Lesson Plan has been created under the provisions of the Spanish Organic Law for the Improvement of Educational Quality (LOMCE), the Decrees 110 & 111/2016, of June 14, which establishes the ordination and the curriculum of the Compulsory Secondary Education in the Autonomous Community of Andalusia, and the Order of July 14, 2016, by which the curriculum corresponding to Education is developed in the Autonomous Community of Andalusia, certain aspects of attention to diversity and establishing the order of evaluation of the learning process of the students.

Then, this didactic unit is related to CLIL program because here, we can find many activities which can be used both in English subject and in content subjects. For example, it can be used in Technology subject because the contents and the activity of the final project are much related to it. The different sections that we are going to develop are the topic and justification of this didactic unit, the background information and contextualization, competences, objectives, contents, transversality and cross-cultural issues, interdisciplinarity, attention to diversity, materials, lesson plan (step-by-step account) and the evaluation.

4.1. JUSTIFICATION

The topic of this unit is 'Learn for change' and with this topic the intention is to let the learners know about vocabulary of new technologies so they become conscious of their importance. It is a project intended to awake the curiosity of the learners and let them research about the different gadgets and inventions. With the topic 'Learn for change' the intention is to let the students know about technologies to facilitate them communication today. Additionally, it has also a cultural element, the old inventions of UK and USA and some information about the day of St. Patrick, the 17th of March, as it is celebrated in the second term.

Apart from that, it is also intended to reinforce the values of respect, cooperation, collaboration and multicultural atmosphere, so the students become aware of the importance of all of them for a group to work and do their best. In accordance with the provisions of article 10 of Royal Decree 1105/2014, of December 26, establishing the basic curriculum of Compulsory Secondary Education, the purpose of Compulsory Secondary Education is to ensure that students "acquire the elements basic of culture; develop and consolidate study and work habits in them; prepare them

for incorporation into subsequent studies and to their labor insertion, and train them to exercise their rights and obligations in life as citizens”.

All these aspects are contemplated in Articles 2 and 6 of Decree 111/2016 of the 14th of June as well as in Articles 6 and 10 of Royal Decree 1105/2014.

4.2. BACKGROUND INFORMATION AND CONTEXTUALIZATION

This class takes place in I.E.S. Santa Teresa in Jaén, which is a bilingual high school. It is a 3th grade class of Secondary Education and the number of students is 28, 16 girls and 12 boys; all of them are about 14 and 15 years old. In this class, there are 2 students with specific needs. One is a girl with ADHD and there is a boy with high abilities. The students have an intermediate B1 level of English. In socio-economic terms, they all belong to medium-class families.

There are 4 hours of English per week. Monday and Wednesday, the class is from 10:15 to 11:15, and on Tuesday and Friday from 12:45 to 13:45. The school has a computer room available with enough resources for all the students to use them if it is necessary, a library where they can find books in English to look for information about different topics, and a classroom with facilities and space to work in groups and do dynamic activities. The current classroom where English lessons take place has a digital board and a whiteboard, and there is internet connection to search for any material in class.

This unit will be taught in the second term because the grammar content is appropriate to the beginning of this term so it can relate with previous content on the initial units. In relation to the previous knowledge of the students, their grammar and vocabulary are adequate to their high school level and they are very good at writing and reading, but they find more difficult the listening comprehension, the speaking, and the interaction. However, they are very enthusiastic and participatory.

4.3. COMPETENCES

In accordance with the article 2.2 of Royal Decree 1105/2014, of December 26, the competences of the curriculum will be the following ones:

- 1) Linguistic Communication (CLC)

- 2) Mathematical competence and key competences in science and technology (MCST)
- 3) Digital competence (DC)
- 4) Learning to learn (LL)
- 5) Social and civic competences (SCC)
- 6) Initiative and Entrepreneurship (IE)
- 7) Cultural expressions and artistic awareness (CEAA)

All these competences are essential for the complete development of student learning. All these competences are present in the area of the foreign language, but linguistic communication (for instance, we can see it present in the third activity of the sixth session where the students have to write a short essay and then carry out a short role play), and digital competence (for instance, we can see it present in the fifth session where students have to do some activities through the computer) are of greater importance. This is due to the fact that the main objective of any language (in our case English) is to communicate and for this it is essential to know how to understand and how to express ourselves in the target language. In addition, technologies and digital resources are a key complement to learn and develop a new language so it is almost daily used in classrooms to help students in their learning.

Furthermore, the other five competences are also included in this area, although they have a secondary role. Students learn different cultural aspects about countries where English is an official language so they become aware of cultural differences at the same time learning the importance of respecting them (for instance when students learn about St. Patrick's Day). Besides, they acquire different working techniques to organize themselves to be able to select key aspects and understand the information they are provided. Finally, when they become confident in the language, they start to be curious and participative and to propose and ask different aspects in which they have doubts, so their language proficiency and awareness increases.

4.4. OBJECTIVES

The following didactic objectives are required in this lesson plan:

- to be able to express and understand finished and unfinished actions
- to put the vocabulary and idioms into practice in a conversation

- to produce brief texts in relation to new technologies and moral values
- to use ever and never with unfinished plans
- to recognize cultural aspects related to old inventions
- to be able to design objects related to Technology

These objectives are in accordance with the stage objectives in Royal Decree 1105/14 (b) – to develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the effective completion of learning tasks and as a means of personal development, and (e) - to develop basic skills in the use of information sources in order to acquire new knowledge in a critical sense. To acquire a basic preparation in the field of technologies, especially those of information and communication; and Decree 111/16 (b) – to develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the effective completion of learning tasks and as a means of personal development, and (e) - to develop basic skills in the use of information sources in order to acquire new knowledge in a critical sense. To acquire a basic preparation in the field of technologies, especially those of information and communication, (i) – to understand and express oneself in one or more foreign languages appropriately and (j) – to know, value and respect the basic aspects of their own culture and history and of others, as well as artistic and cultural heritage. Besides, these objectives are in accordance with the foreign language objectives in the order of the 14th of July, 2016 (1,2,3,5,8,9).

The key competences to develop while this unit is taught are communicative language competence, social-civic competence, and digital competence.

4.5. CONTENTS

In the following table (Table 3) we show the different contents of this unit:

CONTENTS		
Comprehension / Production strategies	BLOCKS	1 Recognising and identifying vocabulary related to technologies. Listening to and understanding songs on finished and unfinished plans.
		2 Participating in a conversation about technological aspects. Telling information about social networks and a technological design.
		3 Reading and understanding written information about old inventions. Understanding vocabulary related to technologies.
		4 Writing brief texts and sentences about finished and unfinished actions and cultural aspects.
Linguistic exponents	Vocabulary	mobile phone, tablet, pen drive, printer, digital camera, laptop, headphones, browse, charge, mute, plug in, press, scroll, swipe, switch on, switch off, tap, update, convenient, efficient, high-quality, impractical, inconvenient, inefficient, low-quality, practical, reliable, time-consuming, time-saving, unreliable, useful, useless, cutting-edge, post, profile picture, share, status, update, upload
	Linguistic structures	Three months ago / Last summer / from...to.../ During Since that moment / day / two days latter Hello, my people from Instagram You are not going to record me anymore! If life gives you a stick, put a mobile on it and take a selfie
	Grammar	Present perfect vs. past simple Present perfect with ever and never
Communicative function	Selecting and extracting information from the Internet. Asking for and offering information about unfinished experiences.	
Socio cultural and sociolinguistic function	A technological invention of USA or UK. St. Patrick's Day in the UK. How it is celebrated.	

Table 3: Contents of the unit

In relation to the comprehension and production strategies the student recognises and identifies vocabulary related to technologies as well as understands songs on finished and unfinished actions. The student is able to participate in a conversation and to tell some information about technological and cultural aspects. At the same time, the student reads and understands written information about the St. Patrick's Day in the UK and technological events. In addition, he or she can write brief texts and sentences about specific topics and cultural aspects.

The linguistic exponents of this unit are the present perfect tense vs. past simple and the present perfect tense with ever and never.

The vocabulary they have to learn is:

- mobile phone, tablet, pen drive, printer, digital camera, laptop, headphones, browse, charge, mute, plug in, press, scroll, swipe, switch on, switch off, tap, update

- convenient, efficient, high-quality, impractical, inconvenient, inefficient, low-quality, practical, reliable, time-consuming, time-saving, unreliable, useful, useless
 - cutting-edge, post, profile picture, share, status, update, upload
- Chunks:
- Three months ago / Last summer / from...to.../ During
 - Since that moment / day / two days latter
 - Hello, my people from Instagram
 - You are not going to record me anymore!
 - If life gives you a stick, put a mobile on it and take a selfie

In connection with the communicate functions, the student recognises past and recent events within a text or an oral dialogue. He or she expresses their own past and recent intentions or plans. Moreover, the student is able to select and extract information from the Internet.

Finally, in a sociocultural and sociolinguistic aspect, the student learns about St. Patrick's Day in the UK and is asked to research about how it is celebrated. Besides, they have to work on research on a technological invention from UK or USA.

4.6. TRANSVERSALITY/CROSS-CULTURAL ISSUES

In this unit, in addition to the formal aspects, the teacher goes through important topics and the essential values to make groups work in an efficient and peaceful atmosphere. In this way, the student has to think about what he or she considers is essential to take into account when establishing rules: respect among the others without gender or cultural discrimination, patience and tolerance, and cooperation and collaboration to work as a group and not as an individual.

As a cross-cultural issue, as mentioned before, the St. Patrick's Day of the UK is covered here as it takes place in March, so the student acquires the knowledge of why it is important and how it is celebrated nowadays. To awake the student curiosity,

some research about this topic will be asked, so they can broaden their knowledge of this topic.

Those aspects are included in Article 6 in Royal Decree 1105/2014 and in Article 3 in Order of July 14th, 2016. Both of them cover the transversality aspects that must be present in the educational plan of the Secondary Education.

4.7. INTERDISCIPLINARITY

English teaching includes a relation to other areas so the student can relate this subject to other areas in which they are also working related topics. History and Geography have a role in this unit when the cultural aspect is mentioned. The students learn some basic information about the St. Patrick's Day in the UK. In addition, this unit can be related to Music because in some sessions they have to deal with songs to learn the different contents as in two tasks of the unit which are carried out in the 3rd session, they have to deal with the lyrics of the chorus of the songs 'Steal My Girl, One Direction' and 'Yellow Submarine, The Beatles'. Moreover, it is related to Literature because in the session 3 the students have to analyze the topic of a song. However, Technology and ICT are the two areas that are most related with this unit because students have to learn vocabulary related with technologies and to design a desktop support for mobile phones or tablets.

4.8. ATTENTION TO DIVERSITY

In this class we have two students with specific needs. One is a girl with ADHD. She is very nervous and easily distracted because she has concentration problems. Thus, she is placed at the front near the teacher, and sometimes, the teacher asks her to get up to help her, for example, to distribute the worksheets to the rest of the class. In addition, in the tests, this student has to answer short and specific questions and multiple choice tasks so she is able to focus her attention and demonstrate her knowledge. In the tests, if we ask this student to answer long questions, she does not concentrate and does not really demonstrate what she knows. The other case is a boy with high abilities. In this case, the teacher will prepare additional material and more complex tasks for him to maintain his level (see).

Moreover, the teacher has to take into account students who have a higher or lower level in the class to prepare extra material for them. For the slow learners, the teacher has adapted the didactic material so that they have no problem in following

the contents of the unit. Besides, the teacher uses specific techniques to get their attention as sitting near him and offering them reinforcement activities so that they can acquire the knowledge in a more appropriate way. For the fast finishers, the teacher has prepared supplementary material (see extra activities) in case these students finish the planned activities before the session ends, but these tasks have the same level so they keep working on the topic but the gap between them and the slow-learners does not increase.

4.9. MATERIALS

This unit requires different materials so the class can be dynamic and the students can work in many ways, altering the traditional methods and resources with the new approaches and technologies.

Worksheets for different sessions so that the students can do different activities and hand them in easily as they will be part of the evaluation.

Colors, because the students have to underline different forms of the present perfect and past simple tense. In addition, we have to prepare different papers, stickers, glitter, scissors, glue and materials to create a poster in the eighth session and to create the desktop support for mobiles phones or tablets for the last session.

Digital board and whiteboard, to project images, media content and schemes and also to write explanations and vocabulary when it is necessary.

The computers are needed in the fourth, fifth and seventh sessions to do different tasks so the class takes place in the computers' classroom.

4.10. LESSON PLAN: STEP-BY-STEP ACCOUNT

1st SESSION – English Classroom

ACTIVITY	TIME	SKILLS	GROUPING	HOTS	RESOURCES
Warm up activity. <i>What vocabulary does it come to your mind when we speak about new technologies?</i>	5 min	Speaking	Whole group	Create Apply Understand	Board
Match each picture with their correspondent word. Then, write a sentence with each word.	15 min	Listening	Individual work / In pairs	Create Analyze Apply Understand	Worksheet
Watch and listen to the video. Then, complete the activity	15 min	Listening	Individual work	Analyze Apply Understand	Digital board
Explanation of the final project	15 min	Speaking	In groups	Create Analyze Apply Understand	
Homework: search information about the final project	5 min	Interaction	In groups	Analyze Apply Understand	Computer

➔ Explanation

The teacher performs a warm up activity to know the previous knowledge of the learners about the vocabulary related to new technologies, asking:

‘What vocabulary does it come to your mind when we speak about new technologies?’

The pupils start to say different words related to new technologies and the teacher write them on the board in order to discuss them with the whole class and so that everyone can acquire the new vocabulary.

The students have to look at photos and talk with their partner about them. Then, they have to match them with their corresponding word and write a sentence with each word. Then, they write the sentences on the board to correct them with the help of the whole class.

The students have to watch and listen to a conversation about technological vocabulary. Then, they have to complete an activity inserted at the end of the video.

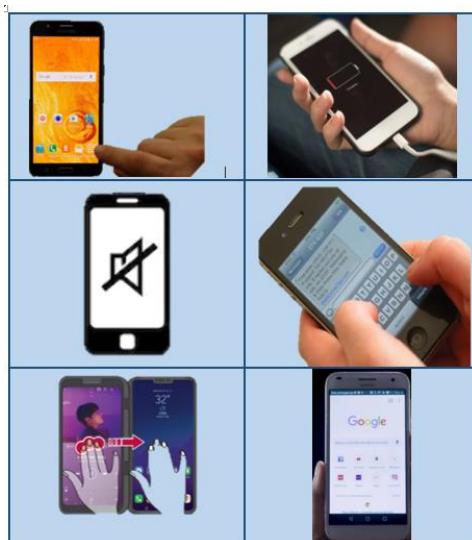
After that, the teacher explains the main guidelines of the final project that the students have to carry out, which consists of an oral presentation and a technology contest for which the learners will have to design a desktop support for mobile phones or tablets. The class will be divided in 7 groups of 4 students for the final project. This division will be carried out by the teacher to favour cooperative and collaborative work as well as integration and inclusion. Afterwards, the main roles of each person will be assigned: coordinator, secretary, spokesperson, and the person in charge of the material.

Finally, as homework for the following session, each group will have to look for information to orient themselves for the final project.

➔ For the student

1. **Warm up activity.** Discuss with your class the following question: *'What vocabulary does it come to your mind when we speak about new technologies?'*
2. **Vocabulary.** Look at photos and talk with your partner about them. Match each picture with their correspondent word. Then, write a sentence with each word.

browse	update	charge	tap	scroll	mute
switch on	switch off	plug in	swipe	press	



3. **Listening.** Listen to the video and complete the activity inserted at the end of the video¹¹.

2nd SESSION – Computers' room

ACTIVITY	TIME	SKILLS	GROUPING	HOTS	RESOURCES
Warm up activity. <i>What have you found on how to design a desktop support for mobiles or tablets?</i>	5 min	Speaking	Whole group	Analyze Apply Understand Remember	
Read a text about old inventions and then, answer the questions.	20 min	Reading	Individual work	Analyze Apply Understand	Worksheet
In pairs, search information about a technological invention and make a short redaction (assessable)	20 min	Writing	In pairs	Create Analyze Apply Understand	Computer
Listen to the song. Then, put these	7 min	Listening	Individual work	Analyze	Digital board

¹¹ See the activity in Annex 1

phrases in order and underline the examples of past simple tense that you find		Grammar		Apply Understand	Worksheet
Homework: Flipped Classroom. Watch a video to learn the present perfect vs. past simple	3 min	Listening Grammar	Individual work	Analyze Understand	Computer / Tablet Youtube

➔ Explanation

This lesson takes place in the computers' room because students have to need the computers to work on their tasks.

The teacher performs a warm up activity to check if they have found information about the final project, asking:

'What have you found on how to design a desktop support for mobiles phones or tablets?'

The pupils start to say different answer related to the final project.

The students have to read a text about old inventions and then, answer the questions. In this way, they learn both culture and history of technologies.

After that, in pairs, they have to search for information about a technological invention and make a short composition in order to present it in class.

Then, students have to listen to the song "Yellow Submarine" by The Beatles. Then, they have to put in order some phrases and underline with colours the examples of past simple tense that they find.

Finally, as homework for the following session, each student has to watch a video to learn the present perfect tense and the past simple tense. It is a flipped classroom

material because they acquire the knowledge at home and they practise in the classroom.

➔ **For the student**

1. **Warm up activity.** Discuss with your class the following question: *‘What have you found on how to design a desktop support for mobiles phones or tablets?’*
2. **Reading.** Read a text about old inventions and then, answer the questions¹².

¹² Worksheet (2015) ➔ <https://en.islcollective.com/english-esl-worksheets/vocabulary/technology/old-inventions/80560>

Old Inventions

A. Music Cassette



Music cassettes which inside have a ribbon of magnetic tape were mostly used in cars up until the mid-1990s, and before that in the 1980's with Walkmans and at home. You could buy them with music on them, or buy ones and record your own music onto them. These have been replaced by MP3s and CDs.

B. Black and white TV



Early TV's could not show color, and it was not until 1954 that the first color TVs were introduced. They were very expensive, so most people really did not have color TVs until the 1970s. We now have large LCD TV's which are much larger and have a clearer picture.

C. Floppy Disk



The floppy disk was a way of storing and moving computer data. They were very unreliable and could not hold much data. These days they have been replaced with USB sticks and DVDs.

D. Telegraph and Morse code



This technology was developed in about 1837 and was used from the 1850s for at least one hundred years. This technology has been replaced by email and the internet, and before that by the FAX machine.

E. Film camera



The film camera was also developed in the 1830s, from ideas that had been around for hundreds of years before. These days we use digital cameras and smart phones to take pictures, but some people still think film looks better and use film cameras today.

F. Sony Walkman



In the 1980s many people had a Walkman. You could listen to a store bought cassette on it or make your own cassette 'mix' from the radio or from another cassette. These days we use MP3 players or smart phones.

30 years ago people were very excited when they could first walk along and listen to their favorite music.

G. VHS cassette



Similar to Music cassettes in how they worked, but much bigger, VHS cassettes were used for watching movies on your TV with a VHS player called a VCR. There were many rental shops to rent movies, or you could record your favorite TV shows from the TV. These days DVD players have replaced them.

H. Typewriter



Typewriters were invented in the 1830s and were used up until the 1980s, when they were replaced by computers. Many journalists and writers used them, but they are not as convenient as computers.

I. Vinyl record



Dating from around 1890 Vinyl records have tiny grooves and a needle on the record player reads the music. Vinyl records are still used today. Many DJs and music lovers still prefer their sound to a CD or a MP3. Vinyl records come in three common sizes and have three possible speeds.

Questions

1. Which items were invented in the 1800s?
2. Which items are still popular today?
3. Which items are used together?
4. What item comes in three possible sizes?

3. **Writing.** In pairs, search information about a technological invention. Read the following questions and write a short composition about it with its introduction, development and conclusion. Write 80-100 words.

TECHNOLOGICAL INVENTION

What technological invention have you chosen?

NAME:

- Who invented this technological invention?
- When did they invent it?
- Where did they invent it?
- What is this invention for?
- What are its main characteristics?

- 4. Listening.** Listen to the following song and put these phrases in order. Then, underline the examples of past simple tense that you find.

We all live in a yellow submarine
Yellow submarine, yellow submarine
We all live in a yellow submarine
Yellow submarine, yellow submarine

We all live in a yellow submarine
Yellow submarine, yellow submarine
We all live in a yellow submarine
Yellow submarine, yellow submarine

In the town where I was born
Lived a man who sailed to sea
And he told us of his life
In the land of submarines
So we sailed up to the sun
'Til we found a sea of green
And we lived beneath the waves
In our yellow submarine

And our friends are all aboard
Many more of them live next door
And the band begins to play

Yellow Submarine, The Beatles

Revolver (1966)

3rd SESSION – English Classroom

ACTIVITY	TIME	SKILLS	GROUPING	HOTS	RESOURCES
Listen to the song and put these phrases in order	7 min	Listening	Individual work	Analyze Apply Understand	Digital board Worksheet
Read the songs and underline the present perfect tense.	5 min	Reading Grammar	Individual work	Analyze Apply Understand	Colors Worksheet
Read again the song. Then, indicate what is the topic of the song and what title you would give	7 min	Reading	Individual work	Analyze Apply Understand	Worksheet
Create your own table	10 min	Writing	In pairs	Create Analyze Apply Understand Remember	Worksheet
Oral presentation (assessable)	26 min	Speaking Listening	In pairs/ Whole class	Create Analyze Apply Understand	

➔ Explanation

This session starts with a revision of the present perfect and past simple tenses that they have studied with the last activity. Students have to listen to the song 'Steal My Girl' by One Direction (2014) and put some phrases in order in an individual way. In this song, they can find many examples of the present perfect tense. After that, they

have to read the song again and underline with colors the examples that they find of present perfect tense. Then, they have to indicate what the topic of the song is and what title they would give.

After that, they have to create a table about the tenses. Students have to work in pairs to complete some tables about each of the tenses with some examples and the uses of each one to reinforce what has been explained. Each student has their own copy.

Finally, in pairs, students have to do an oral presentation about the writing that they did the day before in a maximum of 2 minutes. They have to explain briefly the history and features of a technological invention made in USA or UK that they have chosen previously. In addition, the other students have to choose the best invention.

➔ For the student

1. *STEAL MY GIRL*, ONE DIRECTION (2014)

1a. Listen to the song and put these phrases in order.

Everybody wanna steal my girl
Everybody wanna take her heart away
Couple billion in the whole wide world
Find another one 'cause she belongs to me

I know, I know, I know for sure

I got it all
'Cause she is the one
Her mum calls me love
Her dad calls me son
Alright, alright

She's been my queen
Since we were sixteen
We want the same things
We dream the same dreams
Alright, alright

Steal My Girl, One Direction
Four (2014)

1b. Read the song and underline the examples of present perfect tense that you find.

1c. Read the song again and indicate what the topic is. Then, indicate, what title you would give to it.

2. Complete the table. Work in pairs to complete the following tables:

PRESENT PERFECT	
+ Affirmative	
- Negative	
? Interrogative	
USE:	

PAST SIMPLE	
+ Affirmative	
- Negative	
? Interrogative	
USE:	

3. Oral presentation. Make an oral presentation about a technological invention that you have chosen in 2 minutes. Share with your classmates only the most important aspects¹³.

¹³ See the template for oral presentation in Annex 2

4th SESSION – Computers’ room

ACTIVITY	TIME	SKILLS	GROUPING	HOTS	RESOURCES
Warm up activity. <i>What vocabulary do you know about social networks?</i>	10 min	Speaking	Whole class	Create Analyze Apply Understand	Board
Classify some words in a table. Talk with your partner about your favorite social network. Then, share it with your class	10 min	Speaking Interaction	Pair work / Whole group	Analyze Apply Understand	Worksheet
Complete with the correct tense	15 min	Writing Grammar	Individual work	Create Analyze Apply Understand Remember	Worksheet
Work on the final project	20 min	Speaking Interaction	In groups	Create Analyze Apply	Computer

➔ Explanation

This class takes place at the computers’ room because students have to work on the final project using the computers.

Firstly, the teacher performs a brainstorming to check their knowledge, asking:

‘What vocabulary do you know about social networks?’

The pupils start to say different answers related to the question and then, the teacher writes the answers on the board.

The students have to talk with their partners about their favorite social network. Then, they have to share their opinions with the rest of their classmates.

After that, they have to complete a sentence with the correct tense. They have to choose between present perfect tense and past simple tense.

Finally, students have to work on the final project using the computers. They have to work in groups to search their information related to their final project and final presentation. One of them will be in charge of coordinating the tasks of each member of the group. Another person will be in charge of finding the necessary materials to create the project. Another will have to write the work and another member will be the spokesperson.

➔ **For the student**

1. **Warm up activity.** Discuss with your class the following question: *'What vocabulary do you know about social networks?'*
2. **Speaking.** Classify some social networks in the following table. Also, you can add other social networks that you know. Then, talk with your partner about your favourite social network.

SOCIAL NETWORKS



Facebook Pinterest Snapchat Skype Google+ Google Classroom
 Instagram Twitter YouTube Whatsapp TikTok

1. Classify the previous social networks in the following tables. Also, you can add other social networks that you know. Then, talk with your partner about your favourite social network and discuss the results with your classmates.

LIKE	DISLIKE

3. Complete the sentences. Complete the following sentences with the correct tense (Present Perfect tense or Past Simple tense) and the verb in the brackets:

- I _____ (studied/have studied) German at school _____ (for/since) three years.
- She _____ (found/ have found) her family and she laughed.
- Kate _____ (move) to London last September.
- They _____ (visit) Italy three times.
- She _____ (see) him 20 minutes ago.
- _____ your friends _____ (arrive) ? Yes, they're in the kitchen.
- I _____ (have) an exam yesterday.

4. Work on the final project. Work in groups to search information related to the final project. One member of the group has to be the coordinator of the

project, another one is the spokesperson, another has to find the necessary materials and another member has to write the project¹⁴.

5^a SESSION – Computers’ room

ACTIVITY	TIME	SKILLS	GROUPING	HOTS	RESOURCES
Warm up activity. <i>Why do you use new technologies?</i>	10 min	Speaking	Individual work / Whole group	Create Apply Understand	Computer Mentimeter Digital Board Internet connection
Learn the vocabulary and do the following exercises	20 min	Reading	Individual work	Analyze Apply Understand	Computer Memrise Internet connection
Listening with Edpuzzle	15 min	Listening	Individual work	Analyze Apply Understand	Computer Edpuzzle Headphones Internet connection
Speaking and Interaction	5 min	Speaking Interaction	Pair work	Create Apply Understand	
Homework: Write in present perfect: ¿Which apps have you been using lately? How? (assessable)	5 min	Writing	Individual work	Create Apply Understand Remember	

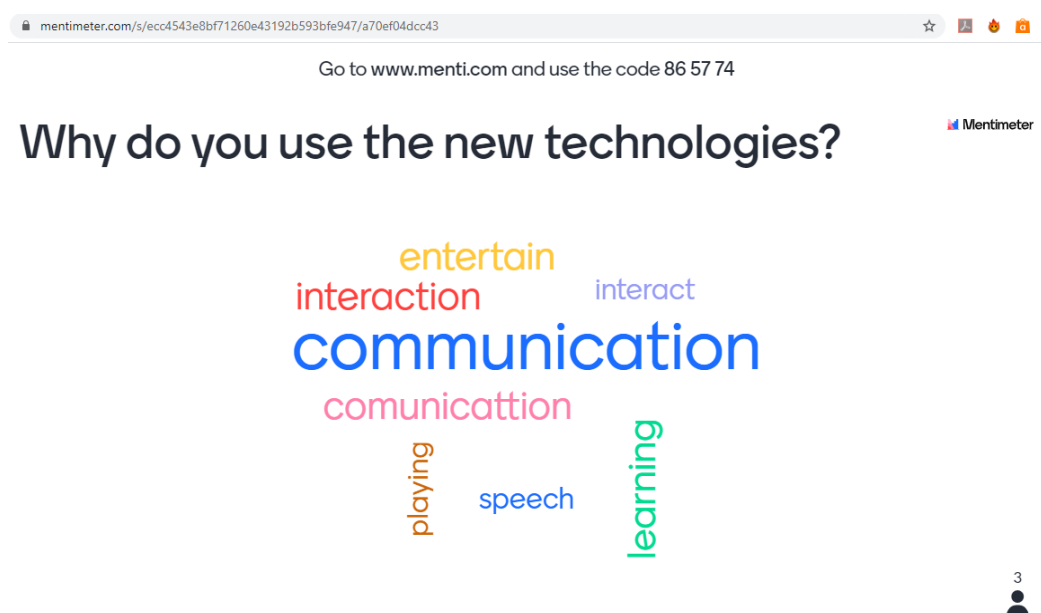
¹⁴ See the steps of the final project in Annex 3

➔ Explanation

This class is in the computer classroom, which has been booked in advance. First of all, each student will occupy a computer and the teacher will give them the instructions because students have to learn new contents through different applications.

The first activity is a brainstorming to remember the vocabulary of the previous classes and check that students know about the new vocabulary, which will be explained in this class. This activity is made with 'Mentimeter'. The teacher asks the question '*Why do you use new technologies?*' and the students through a code can access the question and answer it.

For example:



In the second activity, students have to know the new vocabulary about the technological adjectives that they can use to describe technologies. They have to access this vocabulary created by the teacher through a course in 'Memrise'. They will have a few minutes to acquire it and then, they have to put their knowledge into practice with the activities created for them.

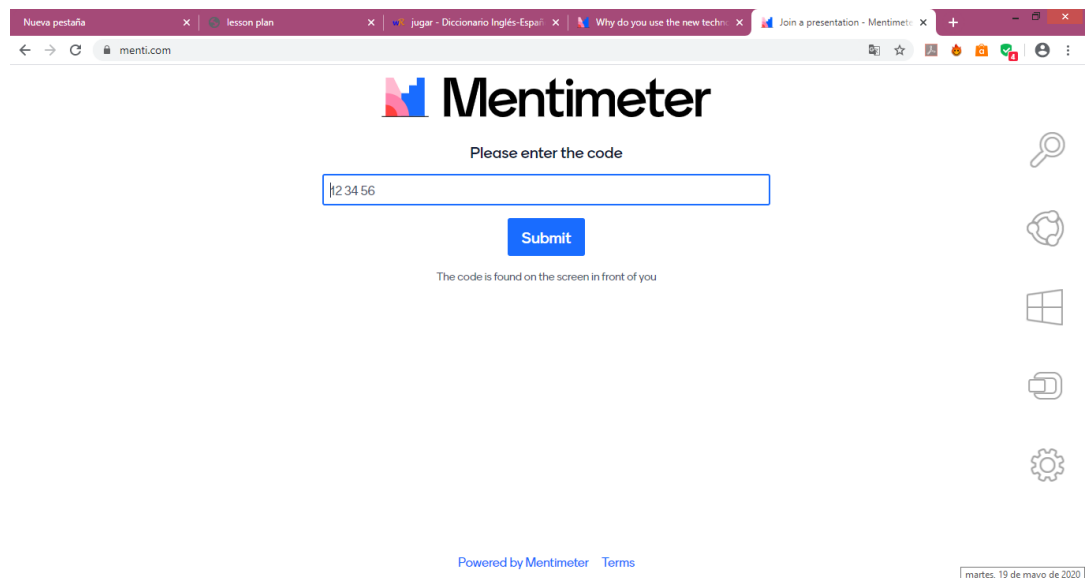
The third activity consists on a listening with the application 'Edpuzzle' where pupils have to listen to the video and answer the questions. We have chosen a video related to present perfect tense with ever and never. The students listen to the video individually and they answer the questions taking the time they need to do it. Questions appear during the video and they have to answer them to continue

watching it and answering the rest of the questions. After that, they discuss about the video content in pairs.

Finally, as homework, the teacher asks students to write a composition using the present perfect tense about what applications they have used lately and how they use them¹⁵. They have to read some questions to guide their composition.

➔ For the student

1. **Warm up activity.** Using a computer or a tablet, you have to go to www.menti.com and use the following code: 865774, which you will find on the screen in front of you. Then, answer the following question through it: *Why do you use the new technologies?*



¹⁵ See the template for writing in Annex 4

Nueva pestaña x lesson plan x jugar - Diccionario Inglés-Español x Why do you use the new technologies? x Voting - Mentimeter x

← → ↻ menti.com/tk4jczy068



Mentimeter

Why do you use the new technologies?

25

25

25



Powered by Mentimeter [Terms](#)

2. **Vocabulary.** Learn the vocabulary for this unit with the help of the Memrise application. Then, use this resource to answer some questions and acquire the vocabulary.



Ready to learn Ready to review Ignore		
convenient	easy to do, or not causing problems or difficulties	
efficient	something that is efficient works well and produces good results by using the available time, money, supplies etc in the most effective way	
impractical	not sensible, or not likely to be effective or successful	
inconvenient	causing difficulties or extra effort	
inefficient	not working in the best possible way, especially by not using time, supplies, energy etc in the most effective way	
practical	intended to be useful or suitable, not just fashionable or attractive	
reliable	a reliable vehicle, piece of equipment, or system always works well	
unreliable	things such as equipment or methods that are unreliable will not work without problems	
useful	helpful for doing or achieving something	
useless	useless objects have no purpose or cannot do what they were designed to do	



Learn new words: 5 Technological adjectives - New level

0



convenient



Next

easy to do, or not causing problems or difficulties

More

Help me remember this

Learn new words: 5 Technological adjectives - New level 60

not sensible, or not likely to be effective or successful

Pick the correct one

1. inefficient 2. impractical

3. useful 4. reliable

See answer

3. **Listening.** Using the Edpuzzle application, watch the following video about the present perfect tense with ever and never, and answer the questions.

edpuzzle Search content

Content Gradebook My Classes

Present Perfect with Ever and Never
Nazaret Mascuñano Morales

**How about you?
Ever or
Never?**

00:00 05:28

To do

- 01:12 Multiple-choice
- 01:38 Multiple-choice
- 02:08 Multiple-choice
- 02:22 Multiple-choice

Assign Edit Duplicate Delete Public

edpuzzle Search content

Content Gradebook My Classes

PRESENT PERFECT WITH EVER AND NEVER
Nazaret Mascuñano Morales

1. With the present perfect we say / don't say the exact time when something happened in the past.

MULTIPLE CHOICE QUESTION

With the present perfect we say / don't say the exact time when something happened in the past

☐ we say

☐ we don't say

Rewatch Skip Submit

4. **Speaking and Interaction.** Discuss with your partner about the previous video to practice the present perfect by answering the following questions:

- Have you made many mistakes in the previous activity?
- Have you ever used Edpuzzle to learn content?
- Has he ever climbed Everest?

6ª SESSION – English Classroom

ACTIVITY	TIME	SKILLS	GROUPING	HOTS	RESOURCES
Learn new expressions!	15 min	Vocabulary	Individual work	Analyze Apply Understand	Worksheet
Prepare a role play	15 min	Vocabulary Grammar Interaction	In groups of 4	Create Analyze Apply Understand Remember	Worksheet
Represent the role play in class (assessable)	25 min	Speaking Interaction	In groups of 4	Create Apply Remember	

➔ Explanation

In the first activity of this day, students have to learn new expressions related to technologies and complete some activities about it. They have to learn individually but then, the results will be commented with the whole group.

In the second activity, students have to work in groups of four people to prepare a brief representation using the contents of this unit: previous expressions, technological adjectives, social networks vocabulary, gadgets and present perfect tense. They have

to do a role play where there is an influencer, his manager, a fan and a journalist. They have 15 minutes to prepare it.

After that, students have to make the role play in class. In this way, students review the contents of this unit and also practice the speaking and interaction skills. Besides, they work in a cooperative way.

➔ For the student

1. **Vocabulary.** Learn new expressions¹⁶! Then, complete the following activities:

Escribe cuáles son las **redes** sociales que utilizas o hayas utilizado y tu nombre de usuario para cada una de ellas:

Las siguientes cuentas de Twitter son muy importantes para estar al día de todo lo relacionado con Reino Unido. Búscalas y márcalas si decides seguirlas:

VERY BRITISH PROBLEMS @SoVeryBritish ☐ JAMIE OLIVER @jamieoliver ☐ BIG BEN @big_ben_clock ☐ PREMIER LEAGUE @premierleague ☐	BRITISH COUNCIL @britishcouncil ☐ ELIZABETH WINDSOR @Queen_UK ☐ BBC WEATHER @bbcweather ☐ SKINT LONDON @Skintlondon ☐
---	---

¹⁶ Worksheets: Super Británico Book

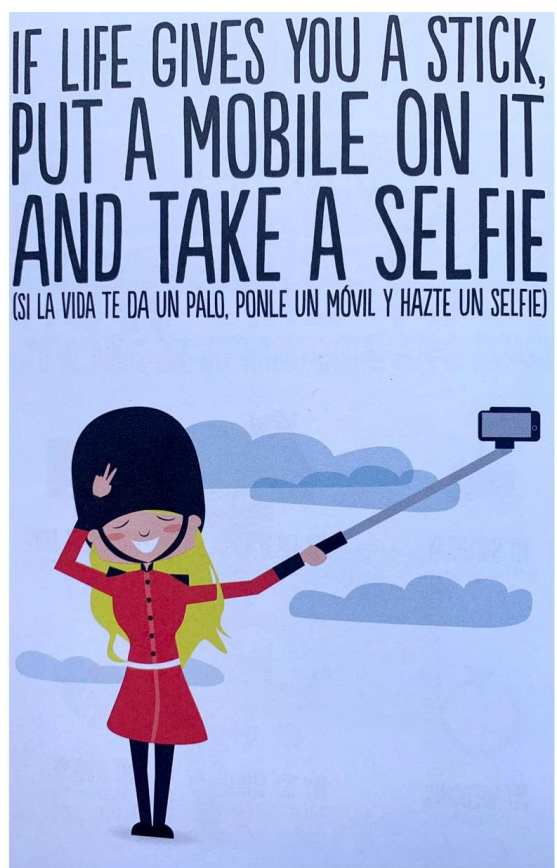


Escribe los **medios** de comunicación a los que recurre para informarte:

No hay nada más típico que un londinense leyendo el periódico en el metro. Hay dos tipos de prensa escrita: de información seria o **'broadsheet'** (columna de la izquierda) y sensacionalista o **'tabloid'** (columna de la derecha). Escribe un titular en cada columna y marca el estilo periodístico que prefieras:

☐

☐



Escribe en qué consiste tu **filosofía** de vida:

Las siguientes citas corresponden a conocidos filósofos británicos. Marca la que más se ajuste a tu manera de entender la vida:

"I WOULD NEVER DIE FOR MY BELIEFS BECAUSE I MIGHT BE WRONG" BERTRAND RUSSELL
(Nunca daría mi vida por mis creencias porque puedo estar equivocado)

☐

"WHAT WORRIES YOU, MASTERS YOU" JOHN LOCKE
(Lo que te preocupa, te esclaviza)

☐

"BEAUTY IN THINGS EXISTS IN THE MIND WHICH CONTEMPLATES THEM" DAVID HUME
(La belleza de las cosas existe en el espíritu del que las contempla)

☐

"CURIOSITY IS THE LUST OF THE MIND" THOMAS HOBBS
(La curiosidad es la lujuria de la mente)

☐

"ALWAYS LOOK ON THE BRIGHT SIDE OF LIFE" MONTY PYTHON
(Mira siempre el lado bueno de la vida)

☐

- 2. Role play.** In groups, prepare a brief presentation using the contents of this unit: previous expressions, technological adjectives, social networks vocabulary, gadgets and present perfect tense. You have to present four different roles: an influencer, their manager, a fan and a journalist. You have 15 minutes to prepare it.

USEFUL LANGUAGE

- *Hello, my people from instagram!*
- *You are not going to record me anymore!*
- *If lives give you a stick, put a mobile on it and take a selfie*
- *Since that moment/day...*
- *Two months ago...*
- *Could you help me with... please?*
- *Lately, there have been...*

- 3. Speaking and Interaction.** Represent the brief role play in class.

7ª SESSION – Computers' room

ACTIVITY	TIME	SKILLS	GROUPING	HOTS	RESOURCES
Warm up activity. Learn culture and vocabulary about St. Patrick's Day	10 min	Vocabulary Speaking	Whole group	Analyze Apply Understand	Worksheet
Read the text about Saint Patrick's Day and complete the exercises	25 min	Reading	Individual work	Analyze Apply Understand	Computer Worksheet Internet connection

Work on the final project	20 min	Speaking Interaction	In groups	Create Analyze Apply Understand Remember	Computer Internet connection
---------------------------	--------	----------------------	-----------	--	---------------------------------

→ Explanation

This class is in the computer classroom. First of all, each student will occupy a computer and the teacher will give them the instructions.

In the first activity of this day, the teacher performs a warm up activity about culture. The teacher shows the students a worksheet with different images about Saint Patrick's Day so they can learn vocabulary about it¹⁷. The pupils comment it.

In the second activity, students have to open a link <https://es.liveworksheets.com/gu5823bv>¹⁸ in their computers to access to an interactive worksheet. They have to read a text about St. Patrick's Day and complete some activities about it. Then, they have to send the results to the teacher.

After that, students have to work in groups to carry on with their final project using the computers and different materials to create it.

→ For the student

1. Warm up activity. Learn vocabulary and curiosities about St. Patrick's Day and discuss with your class the main features of this day.

2. Reading. Read the text and answer the questions through the following link:

<https://es.liveworksheets.com/gu5823bv>

3. Work on the final project. Work in groups to search information related to the final project. Each member of the group has to continue with their tasks

¹⁷ See the worksheet in Annex 5

¹⁸ See the worksheet in Annex 6

from the previous days. In addition, all group members start to design the project following the instructions they have found on the internet.

8ª SESSION – English Classroom

ACTIVITY	TIME	SKILLS	GROUPING	HOTS	RESOURCES
Warm up activity. <i>What do you remember from we have seen in this unit?</i>	5 min	Speaking Interaction	Whole group	Analyze Apply Understand Remember	Board
Taboo game: technologies vocabulary review	10 min	Speaking Interaction Vocabulary	Whole group	Analyze Apply Understand Remember	Digital board
Find your partner	10 min	Speaking Interaction	Whole group	Analyze Apply Understand	Cards
Reading. <i>Should mobile phones be banned at school?</i>	20 min	Reading Grammar Speaking	Whole group/ Individual work	Analyze Apply Understand Remember	Worksheet
Snake and ladders	10 min	Grammar Interaction	In groups	Analyze Apply Remember	Worksheet

➔ Explanation

The first activity of this class is a warm up activity so that teacher can check the students' knowledge, asking:

'What do you remember from we have seen in this unit?'

The pupils start to say different answers related to the contents of this unit and the teacher writes them on the blackboard.

In the second activity, students will review the technological vocabulary presented in this unit by playing the taboo game. Students will be divided into two different groups. One member of each group will come in front of the classroom and guess the word that will appear in the digital board with the help of the rest of his/her group, who must not say the taboo words.

In the third activity, the pupils are given different cards¹⁹: 14 images and 14 words. By this way, some of them have an image and some of them have a word. They have to match each picture with the correspondent word going through the class asking each other looking for their matching partner. Once they have finished they have to stick the two cards together on the board and go back to their seats. Then the teacher goes one by one when they are all stuck on the board discussing with the students if the matching is right or wrong.

After that, students have to read a text *"Should mobiles phones be banned at school?"*, underline the present perfect and past simple tense that they find in the text and complete some activities about it. They have to read the text aloud.

Finally, in groups, they have to practice the past simple tense and the present perfect tense. In order to play this game, each player puts their counter on the space that says 'start here'. Then, take it in turns to roll the dice. If your counter lands at the bottom of a ladder, you can move up to the top of the ladder and if you counter lands at a question, you have to answer the question using the appropriate verbal tense. If you answer correctly the question, you could roll the dice again.

¹⁹ See examples of some of the cards in Annex 7

➔ **For the student**

1. **Warm up activity.** Answer and discuss with your class the following question:
What do you remember from what we have seen in this unit?
2. **Vocabulary.** Review the vocabulary of this unit by playing the *taboo* game.
3. **Vocabulary.** Find your matching partner.

4. **Reading.** *Should mobiles phones be banned at school?*²⁰ Read the following text, underline the present perfect and past simple tense and complete the activities:

SHOULD MOBILE PHONES BE BANNED AT SCHOOL?

Mobile devices are such a big part of everyday life now, but should they be used at school? There are arguments for and against.



I'm always checking my phone and looking to see what my friends are saying. I can't help it! I sometimes wish I could delete everything or just not have a phone at all ... but I can't!

Sarah (15)

In a survey at Stroud High School near Gloucester, 75% of students said they 'check social media constantly', and more than half wanted to control their use of social networking sites and fitness apps. That's why four students organized a 'digital detox' week, when 400 students, teachers and parents didn't use any mobile devices at home or at school – no phones, Fitbits, tablets or laptops. Jess Hourston (16), one of the organizers, said her school work improved during the experiment and she slept better. 'It wasn't as hard as I expected,' she said. Hannah Cox (14) agreed. She didn't mind giving up instant messaging, saying it was better 'to talk to your friends in real life!' Most participants felt less stressed and realized they had more free time while they weren't using mobile devices. The students' experience **corresponds** with a recent survey. It found that 12% of children who spend no time using social media during the school day have **symptoms** of mental illness, including stress. This compares with 27% of students who spend three or more hours a day using social networking sites.

Stroud High School have now banned mobiles all day for 11- to 13-year-olds and 14- to 16-year-olds can only use them at lunchtime. The ban hit **headlines** in the media, with many people saying it was too strict. But people now think that the school is **leading** the way in addressing problems caused by mobile phones, and many other schools in the UK are also introducing restrictions on mobile phone use. In fact, in France the government have recently introduced a complete ban on mobile phones at primary, junior and middle schools!



It's not the technology that's bad; it's the way people use it.

Katsumi (15)

People worry that mobiles are a big distraction at school, but I disagree – they can be really creative in the classroom. While I was studying English in London last summer, we used our mobiles a lot in class. For example, we could use dictionary apps whenever we wanted and we could ask Siri questions. That was a great way to improve our pronunciation because Siri didn't understand if we said things incorrectly! We also did internet research for collaborative projects and students shared documents on the cloud. And we didn't take notes while the teacher was writing – we just took pictures of the board. On Monday morning, when the teacher asked 'What did you do at the weekend?', we showed pictures and videos and recorded our answers. It's important to remember that students today have grown up with digital devices – it's **second nature** to them. We are **digital natives** and use technology in all areas of our lives. This should include in education! Also, by using technology in the classroom, students develop valuable skills for the modern world, like using the internet to find information and communicating effectively. These skills are essential in the workplace, too. Obviously students shouldn't use mobiles to call friends in class or cheat in tests, but otherwise I think mobiles are a great educational tool.

What do you think? **VOTE NOW!**

Should mobile phones be banned at school?

Yes, including during breaks

Only in class

No, never

²⁰ Worksheet (nd) → <https://es.liveworksheets.com/you728022ry>

1 Read the article. Choose the correct answers.

1 Students who don't use mobile phones during the school day

a) enjoyed their free time more.

b) use social networking sites during other times of the day.

c) are less stressed than students who use mobile phones.

3 Schools in France

a) want to teach students about social media.

b) are banning mobile phones.

c) have problems with social media.

2 When the school announced the ban

a) teachers said it was too strict.

b) it was criticized.

c) most students thought it was a good idea.

4 Students today...

a) don't need to learn new digital skills.

b) know how to use the internet to find information.

c) can learn digital skills by using their mobiles at school.

2 Match the underlined words in the text with definitions 1–5. Write your answers.

a) a sign that someone has an illness

b) a person who has grown up using the internet and mobile phones

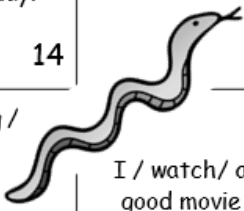
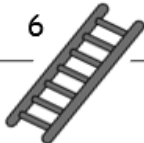
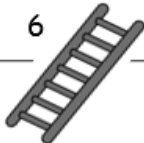
c) the title of a news story

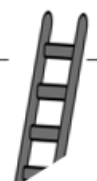
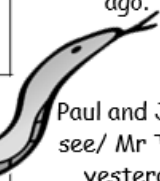
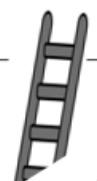
d) matches or is the same as

e) actions that you do automatically because they are normal or natural

5. Grammar. Review the grammar of this unit by playing the *snake and ladders* game²¹.

²¹ Worksheet (nd) → <http://boardgames59.rssing.com/browser.php?indx=4235779&item=48>

He / throw/ the ball. 15 	They / leave/ home/ yesterday. 14 	She / break/ her leg on Sunday. 13 	You / take/ my book by mistake. 12 
 Move ahead 2 spaces! 8	Stephen King / write/ 20 books. 9 	I / watch/ a good movie /yesterday. 10 	 Miss a turn. 11 
You / find/ my pen! 7	It / is/ a mistake/ 6 	He / eat/ dinner/ at school. 5	She / know/ the correct answer. 4
START	We / make/ a sandwich/ yesterday. 1 	I / do/ gymnastic/ 2 days ago. 2	They / see/ a football match/ last year. 3

FINISH	You / eat/ my sandwiches! 30 	He / write/ a letter to Mary. 29 	Dinosaurs / live/ 245 million years ago. 28 
We / go/ to the cinema last Monday. 24 	My parents /are/ very angry yesterday. 25 	 Rest 26 	Paul and John / see/ Mr Thisby yesterday. 27 
They / sell/ their car/ last month. 23 	Miss a turn. 22 	My dad / buy/ a house yesterday 21 	Paul / kick/ the ball very far. 20 
I / read/ the Secret Garden 6 times. 16	We / visit/ Paris/ last summer. 17	She / have/ a dog/ when she was a child. 18	He / sit/ on my glasses and /break them. 19 

9ª SESSION – English Classroom

ACTIVITY	TIME	SKILLS	GROUPING	HOTS	RESOURCES
Oral presentations on the final project (assessable)	45 min	Speaking	In groups	Apply Understand	Projector Digital board
Contest. Which object is the most original?	10 min	Speaking Interaction	Whole group	Analyze Apply Understand	

→ Explanation

In the first activity, in groups, students have to present the final project to the whole class. They have to deal with the features, history, materials, and how they have done the desktop support for mobiles phones or tablets.

After their presentations, they have to choose what desktop support for mobiles phones and tablets is the most original. They can put their objects in the class in a decorative way²².

→ EXTRA ACTIVITIES

In case there is extra time in a class, there are some activities that the teacher can add:

- 1. Make a poster with the three gadgets you prefer to use.** The students have to make a poster in which they have to include the three gadgets they prefer to use in their daily life. They have to use colors, scissors, glue and cardboard.
- 2. Grammar.** Complete the fill in the gaps between present perfect and past simple tenses. <https://es.liveworksheets.com/lu38453bo>²³
- 3. True or false?** Work in groups of 3. Use the following verbs and some expressions to write two different stories. One must be true and the other one must be false. Tell your classmates so they guess which one is true and false.

²² See the rubric in Annex 8

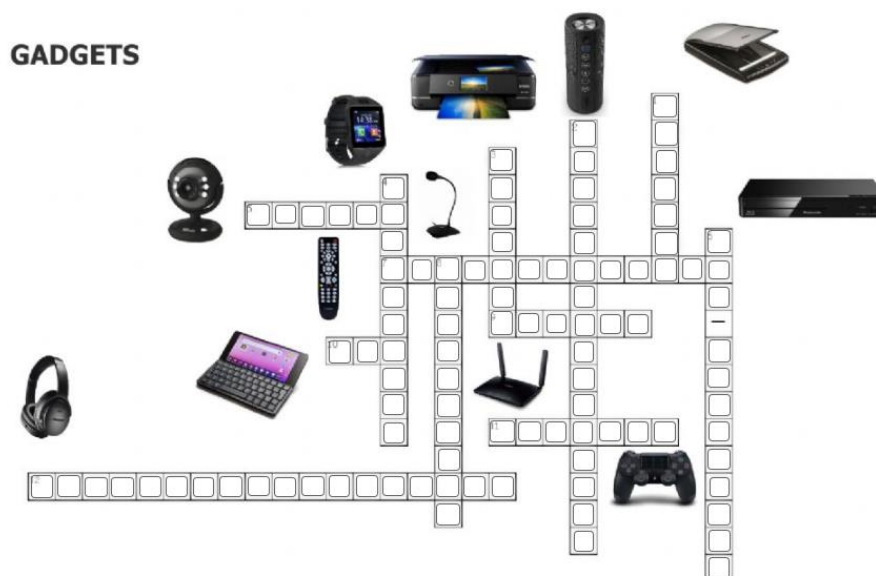
²³ See the activity in Annex 9

SEND	RECEIVE	PLUG IN
UPLOAD	TAKE	FIND
PLAY	DOWNLOAD	CONNECT

FOR A WEEK	SINCE 2017	YESTERDAY
LAST WEEKEND	2 DAYS AGO	IN 2014
TODAY	RECENTLY	ALREADY

→ **Fast-finishers**

1. Complete the following crossword²⁴:



2. **Create a dialogue.** Imagine that you have to teach a relative to use a social network. Think about what vocabulary you would use. Then, write a dialogue about this using the present perfect tense.

→ **Slow-learners**

1. **Grammar review.** Complete the following worksheet²⁵ to practice the present perfect and past simple tense:

²⁴ Worksheet (nd) → <https://es.liveworksheets.com/zj465681bv>

²⁵ Worksheet (nd) → <https://es.liveworksheets.com/zm848jp>

PRESENT PERFECT vs PAST SIMPLE

The **PRESENT PERFECT** always connects the past and the present.

The **PAST SIMPLE** tells us only about the past.

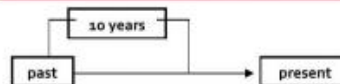
1

• **UNFINISHED ACTIONS** (these started in the past and continue up to the present)

• **FINISHED ACTIONS** (for something that started in the past and finished in the past)



• *I have lived in London for 10 years.* (= I still live in London now.)



• *I lived in Manchester for 10 years.* (= I do not live in Manchester now.)

2

• **INDEFINITE ACTIONS:** with no time reference or references to recent time - these put **emphasis on the action** and usually have a **result in the present**.

• **DEFINITE ACTION:** we use a definite past time, like **yesterday, 5 days ago, last month....** to say or imply **WHEN** something happened.

• *I have lost my wallet.* (= this means very recently and puts the emphasis on the action)
• *He has just left the office.* (= this action is completed and has a result in the present - probably he is on his way home now)

• *I lost my wallet yesterday.* (= here I want to stress when the action happened)

Complete the blanks either with the **PRESENT PERFECT** or **PAST SIMPLE** and match them with the pictures.

1. She (not sleep) much lately.
2. The race (not start) yet.
3. Billy (see) a great movie on Saturday.
4. I (spend) all my money.
5. you (close) the door when we left?
6. He (eat) all the cookies.
7. We (be) married since 1960.
8. When Joe (go) to the beach?
9. I (take) the garbage out late last night.
10. She still (not decide) what to pack.
11. He (hear) a strange noise yesterday.
12. I (not win) the race, did I?
13. you ever (get) lost?
14. He just (clean) the window.
15. He (not know) what to sing a week ago.

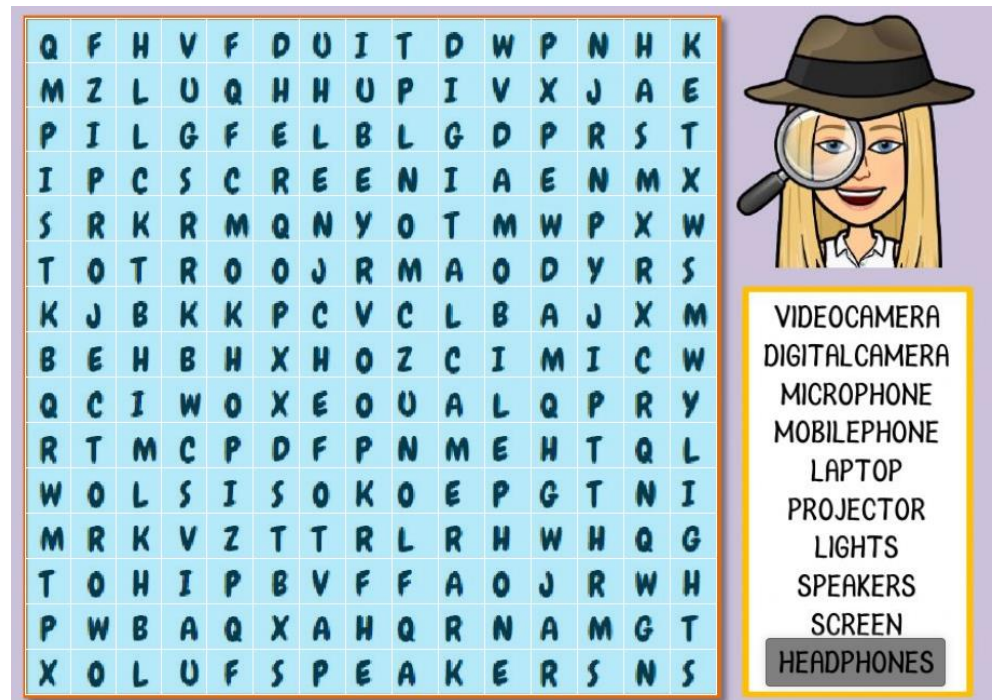


Students have to access the following link to complete the worksheet:

<https://es.liveworksheets.com/zm848jp>

2. Vocabulary. Find the vocabulary words in the following word search²⁶:

²⁶ Worksheet (nd) → <https://es.liveworksheets.com/ox337385oe>



Although the previous activities can also be adapted to the two students with specific needs, below we will show some specific activities for them.

➔ **For the girl with ADHD:**

1. **Vocabulary.** What do you see in the picture? Answer the following questions:

What do you see in the picture?

1. What is the man using?

- a) A computer
- b) A laptop
- c) A tablet

2. What is the man wearing in his ears?

- a) Headphones
- b) Ear muffs
- c) Jewels

3. What is the man doing?

- a) Watching a video
- b) Talking on the phone
- c) Singing a song

➔ **For the gifted boy (with high abilities):**

1. **Writing.** Write a story of a person who needs to buy a new laptop to do his job with its introduction, development and conclusion. Write it using the present perfect and past simple tense.

4.11. EVALUATION

The evaluation is a very important aspect in the educational process since it is a key element to check whether the methodology that we are using in the classroom is effective or not. In this way, the teacher is able to confirm that they are acquiring the contents properly and to know if they need to reinforce any aspect of the unit.

For this reason, the evaluation will take into account the daily work and the different skills so there will be no a final written test.

4.11.1. EVALUATION CRITERIA

- to identify and recognize the sociocultural aspects and relevant information (1.1 - CLC, DC/ 1.3 - CLC, SCC)
- to carry out performance and conversations in relation to technologies (2.1 - CLC, DC, IE / 2.6 - CLC, CEAA)
- to differentiate and recognize the elements in relation to technologies with the use of present perfect and past simple tenses and information about St. Patrick's Day (3.1 - CLC, MCST, DC / 3.8 - LL, SCC, CEAA)
- to produce brief texts to express finished and unfinished actions and sociocultural aspects (4.1 - CLC, DC, IE / 4.6 - CLCL, CEAA)

4.11.2. ASSESSABLE LEARNING STANDARDS

Firstly, the student identifies and understands sociocultural aspects and relevant information in an oral production.

Secondly, the student maintains simple conversations and express his/her thoughts and feelings in a clear way referring to the technologies vocabulary and actions related to it.

In third place, the student differentiates and recognizes finished and unfinished actions with technological aspects and information about sociocultural events.

Finally, the student writes finished actions and cultural information in order to produce brief texts.

4.11.3. EVALUATION INSTRUMENTS

The different aspects to determine the student final result of the unit will be based on:

- Participation and classroom activities (20%). In this part the teacher will include homework, daily in-class activities, behavior, participation and the cooperation work of the different sessions.
- Listening (10%). This will be the results obtained in the listening test of the fifth session.
- Speaking and Interaction (40%). It will be taken into account the different short oral presentations and the final project.
- Writing (30%). This will be the one they have to do at home about the applications that they have been using lately using the present perfect tense.

CATEGORY	5	4	3	2	1
Participation and classroom activities (20%)	Student actively participates in class, delivers all activities and shows interest	Student regularly participates in class, delivers activities and show interest	Student ever participates in class, delivers some activities and show interest	Student does not participate in class, does not deliver the tasks and shows little interest	Student never participates in class, does not deliver assignments and shows no interest
Listening (10%)	Student identifies and understands perfectly the vocabulary required in oral productions	Student identifies and understand the vocabulary required in oral productions	Student identifies and understand some vocabulary required in oral productions	Student identifies and understand little vocabulary in oral productions	Student does not identifies nor understand the vocabulary required in oral productions
Speaking and Interaction (40%)	Student expresses perfectly	Student expresses himself	Student expresses himself and	Student express little himself	Student does not express himself

	without breaks and is able to carry on a conversation	appropriately without breaks and is able to carry on a conversation	tries to maintain a conversation	appropriately and is not able to maintain a conversation	appropriately and is not able to maintain a conversation
Writing (30%)	Student is able to write texts perfectly using the technological vocabulary and the required tenses	Student is able to write texts appropriately using the technological vocabulary and the required tenses	Student tries to write texts using the technological vocabulary and the required tenses	Student does not make an effort to write texts using the technological vocabulary and the required tenses	Student is not able to write texts using the technological vocabulary and the required tenses

In order to evaluate them, the teacher tools will be:

- Rubric²⁷. It will be a specific one to the writing evaluation considering grammar and vocabulary, organization, and information research.
- Observation. This will be carried out in daily activities and behavior.
- Tasks. The different activities they are asked to do both, in class and at home.
- Worksheets. The different worksheets they are asked to do in class.

5. CONCLUSION

In conclusion, it should be noted that the implementation of CLIL methodological approach in the educational centers has improved students' command of the English language and has increased their level in the foreign language. In addition, they make more use of the English language since they practice the language in the content subjects so they are more fluent in speaking. It is because the students are more in contact with the foreign language, they have a significant exposure to the language and bilingual education is no longer accessible to only one elite.

Although it is true that the CLIL program is focused on content subjects, we have a very important role in its implementation, since as language teachers we have the obligation to guide and coordinate content subject teachers. Moreover, the good thing about CLIL is that it is an approach which offers us very broad guidelines instead of

²⁷ See the rubric used for writing in Annex 10

very strict rules. It can be implemented in many ways and can be combined with other methodologies. For instance, it can be combined with project-based learning, flipped classroom, gamification, cooperative learning... When we talk about approaches or methodologies we tend to think that we put only one into practice. However, it is normal that we are combining them.

In general, all the features of CLIL bring benefits to the classrooms if it is used properly. It is important to remember that to capture the students' attention and motivate them, some strategies must be used in the classroom, such as using real-life examples and situations close to reality that the students know, doing project work and role-based work, using alternation code L1 and L2, work in pairs and groups and use ICTs. In this way the students are motivated and learn both the content and the foreign language without mental effort.

Therefore, the use of CLIL has more advantages than disadvantages and over time its use will improve. With the CLIL program students immediately use what they learn as it is characterized by its immediacy. In addition, in relation to the didactic unit, many activities that are used in the foreign language subject can be used in the content subjects since our content is always related to other subjects (sports, food, travel, animals...). Therefore, finding the connection between a topic from our subject and another subject is easy.

6. BIBLIOGRAPHY

- Airth, M. (2016). What is Gamification in Education? - Definition, Research & Strategies. *Study.com*. Retrieved from <https://study.com/academy/lesson/what-is-gamification-in-education-definition-research-strategies.html>
- Bayram, D., Öztürk, R. Ö., & Atay, D. (2019). Reading comprehension and vocabulary size of CLIL and non-CLIL students: A comparative study. *Language Teaching and Educational Research (LATER)*, 2 (2), 101-113. Retrieved from <https://doi.org/10.35207/later.639337>
- Buckingham, L. (2017). Defining the role of language assistants in the bilingual classroom. *CEF*, (9), 38-49. Retrieved from [https://www.researchgate.net/publication/325713184 Defining the role of language assistants in the bilingual classroom](https://www.researchgate.net/publication/325713184_Defining_the_role_of_language_assistants_in_the_bilingual_classroom)
- Bruton, A. (2013). Are the differences between CLIL and non-CLIL groups in Andalusia due to CLIL? A reply to Lorenzo, Casal and Moore (2010). *Applied Linguistics*, 32 (2), 236-241. Retrieved from <https://doi.org/10.1093/applin/amr007>
- Bruton, A. (2013). CLIL: Some of the reasons why...and why not. *System* 41 (3), 587–597. DOI: [10.1016/j.system.2013.07.001](https://doi.org/10.1016/j.system.2013.07.001)
- Casañ, R. (2017). Gamifying Content and Language Integrated Learning with Serious Videogames. *Journal of Language & Education*, 3 (3), 107-114. DOI: 10.17323/2411-7390-2017-3-3-107-114
- Cinganotto, L. (2017). Game-based Immersive Approach to EFL and CLIL: A Case Example. *Humanising Language Teaching* 19 (3), 1-9. Retrieved from [https://www.researchgate.net/publication/335208380 Game-based Immersive Approach to EFL and CLIL A Case Example Humanising Language Teaching Year 19 Issue 3 June 2017 ISSN 1755-9715](https://www.researchgate.net/publication/335208380_Game-based_Immersive_Approach_to_EFL_and_CLIL_A_Case_Example_Humanising_Language_Teaching_Year_19_Issue_3_June_2017_ISSN_1755-9715)

- Çekrezi, R. (2011). CLIL and Teacher Training. *Procedia Social and Behavioral Sciences* (ELSEVIER), 15, 3821-3825. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042811009256>
- Cenoz, J. (2013). Discussion: towards an educational perspective in CLIL language policy and pedagogical practice. *International Journal of Bilingual Education and Bilingualism*, 16(3), 389-394, DOI: [10.1080/13670050.2013.777392](https://doi.org/10.1080/13670050.2013.777392)
- Cimermanova, I. (2017). CLIL-a Dialogue between the Language and Subject Teachers. DOI: 10.31262/2585-8556/2017/1/1/1-14
- Coyle, D. (2005). *CLIL: Planning Tools for Teachers*. Nottingham: University of Nottingham
- Coyle, D., Marsh, D., & Hood, P. (2010). *CLIL: Content and language integrated learning*. Madrid: Cambridge University Press.
- Coyle, D. (2013). Listening to learners: An investigation into 'successful learning' across CLIL contexts. *International Journal of Bilingual Education and Bilingualism*, 16(3), 244-266. DOI: [10.1080/13670050.2013.777384](https://doi.org/10.1080/13670050.2013.777384)
- Dale, L., Van der, W. & Tanner, R. (2010). CLIL Skills. *European Platform - internationalising education*. Retrieved from https://www.rosietanner.com/images/docs/CLILSkills_pdf.pdf
- Decreto 111/2016, de 14 de junio, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria en la Comunidad Autónoma de Andalucía*. Boletín Oficial de la Junta de Andalucía, 122, de 28 de junio de 2016.
- Doiz, A. & Lasagabaster, D. (2016). CLIL students' perceptions of their language learning process: Delving into self-perceived improvement and instructional

- preferences. *Language Awareness*. Retrieved from <file:///C:/Users/Usuario/Downloads/CLILstudentsperceptions.pdf>
- Doiz, A., Lasagabaster, D. & Sierra, J. M. (2014). CLIL and motivation: the effect of individual and contextual variables. *The Language Learning Journal*, 42 (2), 209-224. DOI: 10.1080/09571736.2014.889508
- Edpuzzle. (2020). Edpuzzle. Retrieved from <https://edpuzzle.com/>
- Edwards, J. (1994). *Multilingualism*. London: Routledge. Retrieved from https://books.google.es/books?hl=es&lr=&id=ZKGHAgAAQBAJ&oi=fnd&pg=PP1&dq=multilingualism+is&ots=na2kx_a4gG&sig=R-P5vLDU5VXZ0Lc008KdTjogD8#v=onepage&q=multilingualism%20is&f=false
- Ellison, M. & Almeida, A. (2017). Implementing CLIL in Schools: The Case of the GoCLIL Project in Portugal. *E-Teals: An e-journal of Teacher Education and Applied Language Studies*, (8), 43-72. Retrieved from
- Eurydice, 2006. *Content and Language Integrated Learning (CLIL) at School in Europe*. Brussels: Eurydice European Unit
- Evadumontiel. (2020). The CLIL Method of Teaching: 4 Ways to Implement This Method in Class. *FluentU. General Educator Blog*. Retrieved from <https://www.fluentu.com/blog/educator/clil-method-of-teaching/>
- Fazzi, F. & Lasagabaster, D. (2020). Learning beyond the classroom: students' attitudes towards the integration of CLIL and museum-based pedagogies. *Innovation in Language Learning and Teaching*.
- García, M. & Bruton, A. (2013). Potential Drawbacks and Actual Benefits of CLIL Initiatives in Public Secondary Schools. En Abello, C., Chandler, P., López, M.D. and Chacón, R. (Ed), *Bilingual and Multilingual Education in the 21st Century: Building on Experience* (256-270). Bangalore and Chennai, India: Techset Composition India. Retrieved from <https://books.google.es/books?hl=es&lr=&id=6msYAgAAQBAJ&oi=fnd&pg=PA2>

[56&dq=benefits+and+drawbacks+of+Clil&ots=dRsOA1XeWc&sig=J1xZ6ZzOX7RmDNeEkxjRdce-mmA#v=onepage&q=benefits%20and%20drawbacks%20of%20Clil&f=false](https://www.google.es/imghp?hl=es&tab=wi&authuser=0&ogbl=56&dq=benefits+and+drawbacks+of+Clil&ots=dRsOA1XeWc&sig=J1xZ6ZzOX7RmDNeEkxjRdce-mmA#v=onepage&q=benefits%20and%20drawbacks%20of%20Clil&f=false)

Google Images. Retrieved from

<https://www.google.es/imghp?hl=es&tab=wi&authuser=0&ogbl>

Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? A literature review of empirical studies on gamification. *Proceedings of 47th Hawaii International Conference on System Sciences*: 3025-3034. Retrieved from https://people.uta.fi/~kljuham/2014-hamari_et_al_does_gamification_work.pdf

Hamers, J. and Blanc, A. (2000). *Bilinguality and Bilingualism*. United Kingdom: Cambridge University Press. Retrieved from <https://books.google.es/books?hl=es&lr=&id=ata9lBT5euwC&oi=fnd&pg=PP13&dq=bilingualism&ots=Qo8gVw457t&sig=EQPW97Vf0Csc6kbCH0vlf7kHfMY#v=onepage&q=bilingualism&f=false>

Hanesová, D. (2015). History of CLIL. Nitra: Constantine the Philosopher University: 7-17 Retrieved from https://www.unifg.it/sites/default/files/allegatiparagrafo/06-07-2017/hanesova_history_of_clil.pdf

Instituto Cervantes (2002), *Marco común europeo de referencia para las lenguas: enseñanza, aprendizaje, evaluación*, Madrid, MECD-Anaya.

Lancaster, N. (2016). Stakeholder Perspectives on CLIL in a Monolingual Context. *Canadian Center of Science and Education*, 9(2), 148-177. Retrived from <https://files.eric.ed.gov/fulltext/EJ1095517.pdf>

Lasagabaster, D. (2017). "Integrating content and foreign language learning: What do CLIL students believe?" *John Benjamins Publishing Company* 5, 1: 4-29 Retrieved from

[https://www.researchgate.net/publication/316147266 Integrating content and foreign language learning What do CLIL students believe](https://www.researchgate.net/publication/316147266_Integrating_content_and_foreign_language_learning_What_do_CLIL_students_believe)

Lasagabaster, D. & Doiz, A. (2017). A Longitudinal Study on the Impact of CLIL on Affective Factors. *Applied Linguistics*, 38(5), 1-26. DOI: [10.1093/applin/amv059](https://doi.org/10.1093/applin/amv059)

Lesca, U. (2012). An introduction to CLIL. *British Study Center – Oxford*. Retrieved from http://www.itis.biella.it/europa/pdf-europa/CLIL_Report.pdf

Liveworksheets. (2020). Retrieved from <https://es.liveworksheets.com/>

Marongiu, M.A. (2019). Teaching Materials and CLIL Teaching. *Linguæ & - Rivista di lingue e culture moderne*, 18(2), 81-104. Retrieved from [file:///C:/Users/Usuario/Downloads/Teaching Materials and CLIL Teaching%20\(1\).pdf](file:///C:/Users/Usuario/Downloads/Teaching%20Materials%20and%20CLIL%20Teaching%20(1).pdf)

Marsh, D. (1994). *Bilingual Education & Content and Language Integrated Learning*. International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union (Lingua) University of Sorbonne. Paris

Marsh, D. (2000). *Using languages to learn and learning to use languages*. Eds. D. Marsh - G. Langé. Finland: University of Jyväskylä

Marsh, D. (2002). *CLIL/EMILE – The European Dimension: Actions, Trends & Foresight Potential*. Brussels: European Commission

Mehisto, P., Marsh D., & Frigols M. (2008). *Uncovering CLIL: Content and Language Integrated Learning in bilingual and Multilingual Education*. Oxford: Macmillan

Memrise. (2020). *Memrise*. Retrieved from <https://www.memrise.com/app/>

Méndez, M.C. (2012). The potential of CLIL for intercultural development: a case study of Andalusian bilingual schools. *Language and Intercultural Communication*, 12

(3), 196-213. Retrieved from

<https://www.tandfonline.com/doi/abs/10.1080/14708477.2012.667417>

Méndez, M.C. (2013). The intercultural turn brought about by the implementation of CLIL programmes in Spanish monolingual areas: a case study of Andalusian primary and secondary schools. *The Language Learning Journal*, 41(3), 268-283. Retrieved from

<https://www.tandfonline.com/doi/abs/10.1080/09571736.2013.836345>

Méndez, M.C. (2014). A Case Study on Teachers' Insights into Their Students' Language and Cognition Development Through the Andalusian CLIL Programme. *Porta Linguarum*, 23-39. Retrieved from

https://www.researchgate.net/publication/289112896_A_Case_Study_on_Teachers'_Insights_into_Their_Students'_Language_and_Cognition_Development_Through_the_Andalusian_CLIL_Programme

Mentimeter. (2020). *Mentimeter*. Retrieved from <https://www.mentimeter.com>

Ministerio de Educación y Formación Profesional. (2019-2020). Language Assistants Guide. Retrieved from <https://www.educacionyfp.gob.es/dam/jcr:94fd7e78-6fee-4b85-b183-add0aefb432d/aacc-19-20-guia-es.pdf>

Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato. Boletín Oficial del estado, 25, de 29 de enero de 2015.

Orden de 14 de julio de 2016, por la que se desarrolla el currículo correspondiente a la Educación Secundaria Obligatoria en la Comunidad Autónoma de Andalucía, se regulan determinados aspectos de la atención a la diversidad y se establece la ordenación de la evaluación del proceso de aprendizaje del alumnado. Boletín Oficial de la Junta de Andalucía, 144, de 28 de julio de 2016.

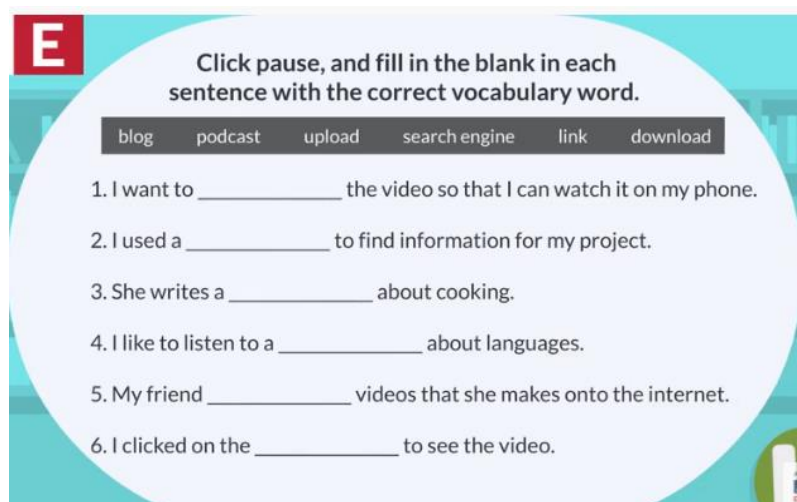
- Papaja, J. (2013). The role of a teacher in a CLIL classroom. *Adam Mickiewicz University Press* Poznań, 147-154. Retrieved from https://repozytorium.amu.edu.pl/bitstream/10593/11048/1/strony%20odglottodidactica_xl-12.pdf
- Pavón, V. and Ellison, M. (2013). Examining teacher roles and competences in Content and Language Integrated Learning (CLIL). *Linguarum Arena*, 4, 65:78.
- Piccardo, E. (2013). Plurilingualism and Curriculum Design: Toward a Synergic Vision. *Symposium*. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/tesq.110>
- Pérez-Cañado, M.L. (2011). The Effects of CLIL within the APPP: Lessons Learned and Ways Forward. Retrieved from [file:///C:/Users/Usuario/Downloads/PREZCAADO2011%20\(1\).pdf](file:///C:/Users/Usuario/Downloads/PREZCAADO2011%20(1).pdf)
- Pérez-Cañado, M.L. (2013). Introduction to the Special Issue: Content and language integrated learning (CLIL) and the teaching of languages for specific purposes. *Revista de Lenguas para Fines Específicos*, 19, 12-27. Retrieved from https://www.researchgate.net/publication/293814969_Introduction_to_the_Special_Issue_Content_and_language_integrated_learning_CLIL_and_the_teaching_of_languages_for_specific_purposes
- Pérez-Cañado, M.L. (2015). La Formación del Profesorado para la Enseñanza Bilingüe: Pasado, Presente y Futuro. Retrieved from https://www.researchgate.net/publication/301587806_La_Formacion_del_Profesorado_para_la_Ensenanza_Bilingue_Pasado_Presente_y_Futuro
- Pérez-Cañado, M.L. (2017). CLIL teacher education: Where do we stand and where do we need to go? *Ministerio de Educación, Cultura y Deporte*. Retrieved from https://www.researchgate.net/publication/320298606_CLIL_teacher_education_Where_do_we_stand_and_where_do_we_need_to_go/citations

- Pérez-Cañado, M.L. (2018). CLIL and Educational Level: A Longitudinal Study on the Impact of CLIL on Language Outcomes. *Porta Linguarum*, 29: 51-70. Retrieved from [http://www.ugr.es/~portalin/articulos/PL_numero29/3 MARIA%20LUISA%20PEREZ.pdf](http://www.ugr.es/~portalin/articulos/PL_numero29/3_MARIA%20LUISA%20PEREZ.pdf)
- Pérez-Cañado, M.L. and Lancaster, N. (2017). The effects of CLIL on oral comprehension and production: a longitudinal case study. *Language Culture and Curriculum*. DOI: [10.1080/07908318.2017.1338717](https://doi.org/10.1080/07908318.2017.1338717)
- Pladevall-Ballester, E. and Vallbona, A. (2016). CLIL in minimal input contexts: A longitudinal study of primary school learners' receptive skills. *ELVESIER*, 58, 37-48. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0346251X16000336>
- Plan Estratégico de Desarrollo de las Lenguas en Andalucía. Horizonte 2020. Retrieved from <http://www.juntadeandalucia.es/educacion/portals/abaco-portlet/content/462f16e3-c047-479f-a753-1030bf16f822>
- Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. Boletín Oficial del Estado, 3, de 3 de enero de 2015
- Torres, A. (2018). El problema de los colegios bilingües es que generan falsas expectativas. *El País*. Retrieved from https://elpais.com/sociedad/2018/09/24/actualidad/1537811034_517768.html
- Van de Craen, P., Mondt, K., Allain, L. & Gao, Y. (2007). Why and how CLIL works. An outline for a CLIL theory. 16(3), 70-78. Retrieved from <file:///C:/Users/Usuario/Downloads/WhyandHowCLILWorks-2007.pdf>
- What is Gamification in Education? - Definition, Research & Strategies. (2016). Retrieved from <https://study.com/academy/lesson/what-is-gamification-in-education-definition-research-strategies.html>

Zyda, M. (2005). From visual simulation to virtual reality to games. *Computer*, 38 (9), 25-32.

7. APPENDICES

Annex 1: Activity inserted at the end of the video (technological vocabulary)



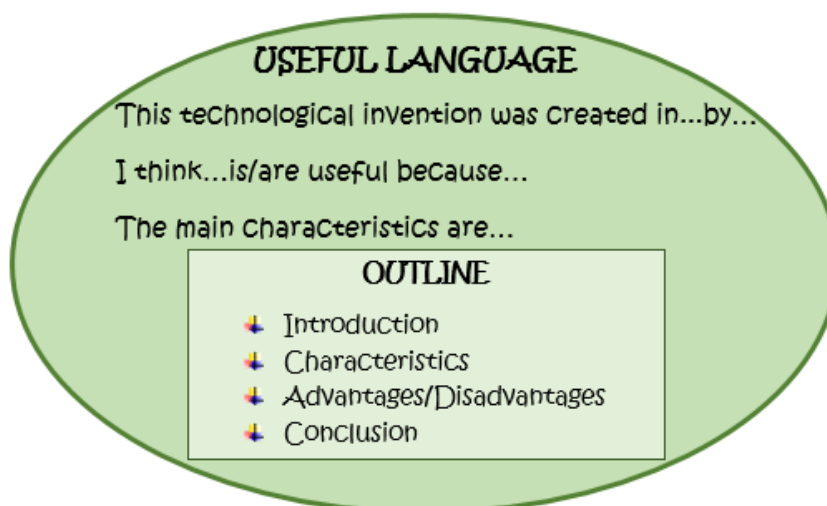
E

Click pause, and fill in the blank in each sentence with the correct vocabulary word.

blog podcast upload search engine link download

1. I want to _____ the video so that I can watch it on my phone.
2. I used a _____ to find information for my project.
3. She writes a _____ about cooking.
4. I like to listen to a _____ about languages.
5. My friend _____ videos that she makes onto the internet.
6. I clicked on the _____ to see the video.

Annex 2: Template for oral presentation



USEFUL LANGUAGE

This technological invention was created in...by...

I think...is/are useful because...

The main characteristics are...

OUTLINE

- ✚ Introduction
- ✚ Characteristics
- ✚ Advantages/Disadvantages
- ✚ Conclusion

Annex 3: Steps of the final project

BEFORE YOU START

- Read the instructions
- What kind of desktop support for mobile phones or tablets do you want to do?

STEP 2

WRITE YOUR FINAL PROJECT

- Make an introduction. Your first paragraph should present the topic and the object.
- Make the development. You have to write 3 paragraphs (write how you design it, the positive aspects and the negative aspects)
- Make a conclusion (To sum up, ...)

STEP 5

PROJECT EVALUATION

- Listen your classmates' projects
- Which one is your favorite? Why?

STEP 1

PLAN YOUR PROJECT

- As a group, choose a name for your project
- Plan each member's role
- Think about:
 - Research: Where can you find correct information?
- Prepare the necessary materials

STEP 3

DESIGN YOUR OBJECT

- Design your object using different materials (scissors, glue, paperboard, colors...)

STEP 4

PRESENT YOUR PROJECT

- You have to do an oral presentation in class. You have to explain the main features of your final project

Annex 4: Template for writing

APPLICATIONS



WRITING PLAN

Introduction: Say which application have you chosen and why

Development: The positive and negative effects of using them

In general, ... As a result, ...

Conclusion: Say which one do you recommend and make a suggestion

To sum up, ...

USEFUL QUESTIONS

- *What applications have you used lately?*
- *How have you used them?*
- *Which one have you found easier to use?*
- *Which one have you recommended to your friends?*

Annex 5: Warm up activity: worksheet (St. Patrick's Day)

SAINT PATRICK'S DAY



Corned beef and Cabbage



Green Clothes



Shamrock



Leprechaun



Harp



Beer



Ireland Flag



²⁸ Worksheet (nd) → <https://es.liveworksheets.com/gu5823bv>

1. Drag and drop








UNITED STATES

LEPRECHAUN

SHAMROCK

IRELAND

HARP

ST. PATRICK

2. True or false?

-  St. Patrick is the national holiday of the United States. ▼
-  St. Patrick's day is celebrated on the 17th of May. ▼
-  St. Patrick was born in the fourth century. ▼
-  On St. Patrick's day, people usually wear green clothes. ▼
-  The traditional food on St. Patrick's is fish and chips. ▼
-  The traditional symbols are the shamrock and the guitar. ▼
-  Leprechauns usually live in the forest. ▼
-  Leprechauns are friendly fairies. ▼...
-  The Irish flag is green, white and orange. ▼.....

3. Join with arrows



This is

The green colour

The white colour

The orange colour



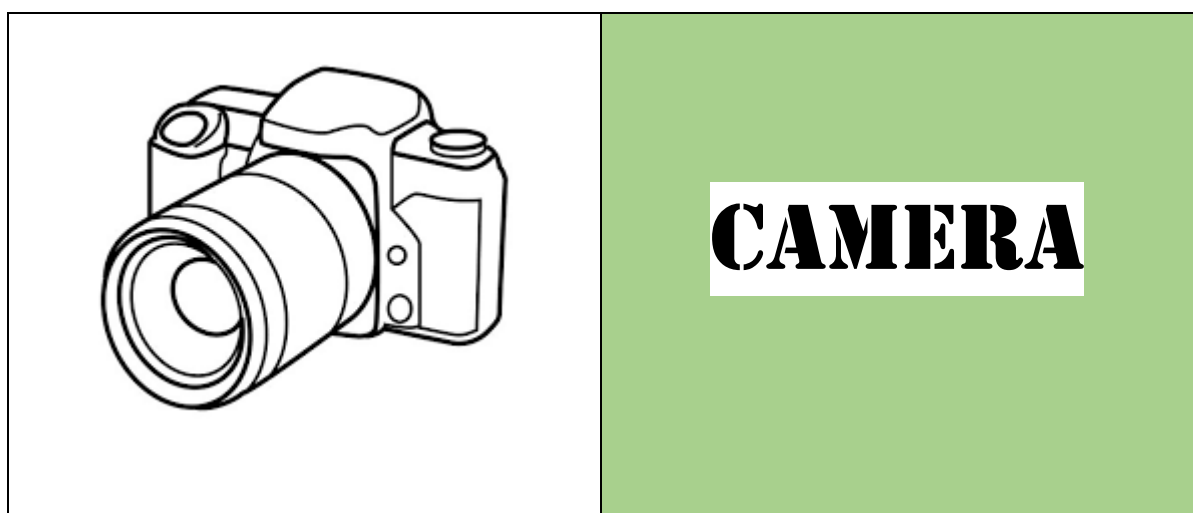
represents the peace.

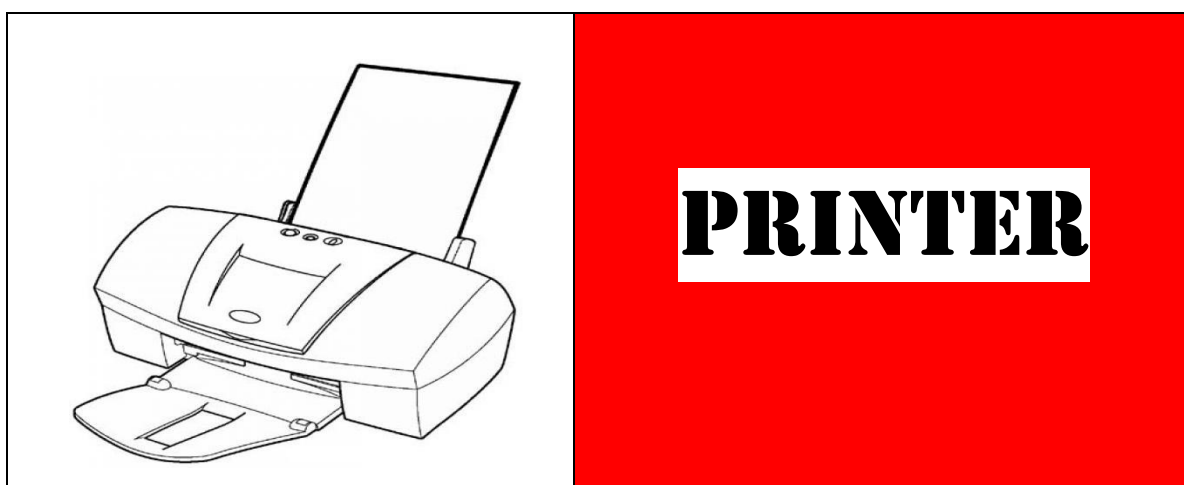
represents the North of Ireland.

represents the South of Ireland.

the Irish flag.

Annex 7: Examples of some of the cards used:





Annex 8: Rubric of evaluation

CATEGORY	SOBRESALIENTE (9-10)	NOTABLE (7-8)	APROBADO (5-6)	INSUFICIENTE (1-4)
Organization	All group members work and have an excellent organization	All group members work and have a good organization	Almost all group members work but lack organization	Not all group members work and they have not organization
Participation	All group members actively participate and show interest	75% of group members actively participate and show interest	Some group members actively participate and show interest	Most group members do not actively participate and they do not show interest
Creativity	All the members of the group have	All the members of the group	The members of the group have made	Most group members have not made an

	made an effort to make their work different and very original	have made an effort to make their work original	little effort and their work is not very original and creative.	effort to make their work creative and original.
Cooperatively work	All members of the group have worked with respect and attitude in a cooperative way	75% of group members have worked with respect and attitude in a cooperative way	Some group members have worked with respect and attitude in a cooperative way	Most of the group members have not been able to work in a cooperative way

Annex 9: Grammar activity²⁹

GRAMMAR

Present Perfect vs. Past Simple

Complete the sentences with the Present Perfect or the Past Simple of the verbs in brackets.

- Ouch! I can't walk! I think I (just / break) my foot.
- George and Katy (not do) the shopping last Saturday.
- Sorry Ms. Coughlan, I (not finish) my homework yet.
- Helen (not swim) for a while as she (break) her arm in a basketball match last month.
- I (live) in the same village since I (be born). I love this place!
- David (just / come back) from work and he is too tired to prepare something to eat.
- Betty isn't hungry now because she (have) some chocolate biscuits an hour ago.
- What time (you / get up) this morning?
- you (ever / live) in a foreign country, Robert?
- I (buy) a new pair of jeans last week, but I (still / not wear) them.
- What (you / do) last night, Sarah?
- (you / see) my belt, mum? I can't find it!

²⁹ Worksheet (nd) → <https://es.liveworksheets.com/lu38453bo>

Annex 10: Example of the rubric used for writing

CATEGORY	4	3	2	1
Organization	The stories and tasks are very well organized. The ideas follows a logical sequence with clear transitions	The stories and tasks are pretty well organized. One idea may seem out of place. Clear transitions are used.	The stories and tasks are hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged.
Grammar	There is an excellent use of grammar which belongs to the contents of the class (present perfect and past simple tenses)	Good use of grammar (especially, the use of present perfect and past simple tenses)	Grammar could be more accurate (especially, the use of present perfect and past simple tenses)	There are several problems in grammar use (obviously also in the use of present perfect and past simple tenses)
Vocabulary	The text contains several vocabulary related to technologies and very accurate to this topic	The text contains a few vocabulary related to technologies and very accurate to this topic	The text contains some vocabulary related to technologies but not in an appropriate use	There is no use vocabulary related to technologies and the use of words is not appropriate
Spelling	All words used in the text are spelled correctly	Most words used in the text are spelled correctly	There are spelling errors in the text	There are numerous spelling errors in the text
Research	The information provided is excellent, reliable, and really appropriate for the topic of the writing	The information provided is good and appropriate for the topic of the writing	The information provided is poor and sometimes out of context in relation to the topic of the writing	The information provided is very poor and it makes no sense