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Trabajo Fin de Máster

A PERIOD IN HISTORY FOR BILINGUAL STUDENTS OF EFL: SPAIN-ENGLAND RELATIONSHIPS BETWEEN 1522 AND 1603

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Summary and key words

Summary

The main goal of this project is to focus on transversality, which is a characteristic of languages, because in the field of education the presence of a foreign language can be perceived nowadays in many school subjects apart from English: Mathematics, Physical Education, History, etc. Particularly, in this master dissertation, the centre of attention is the methodology and the set of exercises and activities related to the Tudor and Habsburg dynasties and their relationships during the 16th. century, which are prepared for a group of students of *Bachillerato* that are studying the subject of History in English. Then, attention will also be paid to the current situation of CLIL in bilingual high schools in Andalusia.

Resumen

El objetivo principal de este proyecto está centrado en una característica de las lenguas: la transversalidad, puesto que en el área de la educación se puede observar la presencia de una lengua extranjera hoy en día en muchas asignaturas, aparte de la asignatura de inglés (lengua extranjera). Esas otras asignaturas pueden ser: matemáticas, educación física, historia, etc. En concreto, el centro de atención de este Trabajo Fin de Máster es la metodología a seguir y el conjunto de ejercicios y actividades sobre las relaciones de las dinastías de los Tudor y de los Austrias en el siglo XVI, que se han preparado para un grupo de estudiantes de Bachillerato que estudian la asignatura de historia en inglés. Por lo tanto, se va a prestar especial atención también a la actual situación de CLIL en los institutos bilingües de Andalucía.

Key words

Religious and naval wars, Protestant Reformation, Hispano-British relationships, 16th century, TEFL, CLIL.

Palabras clave

Guerras de religión y navales, Reforma Protestante, monarquía, relaciones Hispano-británicas, siglo XVI, Enseñanza de inglés como Lengua Extranjera, AICLE.

1. Introduction

The topic chosen for this master dissertation is the Hispano-British relationships between 1522 and 1603. During the 16th. century, many historical events take place between the monarchy governing in both countries: the Tudor dynasty in England (Henry VIII, Mary I and Elizabeth I) and the Habsburgs dynasty (Charles I and Philip II) in Spain. Particularly, the confrontations between Spain and England at that time were mainly naval. This project is also about royal meetings, plots, power and ambition.

The decision of selecting this concrete period of England for this master dissertation is the fact that in the area of English Studies, attention is obviously paid to the history and culture of England and one of the most fascinating periods of England's history is the Tudor dynasty. As part of my degree in English Studies, I became interested in the study of this monarchy. This is why the central topic of my final degree project was devoted to this period of England. Consequently, I have decided to continue my research about this monarchy but from a different perspective, trying to connect the personal and governmental relationships between the British and the Spanish monarchies during the 16th. century.

In this project, we will start with a theoretical framework focusing on the development of the different historical events between these two countries at the time; the methodological approach mainly concentrates on the effects of CLIL nowadays in Andalusian bilingual high schools and the presentation of a teaching proposal composed by a set of exercises, final projects and exams adapted to learners of *Bachillerato* (the equivalent of A-Levels in the current English system) that are studying the subject of History in English as part of a CLIL programme.

The main purpose of this master dissertation is to show the importance of CLIL, given that students can learn English and many cultural and historical facts of a concrete period of England, in the subject of History taught in English. Therefore, this project was designed to pay attention to the academic development of *Bachillerato* students and for those learners that study the subject of History in English as part of a CLIL programme. Then, this idea has to do with the concept of transversality, since there is a connection between two subjects: English and History taught in English.

Perhaps this is the argument that justifies the fact that this project is original, because there is not too much research on the subject of History taught in English in Spain, subsequently, there is even less information about teaching aspects related to the relationships between two countries like England and Spain in the 16th. century. Then, the production of this master dissertation could promote the idea of teaching more cultural aspects of other countries at school, not only the linguistic matters of a foreign language. This is why the presence of CLIL is fundamental in this project.

2. Theoretical framework: Spain and England 1522-1603

This first block of contents represents one of the main areas of research of the whole project. The theoretical framework consists of a selection of several documents, webpages, articles, books, etc. about the topic in order to check how the different authors share the same ideas or think in a different way. Therefore, it is a kind of critical summary of the bibliography that is used as a basis for the master's dissertation.

What the reader is going to find in this dissertation is a series of new or not too well known details of history shared by different writers. Therefore, a connection of all the ideas of the writers is the objective of this first block of contents.

As an introduction to the theoretical framework, it is convenient to mention that England and Spain are two countries that have shared experiences throughout history. However, attention is focused on the 16th. century. Those involvements are related to politics, to authority and to religious issues. This is the core topic of this part of the essay.

A good starting point is to offer a summary of how both countries were organised during those centuries. During the 16th. century in England, the monarchy that was governing the country was the Tudor dynasty and in Spain it was the Habsburg monarchy. Then, names like Henry VIII, Mary I and Elizabeth I in England, and Charles I and Philip II in Spain, are going to be mentioned in several occasions.

Carolina Casas (2017a, 2017b) presents relevant information about how the relationships between both countries started to take place in these two centuries can be found. According to this author, it all began in the year 1522 with Henry VIII, his wife Catherine of Aragon, their daughter Mary I, and Charles I of Spain. The latter wanted to pay a visit to the husband of his aunt, Henry VIII, and went to Dover. There, nephew and uncle talked about two important aspects: the first purpose of this meeting was for Henry VIII to convince Charles I to fight with him against the French enemies in 1524 with the intention of recovering lands. This is the first war to take place in the period that connects the English and the Spanish monarchies.

Charles I, with the help of Henry VIII, carried out one of the Italian wars. In 1523, the British and the Spanish monarchs signed a secret treaty, known as the Treaty of Bruges, by which their forces were going to be united with provisions such as ships, thousands of troops and cavalries in order to fight against the French enemies in Italian lands, where the French crown had territories.

Why were Spain and England the enemies of the French? This is the key point of the Treaty of Bruges. Charles I wanted to conquer lands of France in Italy, and Henry VIII desired to continue his invasion of the North of France.

The conclusion of this conflict is that after their victory, they decided to attack a new area, Pavia, where Francis I was defeated and sent to Madrid and was obliged to sign the Treaty of Madrid. This implied that Francis would be the husband of Eleonora, the sister of Charles I. Afterwards, however, Francis I created the League of Cognac in 1526, which Henry VIII supported but did not participate in.

The second purpose of the meeting in Dover was a marriage between Mary I, who was six years old, and Charles I. Another war took place in between that made this marriage impossible. In 1545, Francis I decided to start a war and attack England to put an end to the sovereignty of Henry VIII. This historical period is called the Great French Armada, which provoked the dissolution of the alliance between Henry VIII and Charles I, considering that the latter decided to join the plan of Francis I. This betrayal obliged Henry VIII to not allow his daughter to become the wife of Charles I and this was the opportunity for the Spanish monarch to reject his cousin and marry another cousin of his, Isabel, of the House of Avis.

After the death of Henry VIII in 1547, the intended marriage of Mary I continued. In 1554, Mary I married the man she really loved, Philip II of Spain. Nevertheless, the Spanish monarch did not think about Mary I in the same way as she did of him, because for him it was just a political union. Besides, this marriage was not well conceived in England, due to both being Catholics and to the fact that there were many citizens who were against this religion in the country. Even Spanish citizens, followers of Philip II, did not agree with the person the king chose, given that they did not consider her a suitable monarch. One poor reason to justify this, according to what the Tudor Enthusiast (n.d.) says, is because the physical appearance of the queen did not please them.

The main objective during their ruling in England was to undo what her father, Henry VIII, had done in 1531. In that year, the king wanted to divorce Catherine of Aragon because she did not give birth to a male child. The Pope and the Roman Church did not allow this to happen. This made the monarch think of a solution, and this was the creation of his own church, the Church of England, and he became the Head of this religious institution, which was then at that time under the government of a Protestant. What Mary I and Philip II wanted to do was to re-establish the relationship with the Roman Church and make England a Catholic country once again. This historical fact took place in 1555. Unfortunately, this period was a cruel and dark time for Protestant believers because Mary I started what is known as the persecution of Protestants, where those who were against Catholicism were burnt. It is said that 300 anti-Catholics died. The intention of the queen was simply to eliminate those who were against her since she believed that only through Catholicism could England become an eminent state. This hate towards Protestantism on the part of the British

queen led to a strong unification of Protestants since Mary I killed many of their followers.

C.N. Trueman (2015) mentions that there was another war involving Spain, England and France before the death of Mary I in 1558. In 1556, Philip II tried to convince Mary I that England had to participate in a war against France. In the year 1558, two facts occurred: Mary I followed the advice that her husband gave her and went to fight with the Spaniards against the French enemies, but it was a mistake, since England lost the battle at Calais; the second fact is that in that same year, Mary I died.

Consequently, Elizabeth I became the successor and heir of the throne of the Tudor dynasty, becoming queen of England.

So far, in this project, allusions to Protestantism and Catholicism have been made. It is known that Protestantism began with Henry VIII in England since he proclaimed himself the Head of the Church in 1531, but what are the basic differences between both doctrines? In Protestantism there is no Pope, while in Catholicism, there should be a Pope, someone considered as a maximum referent of the doctrine. The languages used also differed. For instance, all the events that may happen in a church and the Bible had to be pronounced in English, whereas in Catholicism the presence of Latin was obvious. The figure of God exists in both creeds. However, non-Catholics pray to God in a very personal and intimate manner, without any priest, whereas in Catholicism immoral actions have to be said to the priest in order to be absolved. Another difference having to do with priests is that Protestants do not have to wear traditional clothes, while this is obligatory for Catholic priests, and one last distinction has to do with the ornamentation of the religious institutions in both doctrines. In Protestantism, there is a simple and humble decoration, whereas the predominant style in Catholicism is full of luxury.

All this information about Protestantism and Catholicism is an introduction to a new process dealing with religion that happened during the first year of sovereignty of Elizabeth I. It is the process known as Counter-Reformation of 1559.

According to David Mary (2006), the main gist of the Counter-Reformation is the fact that the Catholic clergy in England refused the religion imposed by the queen. Then, as Head of the Church and of the country, she had enough power to arrest those who opposed her ideas. Nonetheless, there were many who decided to obey the queen. They had in mind that sooner than later, this queen would die or that she would marry a Catholic monarch who would bring back Catholicism to England. Elizabeth I wanted to destroy this congregation of Catholics but what really happened was that many of them left the country and joined their brethren in Spain, France and Flanders.

The article posted by the editors of *Encyclopaedia Britannica* (n.d.) offers a slightly different perspective of the Counter-Reform, more focused on what had previously happened in the continent, since it states that this process began with the Ninety-five Theses by Martin Luther in 1517. Then, the idea that Henry VIII was the creator of Protestantism in England when he declared himself the higher authority of the English Church could be discussed, as he basically followed the course already started by Martin Luther. In other words, according to the author of the article in *Encyclopaedia Britannica*, the basis of all Protestantism is Martin Luther. Indeed, what this author suggests is true, because Henry VIII was appealed by what he read in the masterpiece by Martin Luther, the Ninety-five Theses, and therefore he decided to follow his doctrine in the kingdom. Hence, Protestantism exists in England thanks to the theses, which were adapted to the country by Henry VIII and that were inherited by Elizabeth I in the form of the Counter-Reformation.

This is a summary of how religion was conceived before and during the government of Elizabeth I. It is my intention with this short introduction about Protestantism, Catholicism and Counter-Reform to establish a connection among the three principles given that all of them take place at the moment of history in which Elizabeth I was ruling England.

Particularly, from 1558 until 1583, the relationships between England and Spain during the sovereignty of Elizabeth I were really tense. It is in 1583 that another conflict went off, the so-called Throckmorton Plot, whose leader was Sir Francis Throckmorton and that can be considered as a religious conflict, now that the English Catholics wanted to end with the Protestant ruling of Elizabeth I. At what moment of this plan did Spain participate? In fact, Spain and the Pope provided money for this plot. Nonetheless, the plot was an unsuccessful attempt and ended with a document known as the Bond of Association, whereby those who tried to get access to the throne and kill the queen would be executed. This plot ended with the execution of Sir Francis Throckmorton as a result of his attempt to kill the queen.

The next significant event happened in 1585, it was the beginning of one of the best known events in the history of England, the Spanish Armada, in which Elizabeth I and Philip II are involved. It is useful to remember that the Spanish monarch had been married to Mary I, the Catholic queen and half-sister of the current and Protestant English queen at that time. Thus, it is not surprising that a religious conflict like the one that is going to be explained in detail could happen.

In 1585, Philip II had an objective, which was the invasion of England, raising an Armada. Why did he plan to do so? It is all about religion and justice. In fact, this was a plot more focused on justice than religion, because what Philip II really desired was to claim the post he deserved in England, considering that his deceased wife was the

former queen of the English realm. Then, the plan was as simple as overthrowing Elizabeth I from the throne and allowing Catholicism to be back again. Furthermore, Philip II did not want to occupy the place of the English monarch, instead his purpose was that Mary Queen of Scots, who was a Catholic queen captured by Elizabeth I due to an attempt of murdering, became the one who ruled in England. When the governing of Mary Queen of Scots reached an end, the heir would be the daughter of Philip II, Isabella. In this sense, Catholicism would be the official religion of the country once more.

The man who should have been in charge of the Spanish Armada, the marquis of Santa Cruz, died before it sailed off. Moreover, the person who should continue his plan, the Duke of Medina Sidonia, was not a suitable candidate. Why was the Duke not a proper candidate? Simply because he was not familiar with sea issues, he was just an administrator. However, he had to be in charge of the mission. Meanwhile, Elizabeth I was informed of the plan of Philip II and tried to be prepared for an imminent attack.

In 1588, the Spanish Armada sailed off to invade England. It was a naval attack on the part of the Spaniards. The Armada was formed by 100 ships that would sail to England through the English Channel and would converge with the Duke of Parma with the purpose of creating a more powerful alliance. In an article published by the editors of *Encyclopaedia Britannica*, a different quantity of warships is considered. Particularly, 130 ships.

As has been previously mentioned, Elizabeth I did know the plan of Philip II, which is why members of the British kingdom were located on hills in strategic points of England and Wales just to know when the Spaniards would arrive to conquer their kingdom. When the ships were seen, men used warning lights to communicate that the Spanish Armada had arrived and some of the British men waiting there on the hills took their best horses to inform the queen as soon as possible that the battle was about to start.

The troops of Elizabeth I were guided by Lord Howard of Effingham and Sir Francis Drake, and Elizabeth I went to Tilbury to struggle with the same passion and strength as a man in battle in order to maintain her position and beliefs in her kingdom. The combat took place in the English Channel, the place which also saw the end of the conflict, given that the armament of the British warriors was much better than that of the Spaniards and what is more, the weather was not appropriate. These two facts made possible the defeat of Philip II and his men. This was a surprise for the British because they had never thought that they could be victorious in a war against the Spanish Empire. Consequently, the queen felt proud of her followers and the citizens praised their monarch.

As far as I know, every author has reached the same conclusion in terms of how the naval conflict was developed. In addition, every writer agrees that the Spaniards would have won the battle if they had planned their plot in a strategic way, as the English did. It is true that their armament and ships were much better than those of the Spanish troops. Nonetheless, it can be stated that the defeat of the Spanish Armada was partially a stroke of luck because at that time, it was a difficult task to defeat the Spanish Empire and thanks to the rough weather, victory for the British enemies was closer. In fact, not only did the weather help to achieve triumph, but also the faith in a protestant God.

What has already been explained about the struggle between the Spanish and British armies is what everybody really knows, the description of what happened in that naval battle. Nevertheless, there are some facts that have not been taught in textbooks and that can be interesting for readers.

For instance, as it is known, in England there were English Catholics and Protestants. Concretely, during the combat, five English Catholics betrayed Elizabeth I. Their purpose was to follow the Spanish monarch in his invasion of the British territories, perhaps due to their religious faith. Then, they travelled with Philip II in the ship called *Nuestra Señora del Rosario*. Three of those Catholics from England were able to escape; unfortunately for them, the two remaining men were arrested and sent to the Tower of London.

The end of the Spanish Armada was the beginning of a new battle, the English Armada, which was the response of the British to the attack carried out by the Spanish in 1588. This combat was called the English Armada of 1589. The ones in charge of this counterattack were Sir Francis Drake and Sir John Norreys. When a group of people decide to provoke warfare, they have to establish a number of strategies and objectives to win the battle and consequently obtain a concrete reward. Those objectives constitute an important part of the development of the conflict and particularly, there were three objectives in the English Armada.

During the Spanish Armada, many people survived, but also did part of the armament employed. That is to say, this was a naval conflict and many of the ships belonging to the Spanish Empire were able to escape from the strategists' mind of the British. Then, this was the first objective planned by Sir Francis Drake and Sir John Norreys: extinguishing in the north of Spain any ship that was not in the attack of 1588, so that the British realm could avoid the possibility of, at least, a new maritime attack by the Spanish kingdom.

The second objective has to do, once more, with the figure of King Philip II, who was monarch in Spain, but also in Portugal. The proposal of this second plan was to expulse Philip II from the throne of the realm of Portugal and allow that the

government of the country could be controlled by a Portuguese ruler, the Prior of Crato. Several procedures were followed by Drake and Norreys to achieve this second goal. First, Sir John Norreys decided to locate his forces in Lisbon, and secondly, Sir Francis Drake guided the naval force to the Tagus River. At a given moment, both groups would meet at Lisbon to assault the city, which was still under the Spanish control. Unfortunately, this kind of plot was a fiasco considering that there were many difficulties during the process of the offensive, such as the time spent to arrive in Lisbon (approximately six days). This made the soldiers feel exhausted and unable to do their best in a battle. Another disadvantage was the strategies carried out by Philip II in order to postpone the arrival of the British to his kingdom. Furthermore, the navy led by Drake never joined their British fellows at Lisbon; on the contrary, they stayed at Cascais, a Portuguese city from where the Prior of Crato departed.

The third and last objective was the invasion of the Azores. Here the English Armada suffered the same destiny as the Spanish Armada. Curiously enough, the cause by which both armies were defeated was related to terrible weather conditions. In other words, the Spanish army was partly defeated by a storm while they were fighting against the British at sea, whereas the British army, during the English Armada, suffered exactly the same fate. While they were sailing to the Azores in Portugal, in order to catch the richness of the Indies in possession of the Spanish naval force, a storm surprised them and they had to come back to England.

This was the end of the English Armada. The Spanish army was then stronger, mainly because the latter were able to escape another defeat. This could be one reason why they became the ones who controlled the seas by 1590 and even during the beginning of the 17th. century. Another motive that justifies the empowerment of the Spanish Armada after the defeat in 1588 was the fact that they had collected a considerable amount of silver and gold from the New World. The British desired this fortune, but as has been previously mentioned, a storm avoided their victory and their possibility of increasing the wealth of the British kingdom.

King Philip II took advantage of the victory at sea and taking into account that a high quantity of gold was provided to him after the expedition to America, he decided to repair his fleet.

By 1595, the Spanish ships changed their direction to England, more specifically to Cornwall, where another fight between Catholics and Protestants was taking place. The purpose of this travel to Cornwall was to send ships in order to behold the territories of Mousehole, Paul, Penzance and Newlyn. It is said that the citizens from Cornwall made a prediction of this attack, according to the editors of *Cornwall for ever!* (2019):

> "They shall land on the Rock of Merlin
> Who shall burn Paul, Penzance and Newlyn"

The Cornish inhabitants were right, because this is what really happened. The Spaniards reached the coast and attacked the Rock of Merlin, which is situated at Mousehole. Then, Sir Francis Godolphin, who became aware of the Spanish invasion, decided to inform Elizabeth I of this imminent event. The editors of *Cornwall for ever!* have collected part of what Sir Francis Godolphin expressed in that letter:

> "In my last I wrote my conceived fear for want of more men to defend the new fortification in Scilly yet scarce finished; I rest still of the same mind that it needeth a stronger garrison, for the gathering of these Spaniards seemeth as a cloud that is like to fall shortly in some part of her Majesty's dominions".

Nonetheless, the warning of the English nobleman was not as useful as it should have been, given that they could not prevent the Spanish offensive. The development of this conflict was the following one: 600 Spanish men came to Mousehole and burnt the city as well as the Church located in the region of Paul. Meanwhile, at Penzance, Sir Francis Drake tried to arrange his army in order to protect the area. Then, the Spanish soldiers, once they had attacked Mousehole and Paul, returned to their ships and sailed to Newlyn. Once there, they set fire to every single dwelling. Sir Francis Drake tried to do his best to protect the region of Penzance, but only 12 Cornish soldiers were not a menace for hundreds of Spaniards. Hence, this town was also burnt and once more, the Spanish returned to their ships. Therefore, all these Cornish regions were devastated.

The offensives continued at Marazion and Saint Michael's Mount. This time, Sir Francis Drake found a higher quantity of fellows that were able to defend the domains of the British crown. This was a righteous tactic thought by Drake because he achieved the retreat of the Spanish, as the latter considered that the number of people could make them lose this battle at Marazion. After this event, the British saw their opportunity to attack the Spanish ships but due to weather conditions, the former changed their direction and the latter decided to advance faster.

Practically nothing has been written about the people who died in this religious combat. It is said that the Spaniards killed only four people. This may have happened perhaps because the Spanish wanted to invade all these British domains mentioned before, destroy monuments and even houses but they were not interested in killing the inhabitants, as they thought that probably someday, they could gather an extensive group of Catholics from some of these British areas. Then, those four people who were killed were probably Protestants. A letter to the king of Spain written by Tristram Winslade, a Catholic follower of Philip II in England, in which he expressed his desire of a raid in England, could support this hypothesis, because Tristram Winslade

mentioned the Spanish monarch that he wanted Catholicism to be the official religion of the country. He also told him that he knew many fellows who would be pleased to fight with Spain against the British. One of these men was the same person who warned Elizabeth I that the Spanish naval force was going to assault part of her realm, Sir Francis Godolphin. Thus, the figure of Godolphin can be seen as a betrayer.

Another naval conflict took place in 1595, in which Sir Francis Drake and John Hawkins tried to assault the Spanish enemies at Puerto Rico and Panama. By that time, Spain was a powerful empire, because they had conquered many areas of the New World and obtained many resources from that land such as silver, gold and nourishment. Therefore, the intention of the British when they decided to invade the Spanish territories in America was to surprise them and destroy what the Spanish had conquered in areas like Portobelo, a city located in Panama. Unfortunately for them, the Spaniards were better prepared mentally and in armament and could defeat the British. Therefore, the expedition of 1595 was once more a failure and according to what Wes Ulm (2004) suggests, this naval conflict was one of the worst planned invasions organised by the English.

The editors of *BBC history* (2014) suggest that it was in Portobelo that Sir Francis Drake and John Hawkins died in 1596. Then, both made their last offensive against the Spanish in American lands. Sir Francis Drake died of dysentery and John Hawkins died of unknown causes and their corpses were buried at sea. However, *Encyclopaedia Britannica* presents a different idea, suggesting that John Hawkins did not die in the same year as Sir Francis Drake, but in 1595, and the place where he died does not coincide either. According to this second article, Hawkins died in Puerto Rico. What is true is that both articles coincide in the fact that the causes of his death are unknown.

In 1596, the combats at sea between England and Spain continued. After the failed attempt by the British to collect the treasure obtained by the Spaniards from the New World, the English, together with the Dutch navy, planned another maritime offensive. This time, the epic scene was developed in Spanish lands, concretely at Cadiz. While at sea, the English and Dutch destroyed two Spanish galleons and two of them were captured. In addition, the Earl of Essex ordered his men to plunder Cadiz but they were not able to get one of their main objectives, which was the capture of ships that belonged to wealthy merchants. This fact made possible the scuttle of the Spanish fellows.

Besides, there was another important figure controlling the situation apart from the Earl of Essex, Lord Howard of Effingham. There was a dispute between both leaders because the Earl of Essex wanted to take Cadiz and make it part of the British realm whereas Lord Howard of Effingham desired to put an end to this fight. Instead,

he desired to come back home with the rest of the British combatants and with the booty obtained from the two seized galleons. Hence, this battle ended with the retirement of the British after having set fire to the Andalusian city.

In the year 1597, a different Anglo-Dutch war on Spain was initiated. Elizabeth I chose three new men in charge of this expedition: Robert Devereux, who did not have any experience in naval conflicts, Walter Raleigh, a seasoned sailor, and Thomas Howard, who was a relative of the supreme leader of the British fleet in 1588.

Up to this point, it is convenient to state that not too much information can be found easily about this war, according to what Rodríguez González (2017) suggests. Then, the events of this battle are explained in a manner consistent with what historians were able to transmit to the audience about this specific issue.

As has been previously mentioned, there were three relevant figures from England preparing an assault to the Spanish realm and each commander had their own fleet. In other words, the three British leaders mentioned above were the captains of three ships: the Merhonour (that was replaced by the Repulse), Warspite, and Lion, respectively. In addition, not only were the ones ordered by the queen to attack the possessions of the Spanish kingdom obliged to fight for the British crown, but also many followers offered themselves as volunteers. Nevertheless, it is not clear whether those helpers were interested in fighting to make the Catholic believers vanish and praise the queen or in taking advantage of the situation in order to obtain a considerable amount of the precious Spanish booty (the one collected in America). Apparently, they were more interested in the latter, becoming rich. Moreover, the author of the article also affirms that the total amount of people who fought in this combat was approximately of between 20 and 70 ships, with 500 soldiers.

Now, those were the English combatants. However, it is said above that it was an Anglo-Dutch war against Spain. Therefore, it is time to present who were the ones who supported the English in this attack. Jan Van Duyvendoord, in charge of the ship called Orange, as well as 25 transport vessels, composed the Dutch allies.

This maritime adventure did not have a suitable beginning because a storm destroyed the ship controlled by Robert Devereux and consequently, the ship had to be replaced by the one called Repulse. When the ruined galleon was repaired, both ships were ready to set sail again. Unfortunately, again, due to inappropriate weather conditions, both galleons were devastated and were obliged to come back to port. Hence, taking into account that the most powerful fleets in possession of the British sailors were not in proper conditions, as well as the vessels, ships, and even the people in charge of these less significant naval forces, could never be a menace for the enemies. However, experts in naval history do not provide information of the

destruction of these unimportant ships or the deaths of those who were controlling them.

Once Devereux, who was situated in Ferrol (Galicia), had his naval force ready again to set sail, he decided to navigate to Lisbon and block that area. Afterwards, Walter Raleigh sent him a message where he warned his partner that his fleet had abandoned their position without a previous order and that the Spanish Armada located at Ferrol had set sail to Azores, in order to protect the booty obtained in America. This message was the key to stop this attack, considering that their main purpose was to steal the gold and silver from the Spanish but they could do nothing if the booty was protected on purpose. Nevertheless, although this was fake news Devereux and Raleigh decided to return to Portugal.

As Sir Francis Drake had done in 1589, neither Devereux nor Raleigh followed the norms provided by the queen. Otherwise, they organised the plot as they pleased. Conceivably, although disobeying the queen's orders could be a factor that accelerated the defeat in a war, the loss in this situation has to do mainly with fate. Consequently, their new purpose was to search new treasures in other areas.

Afterwards, what the British and Dutch sailors did was to disembark in small villages of the Portuguese isles. They had established two goals: firstly, the arrival at these Portuguese territories with the idea of providing themselves with food and drink, in order to survive, and secondly, they wanted to spend there some days to observe the horizon in case the Spanish galleon, inside which a fortune was kept, could be perceived. In this way, the British and the Dutch could have again the opportunity to seize the luxury ship.

While the Anglo-Dutch war against Spain was taking place in 1597, there was another important Spanish figure, now a largely forgotten character: Don Juan Gutiérrez de Garibay, whose life was developed at sea and belonged to that huge and powerful watercraft full of gold and silver, deserves attention for the events that are explained here briefly.

He was brought up in Medina del Campo (Valladolid, Spain) and he grew up in a humble environment. Once he became an adult, he decided to become a soldier fighting against the French and the native Indian people. Afterwards, his life at sea began. In 1571, he was a mere sailor in a ship that set sail to the Americas. Later, he became a sergeant. In only one year, he was a midshipman and by 1581, he was awarded with the title of Captain at Sea and in War.

Additionally, he was also a character taking part in the Armada of 1588 because he was the captain of the galleons from Castile. In the 1590's, Garibay became the admiral of the watercraft whose objective was to sail to the New World. Concretely, in

1595, this admiral protected the territories belonging to Spain in America from the violent attacks of Sir Francis Drake and John Hawkins in a ship which was baptized as the Assistance Spanish Armada. Unfortunately, a storm damaged the vessel and obliged Garibay to anchor in Puerto Rico, so that the ship could be repaired. Before the reconstruction of the ship, the English arrived in Puerto Rico and as well as their Spanish enemies, their boats were partly destroyed. Anyhow, they did not lose the opportunity of defeating the Spaniards. On the part of the Spanish, they did not doubt either to assault the vulnerable British soldiers. This time, the Spanish won the battle by killing and capturing many soldiers, as well as several boats belonging to the British.

Then, in 1597, due to his success, he became Captain-General of the fleet that set off to America. At this moment of history, Devereux appears again in scene. Therefore, the British and Dutch soldiers were located in Azores, full of weaponry and eager to erase any Spanish presence. Garibay was an intelligent leader and decided to avoid this confrontation, taking into account that the British were not alone, because the Dutch were supporting them, and Garibay thought that there was a high percentage of probabilities that they would be defeated by that imposing alliance. Hence, the plan of the Spanish captain was to change the direction to Angra, in Terceira (Azores). The Anglo-Dutch alliance was able to reach the Spanish enemies and tried to attack them, but once more, the Spanish strategies and resources were more powerful. Finally, the British and the Dutch suffered another defeat due to the weather conditions and the offensive of their enemies.

When Garibay was informed that the alliance of the enemies changed their direction, the captain saw clearly his plot. Garibay would follow them and would prepare an unexpected attack, taking advantage of the fact that the British and the Dutch were devastated because of another lost battle and, as has been said, it would be much easier to win a fight in which the opponents are vulnerable. Unluckily, only one member of the English part of the alliance was supervising the area and as he was alone, he could not face the adversaries. This man was called William Monson, a vice admiral. His plan was to entertain the Spanish assailants while he threw cannon shots so that the rest of the company would meet him to fight against the Spanish, but nobody responded to his warnings and therefore the only solution was to give way to the Spanish congregation. In this way, Garibay humiliated once more an immense group of people and armament.

This was the end of these continuous clashes at the time between the British, the Dutch and the Spanish at sea. Subsequently, Garibay came back to Spain, specifically to Sanlúcar, Cádiz. Rodríguez González (2017) offers a balance of the total number of ships employed in 1597 by both armies, and the quantities are extremely positive for the Spanish soldiers, as they are expected to be: on the one hand, the

British and the Dutch were able to mobilise only 150 ships. On the other hand, the total of ships forming the Spanish army was 235. For all these data provided here, the figure of Don Juan Gutiérrez de Garibay is a character that deserves attention, as was said above, because in a short period, he attained success and the pride of having overcome the British and the Dutch armies. In fact, until the end of his life in 1614, he continued as the head of many fleets whose main goal was the search for treasures in the New World.

Consequently, Robert Devereux and his crew had to go back to England and face the disappointment of the English population and, what is even more important, the dissatisfaction of Elizabeth I. As is already known, the queen had sent this soldier to fight and defend England, hoping that they would achieve glory. Moreover, Elizabeth I spent too much money and resources on these expeditions and she did not receive anything in exchange. In addition, not only did England lose money and resources, but also many human beings, that is perhaps the worst loss a country can suffer. Another reason for her disappointment is the idea that those who were chosen by the queen to be in charge of the different expeditions did not follow the steps suggested by Elizabeth I. Therefore, they got only humiliation and loss.

When Robert Devereux came back to England and had a meeting with the queen to talk about all the events that had taken place, it is easy to imagine that their words could not have been very polite. Nonetheless, after the possible argument, Elizabeth I allowed Devereux to continue his adventure in Ireland. Besides, this could probably be the last order of expedition the queen established, considering that the year of her death (1603) was too close and taking into account that she did not have any children, a new successor had to be elected and this was James I, also known as James VI of Scotland.

3. Methodology

After this presentation of the first part of the theoretical framework about British and Spanish monarchies and all the events that connect both dynasties during the 16th. century, attention is going to be paid to a new section, which is a more detailed analysis concerning the objectives and the evaluation criteria followed by any educational institution according to the educational laws established by the Spanish government.

This project focuses on the learning of a second language through the teaching of a subject. To be more specific, many bilingual schools in Andalusia, Spain, have established certain goals with regard to the use of English in the classroom. One of their main targets is to achieve that their students have a suitable level of English. For

instance, students in a bilingual school are taught subjects like Science, Physical Education, Music, etc., in a foreign language or, as is the case of this project, learners can study the subject of History in English.

Particularly, the concept that we are talking about is CLIL (Content and Language Integrated Learning). In the book *CLIL in Spain. Implementation, Results and Teacher Training,* the editors David Lasagabaster and Yolanda Ruiz de Zarobe mention that, according to professor Hugo Baetens-Beardsmore, CLIL can be described as the "growth industry of educational linguistics" (2010: vii), due to the popularity of this modern methodology. This term was first established in the year 1994 in Europe, according to what María Martínez Adrián (2011) suggests. A short and precise definition of the concept could be the learning and teaching of the contents of a given subject of the curriculum in a foreign language, as well as the learning and teaching of that foreign language, which is usually English. This means that by teaching the subject of History in English, students do not only learn the different events, conflicts, how life was, politics, culture and society in general during the 16th. century in England and Spain, but they also learn the grammar, vocabulary, pronunciation, and even they can practice the four skills of the English language: Speaking, Reading, Listening and Writing. Moreover, there are two more skills that are becoming popular these days at schools and that must be put in practice, which are Interaction and Mediation. In addition, many of these skills are going to be trained in the teaching proposal. Therefore, the use of CLIL at schools has two main goals. On the one hand, the teaching and learning of the contents, and on the other hand, the teaching and learning of English.

Nevertheless, the origin of CLIL is not as modern as it seems, considering that the first use of this learning procedure started with the Akkadians in Mesopotamia, during the ruling of Sargon the Great (2334 to 2279 B.C.). These people conquered the inhabitants of Sumer. Surprisingly, the Sumerian language was used to teach the invaders contents related to religion and the study of the flora and fauna. Then, the Akkadians were receiving instruction in a non-native language. This is a good example that justifies the definition and origin of CLIL.

In order to have a more complete vision of this learning and teaching procedure, it is convenient to mention some of its peculiarities. According to what Martínez Adrián (2011) suggests, CLIL is characterized by the following:

a) The language used is the foreign one (L2).

b) Students do not have a native level in the L2.

c) Teachers are qualified for teaching a subject in English.

d) The contents of the curriculum in the L2 are the same as those offered by the L1 curriculum.

e) CLIL is focused on the classroom culture of the L1 students.

After the data previously provided, there is a clear and general vision of what CLIL is about. As is going to be explained in the following section, this project has been designed taking into account the situation of bilingual schools in Andalusia. Therefore, it is necessary to clarify how CLIL is used in this region and what its current situation is.

María del Mar Pérez Crespo (2015) mentions that CLIL was first established in Andalusia in the year 2005. Then, since the year 2005 until the present day, the CLIL programme has been used in bilingual schools all over Spain and particularly in Andalusia.

Recently, there has been a study called "The annual programme of a bilingual project" (Programa Anual del Proyecto Bilingüe), published by the high school *IES Alba Longa* (Armilla, Granada) in the years 2017/2018 that explains how CLIL is developed. Thus, this can be a proper example to have a clear vision of what the objectives and methodologies of CLIL in Andalusia are.

According to *BOJA* (Official Bulletin in Andalusia), order 28th June 2011, art.11, materials and resources adapted for each subject of the Spanish curriculum that are taught in English need to be created by each teacher or can be adapted from those that the Ministry of Education and Culture offers to teachers of bilingual schools.

Another characteristic of CLIL in Andalusia is the fact that the entire theoretical framework explained in the L2 should appear in the Spanish curriculum. In other words, the contents explained in English should coincide with what is taught in England and Spain in the subject of History in the corresponding academic years.

In each bilingual subject, it is important to clarify the idea that the students are learning from a CLIL perspective (Content and Language Integrated Learning) and they should know which are the methodologies and innovations that make the teaching and learning of subjects following the CLIL procedure different from those subjects that are not taught and learnt in English.

One of the most important characteristics of CLIL is the use of another language different from the native one. In this case, the use of English in the classroom forces students to improve their communicative skills in a foreign language. Besides, the written skill is also taken into account, although students practise the oral skill in a higher scale.

CLIL also integrates attention to diversity or attention for those students who need special help with the learning of specific contents of concrete subjects. Then, the

materials, methodology and evaluation criteria should be adapted to the level of the students. The idea is that the contents explained and the activities proposed are the same for both kinds of students: those who need extra help and those who do not need special attention. The only difference is that the material and contents do not have the same level, considering that they are adaptations with a lower level of difficulty.

In connection with the idea of the complexity of the materials depending on the necessities of the students, a well-known diagram will next be presented here. It is Bloom's Taxonomy. In *Planning for CLIL. Designing effective lessons for the bilingual classroom,* the editors Josué Llull, Raquel Fernández, Matthew Johnson and Eva Peñafiel define in a short and clear way the purpose of this taxonomy. They state that it is "one of the most used graphics to distinguish the level of difficulty of the activities in any learning process" (2016: 52).

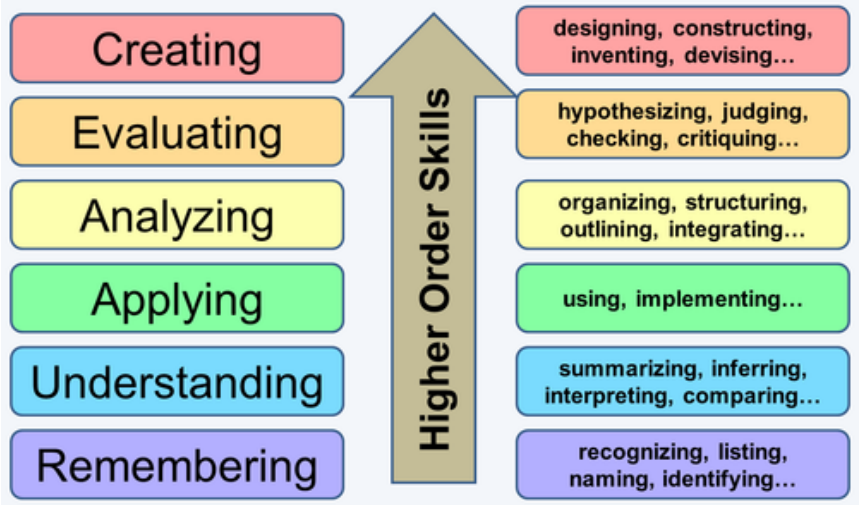

Figure 1. Bloom's Taxonomy (S. Brande: http://ezsnips.squarespace.com/blooms-taxonomy)

The last objective of CLIL in Andalusia has to do with the current use of the L2 in the classroom. According to what is established by the Law, a 50% or a 100% of the lessons are going to be conducted in English. Therefore, the use of the L1 is also possible in bilingual schools.

Our next step is to mention how CLIL is employed in lessons or the methodology of CLIL at schools.

The first task that a teacher has to take into account at the beginning of an academic year is to make students remember the contents that they already know about a subject, and once learners are situated in a given context they are ready to receive new input. However, this activity of remembering theoretical aspects is developed in English. Therefore, students are remembering and learning contents of a given subject and at the same time, they are remembering and learning aspects of a foreign language, they are gathering that information. Consequently, the responsibility

of the teacher with regard to the teaching of a subject is higher than that of a teacher who has to explain in Spanish. The reason of this has to do with the idea that a clear connection has to be established between the previous contents and the previous knowledge of a language (how to create coherent grammatical structures in English) acquired by students, so that the teacher can accelerate the process of teaching new contents to the learners.

A way of transmitting the input to the students is through a varied range of dynamic and innovative activities, because the main goal is to achieve a complete assimilation of the contents by the students. Hence, learners need to have a suitable level of English, so that they can follow the lessons in English. Furthermore, the teacher is not the only one responsible for the transmission of input in English, but the students themselves, considering that they have to practice the use of L2 in the class and outside the classroom if they want to acquire a higher level in English.

In "The annual programme of a bilingual project" (2017/2018), several ways of transferring the input to the students are presented. For instance, through the use of images, Power Point presentations, ideas written on the whiteboard (brainstorming exercise), videos, songs, group work (creation of a project), textbooks or photocopies, posters, etc.

Something that is also important to take into account considering the teaching of a subject in the L2 is the fact that the teacher should not only be familiar with the specific vocabulary of that subject (glossary related to wars, monarchies, politics, religion, etc., as is the case of the vocabulary that is used in the theoretical framework of this master's dissertation), but also with the verbal system of the English language and other linguistic aspects. Therefore, the History teacher, together with the language teachers and the language assistants, are expected to solve any uncertainty related to the language and to the contents.

Moreover, in case that a textbook is used in the lessons, the teacher has to consider if the level of English of that textbook is similar to the level of the students. The same could be said about the photocopies or extra material that the teacher desires to deliver to the students. To sum up this idea, any educational material has to be adapted to the current level of the learners.

Some of the strategies used for a better understanding of the new input in the L2 can be deducing the meaning of a text from the context, guessing the meaning of a word by the interference of the L1, finding the main idea of the text by skimming or scanning, recognising the type of text (essay, article, letter, etc.,), the audience to whom the text is addressed and identifying the structure of the text.

With regard to the oral and written output produced by the students, it has to change progressively. This means that during the first stage of Compulsory Secondary Education (1st. and 2nd. *ESO*), the information transmitted by the teachers and processed by the students in English has to be informal. The vocabulary and the tasks during these two years at school should have a moderate level of difficulty. In addition, teachers may help students to guarantee a good comprehension of any material explained in English, for instance, using visual aids or giving the learners some clues.

When students are in their second stage (3rd. and 4th. *ESO,* and *Bachillerato*), the difficulty of the input may increase, given that it is supposed that during these years, the level of the learners in English should be much better. Therefore, the aid of the teacher is perhaps not necessary, or at least, not at the same level as in the first stage of Compulsory Secondary Education.

The general objectives of CLIL in Andalusia have already been exposed. Now, it is interesting to mention what the objectives of CLIL in the classroom are, what the current situation of CLIL in the classroom is or how the teacher works with CLIL.

The person in charge of writing the objectives of a given CLIL subject is the teacher. Then, the high school teacher should think about what are the skills that the students should dominate, and the contents that they should have learned by the end of the year and the tasks the learners have to fulfil in the L2. Once the objectives have been established, the teacher must present them to the students in a simple and organised way (for example, using a table), so that they have a clear idea of what must be done in order to obtain a good academic mark.

Apart from the oral tasks, another type of activities that the students have to do is writing texts in English. For instance, in the teaching proposal there should appear some writing exercises like short essays about a given event about the British and Spanish relationships during the 16th. century. Hence, in order to do a writing task, the teacher has to offer previous information, such as the different texts that exist in English, the structure of each text, the different linkers that the teacher can use to connect sentences, examples of written texts by other students, etc. Moreover, as has been mentioned before, the complexity of the activities should be adapted to the level of the students (easier exercises in the first stage and more complex tasks as students are closer to the second stage at high school).

Once the teacher has organised and informed the students about the objectives of the academic year, the next step would be the creation of the evaluation system, how all those objectives are going to be evaluated:

a) First of all, the CLIL teacher is the only one who can establish the evaluation criteria and has to take into account the four basic skills: Speaking, Listening, Reading

and Writing and if it is possible, the teacher should also incorporate the new skills: Interaction and Mediation.

b) The linguistic competence of the students is going to be evaluated according to the *Common European Framework of Reference for Languages*. This programme, established by the Council of Europe in 2001, presents the language skills in six levels: A1, A2 (Basic level), B1, B2 (Intermediate level), C1 and C2 (Advanced/nativelike level). Additionally, these levels are organised in 'can-do' descriptors, or skills that the students are able to achieve or that are difficult for them. Furthermore, students of the 4th. year of Compulsory Secondary Education should obtain a B1 level and students of the last year of Non-Compulsory Secondary Education (2nd. *Bachillerato,* or A Levels, as is the case of this project), may reach a B2 level.

c) The evaluation of the objectives is more important than that of the oral and written production of the students in the L2. This means that the mistakes that learners make when speaking or writing in English will not affect negatively their final mark.

d) Only the linguistic competences that the students have been able to achieve by the end of the academic year are going to be evaluated. In this way, the objectives that learners have not been able to get will not be taken into account, so that the final mark of each student is not negatively oriented.

e) The contents explained by the teacher will be exclusively evaluated in the L2.

f) Each student has to show what he/she has learnt throughout the year by fulfilling tasks related to the Speaking, Listening, Reading, Writing and if possible, Interaction and Mediation skills.

To conclude with this evaluation section, it is convenient to remember that the main objective of the evaluation is to contribute to a better academic and linguistic development of students. In this way, the teacher can have a clear vision of what the strengths and weaknesses of learners at schools are, and consequently the teacher and the students have the responsibility of highlighting the most difficult areas of study, so that learners can improve their marks.

What is more, something that is very significant is the idea that all the objectives must have a connection with the tasks the students have to do in the classroom or at home. Otherwise, if the objectives do not coincide with what is taught in the classroom, the criteria determined for the evaluation process will not coincide either. Therefore, there should be a balance between objectives, contents, tasks and evaluation criteria.

A good way of evaluating the work done by the students is by using tools like rubrics, exams, self-evaluation exercises or final projects in groups, among other resources.

In fact, there are two ways of doing the evaluation, and for each type, different tools can be used. On the one hand, teachers can evaluate what students have learnt by doing oral and written exams periodically. On the other hand, if the teacher wants to evaluate how the students learn the contents, the high school teacher can use rubrics in order to evaluate the production and presentation of projects in pairs or in groups, he/she can also pay attention to classroom observation, to the fulfilment of a final task, to self-evaluation exercises, etc.

To finish with the general definition and the current situation of CLIL in Andalusia, reference to the use of digital tools has to be made. Nowadays, the Information and Communication Technologies (ICTs) are very common in any educational institution, because they are useful to contribute to a more dynamic way of giving and receiving information. Moreover, ICTs allow teachers and students to make a quick research of information about diverse topics. Therefore, the schools today are fully equipped, given that in each classroom there is a computer with access to the Internet in case the students have to work together to do group work or if the teacher wants to complete the theoretical explanations with online games or activities that are projected on the whiteboard. Perhaps the only disadvantage of ICTs is that sometimes there is not a proper access to the Internet and the activities prepared for that specific day cannot be done. Then, one possible solution should be postponing the exercises for the next day.

Nowadays, many teachers have the possibility of using the CLIL methodology in Spain. However, this current way of instruction may have its advantages and disadvantages. In the following pages, the opinions of different writers about the use of CLIL in the classroom are going to be presented.

Wendy Arnold (2010) states that the teaching of a subject in a non-native language could be considered as a challenge, given that there is not a perfect use or domain of the language by the teachers and by the students. Then, this fact could be classified as a disadvantage of CLIL methodology. Besides, the teacher has to pay attention to a correct transmission of input or the contents of a given subject and he/she has to make a correct use of the language. This last idea cannot be considered as a disadvantage, but as a challenging task.

Hence, the teacher may have to take into account the teaching of contents and the teaching of a foreign language. In the same way, students are also making an effort when they are trying to understand the theory explained by the teacher in another language. Although this last idea can be considered as a disadvantage, considering that

the teacher and the students have to pay attention to the teaching-learning of contents and the teaching-learning of a language in a non-native language, it is in fact a great advantage.

However, Wendy Arnold also suggests that the input transmitted to the students is more important than the practicing and learning of English. According to her, the English language is just a mere tool used in the classroom to acquire knowledge about a specific school subject. Thus, she thinks that the main objective of CLIL is not the learning of English. However, this is not something real, due to one goal of this methodology being to enhance the level of English by teachers and students.

Oliver Meyer (2010) offers another disadvantage of CLIL. He affirms that although CLIL is very popular nowadays, there is still a long way to reach perfection in this area. There are two main problems here: on the one hand, many teachers do not have the expected level to teach a particular subject in English and on the other hand, there are not enough materials and methodological resources to develop CLIL lessons. To solve this obstacle, Meyer writes about the 4Cs-Framework presented by Coyle, who establishes the main principles of the method. He states that if teachers follow these principles, they will be able to find or to create the materials and resources needed to reach success in the CLIL lessons:

a) Content: it is connected to the idea of acquiring new information explained by the teacher and the strategies used by the learners to understand the new knowledge.

b) Cognition: it has to do with the processing of information. In this stage, students have to interpret the new knowledge.

c) Communication: the use of the language is obligatory in the classroom, because it is the main tool used for the transmission and reception of input.

d) Culture: in a CLIL classroom, the presence of two languages is clear (Spanish and English). Spanish students are familiar with the culture of their country. Nevertheless, Spanish students do not know many cultural aspects of the English speaking countries. Then, it should be a good idea that teachers complement their teaching process with cultural notes related to the English language.

Meyer also remarks the fact that there should be a balance between the materials or the textbooks used by teachers and Coyle's 4Cs-Framework. Otherwise, the CLIL methodology will not have the expected success. According to him, this was exactly what was happening in 2010 with CLIL methodology: lack of materials, resources or activities, and this was clearly a disadvantage. For example, he comments that according to a research, in many classrooms, the oral skill is not practiced at a high level. Thus, if there is lack of communication, the transmission and reception of input is nonexistent, or at least very difficult to achieve. Additionally, according to another

research, many students, when writing, make mistakes that do not correspond to their current level. Thus, the teacher and the students should make an effort to attain the corresponding level of English.

Consequently, CLIL teachers need to organise a plan and create materials that help them to prepare themselves for a CLIL lesson, and to help their students to enhance the understanding of contents and their improvement of the use of English. Meyer recommends CLIL teachers to plan their lessons paying attention to the CLIL-Pyramid if they want to present their students an organised and well-planned CLIL lesson. What the following image wants to indicate is that the 4Cs-Framework is fulfilled when teachers decide to follow the diagram below. Otherwise, the CLIL methodology will not be successful.

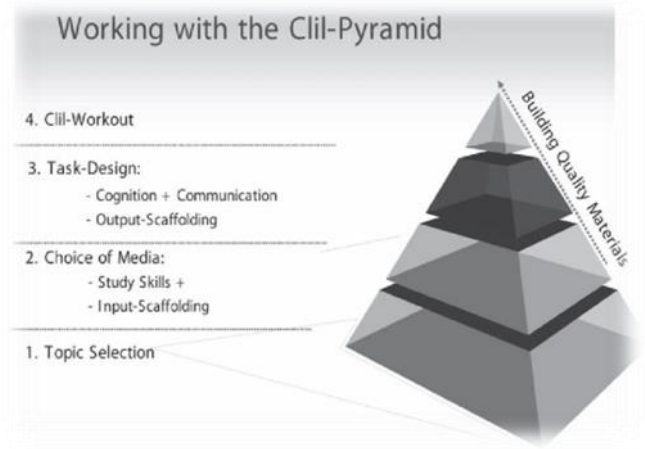

Figure 2. Working with the CLIL-Pyramid (Meyer, 2010 https://www.researchgate.net/figure/The-CLIL-Pyramid-C-Oliver-Meyer_fig1_47734355)

With the insertion of figure 2, some of the peculiarities of CLIL have been exposed. In the following pages, the parts that are going to be explained have to do with the advice and obstacles that teachers have to take into account when they are involved in a CLIL programme and when they are in charge of teaching, concretely, History in English to the students.

The University of Cambridge published in 2011 a short guidebook called *Teaching History Through English – A CLIL Approach* to conduct the teachers to plan the lessons of the subject of History in English. Firstly, they should guess what their students know about the historical event. The teachers recognise the fact that their students know many facts about History; the main obstacle is the use of the language. In other words, in the L1, students are able to explain many details about past events but for them it is not so easy to express their ideas in the L2. Therefore, the best solution could be to start with a brainstorming activity in the L1, but only when new ideas for students are going to be presented.

Furthermore, the teachers have to organise the input and output. The input alludes to the information that the teacher is going to provide to the students. Then, the teachers should think about the way in which all that information and materials are going to be presented (in writing, orally, for a whole class, pair work, etc.). The output is the production of the students and how they are going to communicate their production to the teacher.

Waiting time is also very important in a CLIL programme. It refers to the time that the teachers should give to the learners to answer a given question. In a hard subject like History that is taught in the L2, extra time is very useful for those students who may have difficulties in using a foreign language in the classroom. In this way, they can assimilate the new theory and think about a convenient answer.

This brief guidebook also recommends that the learners work collaboratively. In this subject, it is significant that students work together so that the comprehension of input could be acquired efficiently. For example, in pairs, they can ask each other questions with short answers about a given period of history and then, they would share their conclusions with their classmates or even they can create an investigation project in small groups and present the results in class. The purpose of these kind of exercises is to check that the students are processing the input that the teacher is giving them.

As has been previously suggested here and in previous pages, it is a challenge for students to express their ideas in the L2. Therefore, the teachers should provide scaffolding (linguistic strategies that allow the students to express their knowledge). For example, it is advisable that the teacher writes some key expressions on the whiteboard that students may need to use in the questions and answers activity. This is the main aim of scaffolding: guiding the students in order to promote a correct use of the language.

The inclusion of the subject of History in a CLIL programme can be a demanding task both for teachers and learners if the following considerations are contemplated:

a) The teachers need to find historical information from reliable sources.

b) The teachers should be careful with their pronunciation and check the glossary of each unit in case there are some new words.

c) The teachers should have a proper use of English. That is to say, they should know which structures have to be used when asking, sharing ideas, clarifying doubts, etc.

d) The teachers need to feel confident of their knowledge of History and of English. They should be ready to teach and prepare their students for the subject of History in English.

e) The teachers should know how to adapt the information and the materials for the students depending on their levels or ages, and if possible, the data should be as original and attractive as possible.

f) The learners immersed in a CLIL programme for the first time need specific support with the input and the tasks. In other words, the rhythm of each student in the learning process is very different and to solve this difficulty, the teachers have to make use of techniques and resources that are adapted to the necessities of all the students.

Another aspect that teachers have to bear in mind is what the areas that have to be covered in a CLIL programme in the subject of History are.

First, the teachers should establish clearly the body of the subject. They have to think about the contents they are going to teach (Hispano-British relationships between 1522 and 1603, in this particular case), the questions they want to ask the students, the activities that the students have to do as part of this teaching proposal, what they are going to learn with this proposal that they did not know before, etc. That is to say, the teachers have to plan their lessons, including the objectives, the methodology, the activities and the evaluation criteria of the subject before the starting of the course. Needless to say, the level of difficulty of the activities or questions that the teachers have prepared for the lessons should be progressive, because it is advisable to start with simple or easy questions, just to refresh the contents that the students already know about the history topic and then, more complex exercises and questions can be proposed in order to develop other skills, like formulating hypotheses and establishing relationships between the already known theory and the new contents.

Communication is an essential tool in CLIL because the use of the L2 is obligatory. Then, the teachers have to invent activities to force the students to work in pairs or in small groups to discuss and share different opinions about historical issues in English. These kind of exercises can be long or short. For instance, a short activity could be filling in a timeline with the most important events during the 16$^{th.}$ century, whereas a long exercise could be a reading comprehension task about the Spanish Armada. Anyway, the activities of this didactic unit are going to be developed in more detail in the next section.

In the planning of the body of the subject of History, the teachers should also consider the cross-curricular aspects, which explain the relationship between some subjects of the curriculum. For instance, in the case of History, it can easily be compared with Geography, given that the teachers can show the students a map where they can see all the battles that took place between England, Spain, the Netherlands and France in this period. In this sense, the cross-curricular element or the

connection of two subjects of the curriculum is clearly established: the historical theoretical framework with a geographical approach.

Sometimes, when teaching, the teachers may need a support just to help themselves to follow a concrete order or to aid the students to assimilate the contents in a more attractive way. In order to get this idea, the teachers can complement their explanations (that is the fundamental base of any subject) with pictures, diagrams, translations, a computer, etc. According to the study made by the University of Cambridge (2011), the students consider the explanations of the teacher the most important resource to learn the contents of a given subject in English. The second most useful resource is the translations of the texts or the glossary of the unit, together with the use of pictures.

Thanks to the previous advice and considerations for planning the contents of a subject following the CLIL methodology, the teachers can be versed in how CLIL is used in the subject of History in English and how to teach this subject in the L2.

Nowadays, many schools have a bilingual or multilingual programme which integrates a CLIL methodology. At the beginning, English and French were the only languages used in the classrooms (bilingual plan), but nowadays other languages are claiming their position, because more and more people are learning modern languages like German or Chinese. Then, when more than two languages are taught in a classroom (English, French and German), allusion to multilingualism is made. Therefore, bilingualism and multilingualism could coexist in our society.

This master dissertation is based on a bilingual education setting. Then, it is convenient to offer the general characteristics of this programme, such as the objectives and the pros and cons of a bilingual education. These are the objectives:

a) The theoretical framework of a given subject will be exposed in the L2, preferably English.

b) The methodology is based above all in learning through interaction, although the presence of the written skill should also be prominent.

c) Development of the linguistic competences in the L2.

d) Development of the metacognitive skills of the learners.

e) The learners will use the language in different contexts and registers.

f) The students will develop their mental flexibility through processes of analysis and observation.

g) The students will be aware of the culture and the society of some regions in the UK, with the purpose of establishing a comparison between their own culture and that of other countries.

A bilingual project offers trustworthy characteristics, but this does not mean that there are no disadvantages. Thus, a list of pros and cons of a bilingual programme will next be presented, starting with the advantages:

a) Those who have the privilege of taking part in a bilingual programme can acquire new knowledge about a foreign language and the culture of the country or countries where that language is spoken.

b) With a bilingual project, the students improve their literacy skills, because they tend to read, translate and write frequently many texts in the L2. This makes them become familiar with the language almost to the same extent as the L1.

c) The fact of knowing more than one language can be very beneficial to get a better position professionally in the future for the students.

d) A great advantage of being bilingual is the idea that the brain is already adapted to receive new knowledge about the process of learning languages. Then, the fact of learning a third or fourth language is not an obstacle.

e) A bilingual student also has the opportunity to learn and produce new sounds to articulate words in a non-native language.

f) A bilingual plan particularly rewards those students who have a special ability for learning languages, because they can receive and keep the input in a quicker and easier way.

g) The capacity of memorising input can also be improved with a bilingual programme, since a notable amount of words in glossaries, grammar structures, phonetics and phonological transcriptions and the pronunciation of the lexicon of a foreign language have to be learnt in combination with a period of exposure to the language to guarantee a suitable assimilation of input.

h) According to several studies, it is proved that those who learn more than one language tend to be less anxious and, as is expressed in g), the possibility of suffering mental diseases in the long-term future can be reduced due to the fact that the brain is constantly working during the learning process.

The following list deals with the disadvantages that can be found in a bilingual project:

a) This project may not have the expected result, if there is a group of students who are not interested in learning a language and its culture.

b) According to research, there exists the probability of paying less attention to other subjects of the curriculum, when students are learning a language. This fact can provoke a decrease in the academic results of these students.

c) Unfortunately, not every institution and not all teachers are well qualified for teaching a language because they lack some important elements, like a good pronunciation, suitable materials, well-equipped classrooms, etc.

d) One of the most important disadvantages is the cost of promoting a bilingual programme. Although nowadays more and more schools are adopting this project, not every institution has the opportunity of offering their students a bilingual education, due to the expense that it implies.

e) Some students may consider useless the fact of learning more than one language because they think that with a common language they can communicate with many people around the world. This is the case of a lingua franca. For instance, these students may think that they do not need to learn English, given that they know that if they travel to an English speaking country, Spanish is spoken by other students because they are learning that language at school or because in the tourism industry, there are qualified employees that know how to speak several languages, including Spanish.

f) Some schools interrupt the bilingual process when students finish their Compulsory Secondary Education degree. A bilingual project has to be continuous, because this is the only way to guarantee an appropriate acquisition of input. In other words, if a language is not spoken, it is probable to forget it.

g) Although students are immersed in a bilingual programme, they may have difficulties to learn some aspects of a new language and if this situation is combined with problems to study other areas belonging to other subjects of the curriculum, this can affect the academic efficiency of the students.

So far, the general characteristics of CLIL in Andalusia, how CLIL is used, and some advices to teach the subject of History in English with this methodology, together with the pros and cons of CLIL, have been explained in detail in this section.

To put an end to this section and to introduce the next area regarding the presentation of a teaching proposal, an example of an authentic History textbook (online version) used in a bilingual school in 3rd. *ESO* is going to be shown.

The importance of presenting this textbook is the fact that it is an explicit evidence of the use of CLIL methodology in any bilingual high school to teach History in the L2. Moreover, paying attention to the table of contents of this textbook, unit 3, *Europe in the age of Carlos V and Felipe II,* covers several sections that coincide with the main topic of this master dissertation (Hispano-British relationships from 1522 to 1603), which can be observed in figure 3 below. Therefore, it can be demonstrated that the theoretical framework already developed in section 2 is a valid block of contents to teach History in A-Levels in a foreign language.

This unit 3 is part of the book called *History 3 Dual,* edited by Oxford University Press España, S.A., and it has been created for students of the third degree of Compulsory Secondary Education. Nevertheless, the Official Bulletin of the State (*BOE;* Royal Decree 1105/2014*:* History of Spain. *2º Bachillerato.* Block 3: The formation of the Hispanic monarchy and its global expansion [1474-1700]) has considered that the block of contents of this third unit is addressed to students of higher degrees; particularly, to the last course of A-Levels (second year of *Bachillerato*). The reason why this textbook has been presented is the fact that it is possible to teach other subjects in English, which is particularly the objective of CLIL. Although the teaching proposal of this project will focus on A-Levels, the presence of this didactic resource shows that the teaching and learning of English through other subjects using CLIL methodology is something real. The main purpose of this project as a whole is that A-Levels students learn English and the subject of History in English[1].

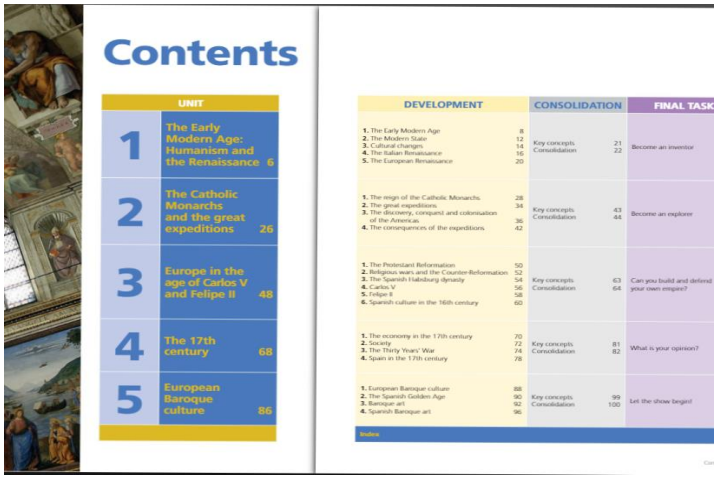

Figure 3. Contents of the third unit of the book called *History 3 Dual,* edited by Oxford University Press España, S.A. (Blinklearning: https://www.blinklearning.com/coursePlayer/librodigital_html.php?idclase=22260950&idcurso=498890)

One of the most difficult tasks of the methodology section has been searching for materials and resources that are synchronised with the central topic of the

[1] Due to a less than optimal quality of the image, the different areas covered in unit 3, which are useful as a reference to the creation of the materials in the teaching proposal are:
1. The Protestant Reformation
2. Religious wars and the Counter-Reformation
3. The Spanish Habsburg dynasty
4. Carlos V
5. Felipe II
6. Spanish culture in the 16th. century

theoretical framework. The best idea should be presenting a wide range of materials and books, but the existence of resources that follow a CLIL methodology, particularly in the subject of History, is scarce. In fact, the book mentioned before is, as far as I know, the only one that offers an exact vision of what is described in the second block of contents of this master dissertation. This is the reason why it is the only material shown. Perhaps this is an argument that justifies the fact that this project is original, because there is not too much research on the subject of History taught in English in Andalusia, subsequently, there is even less information about teaching aspects related to the relationships between two countries like England and Spain in the 16th. and 17th. centuries. Then, this master project could promote the idea of teaching more cultural aspects of other countries at school, not only the linguistic matters of a foreign language.

4. Teaching proposal

The purpose of this section is to design a wide variety of activities and a final exam that are connected to the data exposed in the theoretical framework, which can be useful for the learners to put in practice what they have studied. In fact, attention to diversity is going to be considered, together with the evaluation criteria proposed for the unit.

To begin with, it is convenient to present the contextualization of the centre. With regard to the contextualization of the school, the methodological proposal of this master dissertation is not focused on any concrete school, because the idea is to present a list of viable activities and exams which can be used in different schools with some basic points in common. In order to design all these materials, the theory connected with this period of England studied in my degree in English Studies has been useful. Besides, many pedagogical resources like the History textbook previously presented have been a profitable source of information. Therefore, the creation of this methodological proposal is practicable given that all the contents are obtained from existent and reliable sources, and served as basis for the activities and exams, which will be my own creation.

The structure of this teaching proposal is going to be divided in six big areas: basic curricular elements: objectives, evaluation criteria, assessable learning standards and competences; activities for each block of contents; attention to diversity; final project; final exam; and marking criteria.

4.1. Basic curricular elements: objectives, evaluation criteria, assessable learning standards and competences

The Organic Law on the Improvement of the Quality of Education 8/2013, n. 295, published by the Ministry of Education, is the official document that is focused on the learning process of the students. Particularly, it states that "(…) each student will be spotlighted, in the search of the development of talent, which transforms education in the main instrument of the social mobility, that helps to surpass economic and social barriers and that promotes realistic hopes and ambitions for everyone. This Organic Law establishes for everyone the permeability and return procedures needed between the different career paths and the procedures that are articulated in it".

This is, in a summarised way, the purpose of the Educational system, which pursues the academic achievement of each student.

In order to attain that academic achievement it is obligatory to fulfil a list of objectives, competences and evaluation criteria established by the Ministry of Education. In this case, attention is going to be paid to the curricular elements for A-level students that are studying in English.

In the following section, I will present exercises that comprise the four basic skills: Speaking, Listening, Reading and Writing. Therefore, the objectives, contents, competences and evaluation criteria for each of the activities designed in this teaching proposal that are related to these skills will be obtained from the four different blocks proposed by the Ministry: block 1. comprehension of oral texts; block 2. production of oral texts: expression and interaction; block 3. comprehension of written texts; and block 4. production of written texts: expression and interaction. Moreover, there is a section called *syntactic-discursive contents* that is about the current use of English or expressions, grammar knowledge, etc. that the students should have assimilated in A-Levels (*BOE, Royal Decree 1105/2014. Basic curricular elements in Compulsory Secondary Education and* Bachillerato*. N. 3. [p. 274-278]).*

The information will appear in the form of tables in order to show a clear and organised succession of contents.

BLOCK 1. COMPREHENSION OF ORAL TEXTS

OBJECTIVES	EVALUATION CRITERIA RD 1105/2014	ASSESSABLE LEARNING STANDARDS
• Expression of knowledge about the topic. • Distinction of the type of comprehension (common sense, essential information, main aspects, etc.) • Previous knowledge of the type of task and topic • Sociocultural and sociolinguistic aspects: register, beliefs and attitudes. • Description of physical and abstract qualities of people, places, procedures and processes. • Narration of past events.	• 1.1. To identify the main ideas, detailed information and general implications. • 1.2. To know and apply the suitable strategies to understand the general sense of the texts. • 1.3. To have the appropriate wisdom about the topic. • 1.4. To distinguish the communicative functions (contrast, digression or recapitulation). • 1.5. To distinguish and apply diverse syntactic structures. • 1.6. To recognise the common and specialised oral vocabulary depending on the field: public, academic,	• The students comprehend the instructions and the information explained. • The students are able to identify the main ideas. • The students comprehend the exchange of information in debates or presentation of projects. • The students comprehend the majority of the contents presented in the materials.

	professional, etc.	

Table 1. Block 1: basic curricular elements

BLOCK 2. PRODUCTION OF ORAL TEXTS: EXPRESSION AND INTERACTION

OBJECTIVES	EVALUATION CRITERIA RD 1105/2014	ASSESSABLE LEARNING STANDARDS
• Clear expression of the messages. Distinction of main ideas and basic structure. • Adaptation of the text to the addressees. • Description of physical and abstract qualities of people, places, procedures and processes. • Common and specialised oral vocabulary.	• 2.1. To construct clear and well organised texts. • 2.2. To select the information in order to plan the contents according to the situation and the interlocutors. • 2.3. To produce texts that are adapted to the context, the sociocultural and sociolinguistic aspects. • 2.4. To plan the oral text according to the communicative functions (emphatic structures, contrast and digression).	• The topic chosen by the students for the presentations have a considerable duration and the elements are presented in an appealing and clear way. • The students are able speak in public in a natural way.

Table 2. Block 2: basic curricular elements

BLOCK 3. COMPREHENSION OF WRITTEN TEXTS

OBJECTIVES	EVALUATION CRITERIA RD 1105/2014	ASSESSABLE LEARNING STANDARDS
• Expression of knowledge about the topic. • Previous knowledge of the type of task and topic. • Distinction of the type of comprehension (common sense, essential information, main aspects, etc.) • Sociocultural and sociolinguistic aspects: register, beliefs and attitudes. • Description of physical and abstract qualities of people, places, procedures and processes.	• 3.1. To identify the main ideas, detailed information and general implications. • 3.2. To know and apply the appropriate strategies in order to understand the general common sense and the most important aspects. • 3.3. To assimilate the knowledge related to the topic. • 3.4. To distinguish the different communicative functions (passive or emphatic structures, contrast, digression or recapitulation). • 3.5. To apply different syntactic structures depending on the context of the	• The students comprehend long and complex instructions. • The students comprehend the information, the intention, the personal correspondence and the implications of the notes, web pages, blogs, articles, etc.

• Narration of past events.	written text. • 3.6. To recognise the common and specialised oral vocabulary depending on the field: public, academic, professional, etc.	

Table 3. Block 3: basic curricular elements

BLOCK 4. PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION

OBJECTIVES	EVALUATION CRITERIA RD 1105/2014	ASSESSABLE LEARNING STANDARDS
• Coordination of the personal, communicative and general competences in order to review the contents and to know what to write about a given topic. • Clear expression of the message. Adaptation to the type of text. • Description of physical and abstract qualities of people, places,	• 4.1. To write well-structured texts connected to the theoretical contents and to summarise the information and the arguments found in several sources of information. 4.2. To know, select and apply suitable strategies to elaborate a written text adapted to the context and to the addressees. • 4.3. To apply the most relevant sociocultural and	• The students are able to take notes or write commentaries or essays in an extensive and relevant way. • The students are able to show conviction in their written texts. • The students are able to write in digital and written formats (blogs or paper).

procedures and processes. • Narration of past events. • Use of a common and specialised vocabulary. • Selection of suitable linguistic resources and correct use of the language.	sociolinguistic aspects and adapt them to the context. • 4.4. To plan the written text according to the communicative functions (emphatic structures, contrast and digression). • 4.6. To select the appropriate vocabulary depending on the context. • 4.7. To adjust the written content to the orthographic pattern.	

Table 4. Block 4: basic curricular elements

SYNTACTIC-DISCURSIVE CONTENTS

- Use of conjunctions*: either, neither, but, if,* etc.
- Expressions of concession, opposition, cause, purpose, comparison and result: *despite/in spite of; because of; so as to; as; such; in case*; etc.
- Temporal relationships: *as; while, once*.

- Emphatic affirmative sentences: *I do like watching films about history;* exclamatory sentences: *What an incredible story about England!;* negative expressions: *I have never ever studied this period;* and interrogative sentences: *Who was ruling in England during the 16th. century?*
- Verb tenses: Past Simple, Past Continuous, Present Perfect Simple, Present Perfect Continuous, Past Perfect Simple, Past Perfect Continuous, Present Simple, Present Continuous, "will" Future and Future Continuous.
- Expression of existence: existential "there".
- Expression of quantity: number of people, object, places, etc.
- Expression of place: use of prepositions and adverbs of location, distance, origin, etc.
- Expression of time: *early, late, many years ago,* etc.
- Expression of manner: *thoroughly, in an easy way, carefully,* etc.

KEY COMPETENCES

According to Order ECD/65/2015, January 21, whereby the key competences in relation with the contents and evaluation criteria of a subject, published by the Ministry of Education, the compliance of these competences allow the students to attain their personal, social and professional development that is adapted to the demands of a globalised society.

The purpose of this section is to show the relations between the key competences and the material designed for the methodological proposal of this master dissertation, which is divided in six sections (B1, B2, B3; B1.1, B2.1, B3.1 [attention to diversity], and the final project for fast and average students and for slow achievers).

These are the key competences proposed by the Ministry of Education:

KEY COMPETENCES	ACTIVITIES (DIDACTIC PROPOSAL)
Linguistic competence	B1: (1,2,5) B2: (3,4,6) B3: (2,4) B1.1: (Fast finishers: creation of a poster) B2.1: (Fast finishers: collaborative task.

	The English and Spanish Armadas. Similarities and differences). B3.1: (Fast finishers: watch a film. Summary of the film). Final project: (Fast finishers: creation of a blog; slow achievers: creation of a video).
Mathematical and basic scientific and technological competences	
Digital competence	B2: (1,4) B2.1: (Fast finishers: collaborative task. The English and Spanish Armadas. Similarities and differences). Final project: (Fast finishers: creation of a blog; slow achievers: creation of a video).
"Learning to learn" competence	B2: (4) B3: (3) B1.1: (Fast finishers: creation of a poster) B2.1: (Fast finishers: collaborative task. The English and Spanish Armadas. Similarities and differences). Final project: (Fast finishers: creation of a blog; slow achievers: creation of a video).
Social and civic competences	B2: (4) B3: (3) B1.1: (Fast finishers: creation of a poster) B2.1: (Fast finishers: collaborative task. The English and Spanish Armadas. Similarities and differences). Final project: (Fast finishers: creation of a blog; slow achievers: creation of a video). (These activities are useful for the social competence, given that the students have to make use of their social abilities

	in order to contribute to the production of their tasks).
Sense of initiative and entrepreneurial spirit competences	B1: (1,5) B2: (2,3,4,6) B3: (1,2,3) B1.1: (Slow achievers: put in order the cutouts; fast finishers: creation of a poster). B2.1: (Fast finishers: collaborative task. The English and Spanish Armadas. Similarities and differences). Final project: (Fast finishers: creation of a blog; slow achievers: creation of a video).
Conscience and cultural expressions competences	B2: (3) In this exercise, there is a photo in which Elizabeth I gives her speech to the troops at Tilbury. Then, the students can have a look at articles or videos in which the actual words of the queen appear and in that way, they can have an idea of the cultural expressions or ways of speaking during the 16$^{th.}$ century in England.

Table 5. Key competences

4.2. Activities for each block of contents

As is already known, this master dissertation pays attention to a concrete period of the history of England. Then, a connection between English and History is established. This last idea has to do with the concept of transversality. In other words, the subject associated to this master dissertation is English, but the curriculum proposes that in any subject there should be a correlation with other subjects, in this case, there is a clear connection between English and History, since the purpose of the teaching material presented in this section is useful for students of English in A-Levels and also for students that are learning History in English thanks to a bilingual programme. This

is the reason why there is a whole previous section on CLIL. Furthermore, it is convenient to clarify that although the teaching proposal contains exercises dealing with History, they are part of an English programme for students of English involved in a bilingual project. In this way, the students of English and the students of History in English can simultaneously acquire and improve their input in both subjects, English and History.

As will be seen, the level of some of the exercises may be complex. That is why the teaching proposal focuses on students of *Bachillerato* (A-Levels) rather than *ESO.* Moreover, the mental maturity and the level of English of students of *Bachillerato* correspond to the level of complexity of the activities, projects and exams that can be observed in the following pages.

Moreover, the creation of the set of activities, final project and exams is my own creation.

B.1) The Protestant Reformation

1. Describe the following images and describe what the relationship of these two characters with the Protestant Reformation is.

Figure 4. Henry VIII. (Kettler, 2019: https://www.biography.com/news/henry-viii-biography-facts)

Figure 5. Martin Luther (AliExpress: https://es.aliexpress.com/item/Top-pintura-religiosa-cristianismo-protestante-lutheranism-Martin-Luther-retrato-original-pintura-al-leo-sobre-lienzo/32844072169.html)

2. Try to explain some characteristics of Protestantism and Catholicism, in order to establish a comparison between both doctrines in terms of the people that belong to each doctrine, the language used, the way to pray to God, the traditional clothes of the members of each Church and the ornamentation of each religious institution.

PROTESTANTISM	CATHOLICISM
Existence of a Pope:	Existence of a Pope:
Language used in the Church:	Language used in the Church:
Way to pray to God:	Way to pray to God:
Traditional clothes of the priests:	Traditional clothes of the priests:
Ornamentation of the Church:	Ornamentation of the Church:

Table 6. A comparison between Protestantism and Catholicism

3. True or false? Tick the correct sentences and justify the false ones.

- The Protestant religion started in England with Elizabeth I in 1531.
- The Ninety-five Theses, whose author is unknown, were an inspiration for Henry VIII and Elizabeth I.
- Protestants and Catholics have faith in God.
- Henry VIII was a Protestant king in England.
- Mary I, Philip II and Elizabeth I were Catholic monarchs.
- There were not Catholics in England under the ruling of Elizabeth I.
- Mary I and Philip II intended to reintroduce Catholicism in England.
- The relationship between Protestants and Catholics was cordial at the time.

4. Associate the following actions with their corresponding author:

Henry VIII – Mary I – Elizabeth I – Charles I – Philip II

a) In 1531, he proclaimed himself the Head of the Protestant Church: _____

b) She wanted to raise a war against Protestantism: _____

c) He died in 1547: _____

d) She started the persecution of Protestants: _____

e) The successor of Mary I was: _____

f) A Spanish monarch allied with Henry VIII in wars: _____

g) She was against Catholicism: _____

h) A Spanish monarch considered as a betrayer: _____

i) He married a Catholic queen: _____

j) He was involved in naval conflicts against the British: _____

5. Write a short summary (100-150 words) on the main differences between the relationships of the British and the Spanish monarchs during the 16$^{th.}$ century.

B.2) Religious wars and the Counter-Reformation

1. In 1555, Mary I reintroduced Catholicism in England in a violent way, because dark events took place to abolish Protestantism under her ruling. Have a look at the following mind map and search for information on the Internet to try to link the images with their corresponding fragments of texts to write what the different steps that Mary I took to recover the Catholic doctrine were.

Mary I

Bloody Mary

Persecution of protestants

1555: Mary I and Philip II, Catholicism, abolition of Protestantism

1531: Henry VIII, Head of the Protestant Church

[2] Mary I: http://royalcentral.co.uk/blogs/history/mary-i-of-england-65436; Henry VIII: https://vidasfamosas.com/2013/09/16/enrique-viii-de-inglaterra/; symbol of Catholicism: https://www.123rf.com/photo_108325354_christian-cross-symbol-with-catholic-symbols-vector-illustration-graphic-design.html; Persecution of protestants: https://www.history.com/news/queen-mary-i-bloody-mary-reformation

2. Try to put in the correct order the following events to have a clear vision of what the Throckmorton Plot is about.

A document called *Bond of Association* was signed. It was created to prevent the overthrowing or murdering of Elizabeth I.	_____
The Throckmorton Plot took place in 1583.	_____
English Catholics planned this plot, whose leader was Sir Francis Throckmorton. They wanted to end the Protestant ruling.	_____
Sir Francis Throckmorton did not follow the *Bond of Association.* Then, he was executed because he tried to kill Elizabeth I.	_____
Spain and the Pope wanted to contribute to this plot and helped the English Catholics providing them money.	_____

3. Have a look at the following geographical areas and describe what happened in all these places during the Spanish Armada in 1588.

Figure 6. English Channel (Allenarcher94: http://allenarcher94.blogspot.com/)

Figure 7. Elizabeth I fighting at Tilbury (George Glazer Gallery, NY: https://www.pixelsandpedagogy.com/pedagogy/category/queen-elizabeth-i)

4. Describe briefly the causes and the three main objectives of the English Armada that took place in 1589 (150-200 words). In pairs, prepare a Power Point presentation and show your conclusions to your classmates.

5. Here you have several characters that were involved in the religious wars from 1595 to 1597. Put them in the correct order and associate each sentence with the character that carried out the action in order to have a clear summary of all the events that took place in those years.

1595: War at Cornwall

Sir Francis Drake and John Hawkins

Table 7. Template 1

Sir Francis Godolphin

Table 8. Template 2

Tristram Winslade

Table 9. Template 3

1596: Maritime offensive at Cádiz. First Anglo-Dutch war

Sir Francis Drake and John Hawkins

Table 10. Template 4

The Earl of Essex

Table 11. Template 5

Lord Howard of Effingham

Table 12. Template 6

1597: Second Anglo-Dutch war

Robert Devereux

Table 13. Template 7

Sir Walter Raleigh

Table 14. Template 8

Thomas Howard

Table 15. Template 9

Jan Van Duyvendoord

Table 16. Template 10

Don Juan Gutiérrez de Garibay

Table 17. Template 11

- Sir Francis Drake tried to protect the region of Penzance, but there was a scarce number of soldiers and this town, together with Mousehole, Paul and Newlyn were burnt.
- Sir Francis Godolphin was aware of the Spanish invasion in Cornwall and sent a letter to Elizabeth I to inform her of the situation.
- Sir Francis Drake and John Hawkins decided to assault the Spanish at Puerto Rico. They wanted to steal the silver and gold collected from the New World by the Spanish. They also wanted to destroy what the Spaniards had conquered in areas like Portobelo, Panama. The Spanish armament was much better than that of the British. Then, the latter where defeated.
- Sir Francis Godolphin was considered as a betrayer, because it was later discovered that he would be pleased to be a follower of Philip II.
- At Marazion and Saint Michael's Mount, Sir Francis Drake found more followers. The Spanish were alarmed by the amount of enemies. However, this confrontation did not take place because of the weather.
- Tristram Winslade, who was a Catholic follower of Philip II in England, wrote a letter to the Spanish monarch in which he expressed his desire of a raid in England to reestablish Catholicism in England.
- It is believed that Sir Francis Drake and John Hawkins died in Portobelo in 1596. Their corpses were buried at sea. However, research shows that Hawkins died in 1595 in Puerto Rico.
- The Earl of Essex ordered his men to plunder the city of Cádiz. They destroyed two Spanish galleons and two galleons were captured.
- Lord Howard of Effingham had a dispute with the Earl of Essex because the former wanted to come back to England with the booty obtained and the latter wanted to continue with the conquering of the city. The end of the battle was the retirement of the British and Dutch allies after having set fire to Cádiz.
- Robert Devereux was in charge of the ship called Merhonour, later replaced by the Repulse.
- Jan Van Duyvendoord was in charge of the ship called Orange.
- Sir Walter Raleigh was in charge of the ship called Warspite.
- Thomas Howard was in charge of the ship called Lion.
- The Merhonour and the Repulse were devastated due to a storm. Then, they were obliged to come back to port.

- Devereux set sail to Lisbon from Ferrol, Galicia, to block the Portuguese area.
- Raleigh sent Devereux a letter in which he told him that the fleet had abandoned the current position without a previous order and that the Spanish Armada, located at Ferrol, had set sail to Azores in order to protect the booty obtained in America. Then, this was the end of this conflict, as the silver and gold was protected by the Spanish on purpose.
- Don Juan Gutiérrez de Garibay became Captain-General of the fleet that set sail to America. He decided to avoid the confrontation with the Anglo-Dutch enemies because they were a powerful alliance. Therefore, he changed the direction to Angra, Azores. The British and the Dutch reached them, but the Spanish strategies were better. So, the former lost the battle.
- Garibay prepared an unexpected attack. He surprised one member of the alliance, who was alone and tried to call the rest of men, but nobody came. Thus, Garibay could advance and could humiliate once more the adversaries. Finally, Garibay and his men came back to Sanlúcar, Cádiz.
- Devereux, Raleigh and Howard came back to England to face the disappointment of Elizabeth I and the English population.
- Although the queen was not pleased with the results of these expeditions, she allowed Robert Devereux to continue his adventures in Ireland.

6. The Counter-Reformation started in 1559 in England. According to what has been explained in the theoretical framework of this unit, there is a debate about who was the person that started the Counter-Reformation in England. Three people are involved in the introduction of this process: Martin Luther, Henry VIII and Elizabeth I. Justify this last idea in your own words.

B.3) The Spanish Habsburg dynasty

1. Draw a family tree diagram using the names of the British and Spanish royal families: Henry VIII, Catherine of Aragon, Mary I, Philip II and Charles I. Write under each name the members of the family (father, mother, son, daughter, cousin and nephew). Take this template[3] as a help to create your own family tree diagram.

2. Henry VIII and Charles I had a meeting at Dover in 1522. Complete the next table with the objectives of that meeting, the consequences and the results.

OBJECTIVES	CONSEQUENCES	RESULTS

Table 18. Template 12

[3] The students will receive a template that will be useful to help them to create their own family tree diagram, which can be found in the Appendix. The image has been retrieved from Pinterest: https://www.pinterest.at/pin/596234438137623819/

3. Work in groups of three. You will have to choose who is going to ask the questions and who is going to answer. The questions and the answers will be delivered to the students in the form of cutouts. The student who asks will have to read the cutouts with the questions and this same student will put the cutouts with the answers on the table forming several rows. The two remaining students will compete during 15 minutes. The one who finds quickly the highest number of correct answers will win the game.

When did the Treaty of Bruges take place?	In 1523.
Was Mary I going to marry Charles I?	Yes, she was. But this marriage was impossible due to the Alliance of Charles I with Francis I in the Great French Armada in 1545.
Who was the wife of Charles I?	His cousin, Isabel of the House of Avis.
When did Philip II and Mary I get married?	In 1554.
Did Philip II and Mary I win the battle against the French at Calais in 1558?	No, they didn't. The French army was better than the English forces at that moment.
Apart from the loss at Calais in 1558, which two important facts took place in this year?	Mary I died and Elizabeth I became her successor.
Who was the Head of the Spanish Armada in 1588?	Philip II.
Who were the two women that Philip II desired to be queen of England?	Mary Queen of the Scots and Isabella, his daughter.
Did Philip II win the naval attack during the Spanish Armada in 1588?	No, he didn't. The bad weather at sea did not allow his victory.
Who were the winners during the English Armada in 1589?	Philip II and his men, because the British were not able to steal the silver and gold from America and a storm obliged them to come back to England.

Table 19. Cutout table

4. Read the following text and answer the questions[4].

- Why was Philip II upset with the British crown?
- Describe the composition of the ship design.
- Compare the British and the Spanish adversaries in terms of armament and strategies.
- According to the text, why was it a poor plan of attack?
- What was the result of this naval conflict?

4.3. Attention to diversity

Royal Decree 1105/2014, art.19, published by the Ministry of Education, states the Learning and Efficiency Improvement Programmes are implemented since 2nd. ESO and that the main objective of these programmes is to help those students who present difficulties when learning, studying or doing the exercises of the teaching proposals.

This master dissertation is focused on the second year of A-Levels. Then, in this section, activities for slow and fast finishers are going to be designed. The slow finishers are those students that need extra help during the learning process, because they may have complications such as difficulties to understand the language because they come from other countries (students whose parents are immigrants). The cultural sensitivity is another branch of the attention to diversity. Nowadays, more and more immigrant students are not familiarised with the new culture and with the language, and teachers together with students have to empathise with these learners. What is more, although these students are escaping from politics and the clashes between countries, somehow they can feel identified with their origins through the topic of this master dissertation, considering that it is about wars, the different attacks between countries and the resolution of the offensives. Nonetheless, the intention is not to offend the students with this block of contents, simply to show them a part of the history of a foreign country to increase their cultural level.

Other complications can be the lack of attention, learning disorders like dyslexia, sight or hearing problems, some mental disorders like autism or Asperger's, Down Syndrome, etc. The fast finishers are those students whose level is higher than the rest of their classmates.

[4] The students will receive a photocopy about the Spanish Armada in which they will find the answers for the questions in exercise 4, which can be found in the Appendix. The text has been retrieved from Scholastic: https://teachables.scholastic.com/teachables/books/the-spanish-armada-reading-homework-9780545668903_012.html

Then, there are activities designed for those students whose learning capacity is higher than that of the rest of the students in the class, for those who possess a standard level, and a set of exercises adapted to the slow achievers.

The general characteristics of fast finishers are a quick reception of input, they show an active participation in the lessons, they finish the exercises quickly and they can even ask for more activities. The reason for asking for more activities could be that the rate of the classroom is monotonous for them, so they need extra material or they should do different kinds of tasks, because their learning rate is more advanced. Therefore, the teacher can create tasks to complement their learning.

In the section B) of the teaching proposal, two more exercises will be added for each block of activities: one devoted to slow achievers and another one for the fast finishers.

B.1.1.) The Protestant Reformation

Slow achievers:

- Once the teacher has explained the theoretical contents of the Protestant Reformation to these students, he/she shows a picture of the most significant characters during this historical event: Henry VIII, Mary I, Elizabeth I, Philip II or Martin Luther. Then, the teacher places cutouts on the table and the students will have to order the cutouts to form simple sentences that are associated to an action made by one of the characters mentioned before. For example:

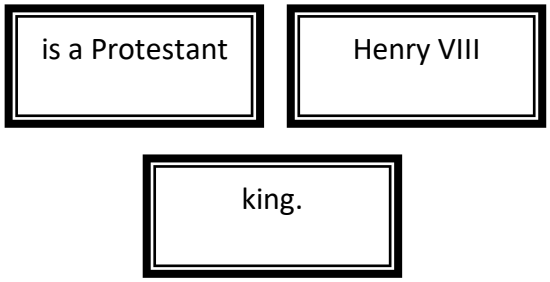

Figure 8. Henry VIII. (Trybe, 2018: https://trybe.one/henry-viii-fell-victim-to-a-dating-profile-scam/)

between Catholics and Protestants.

consists of wars

The Protestant Reformation

Figure 9. Catholics and Protestants. (Foros de la Virgen María, 2019: https://forosdelavirgen.org/106941/salvacion-2/)

recovered Catholicism

in England.

Mary I (Catholic)

Figure 10. Mary I. (Flickr, 2016: http://royalcentral.co.uk/blogs/history/mary-i-of-england-65436)

were the basis

The Ninety-five Theses by Martin Luther

for Protestantism in England.

Figure 11. Martin Luther. (Wikipedia, 2019: https://en.wikipedia.org/wiki/Our_Father,_Thou_in_Heaven_Above)

was a Catholic king

in England during the Protestant Reformation.

Philip II

Figure 12. Philip II. (On this day, 2019: https://www.onthisday.com/people/philip-ii)

the successor of Mary I.

Elizabeth I

was a Protestant queen,

Figure 13. Elizabeth I. (Thinkstock, 2019: https://www.britannica.com/biography/Elizabeth-I)

Fast finishers:

- These advanced students can spend some history lessons to create a poster. In that poster, in groups of four, they will have to write the events of the Protestant Reformation that are most appealing for them. Photos should accompany the fragments of text and the students have to include a general conclusion of the project. The poster has to be presented in a Prezi or Power Point Presentation in the classroom and they will have 10 minutes to expound the project.

B.2.1.) Religious wars and the Counter-Reformation

Slow achievers:

- Complete the following crossword from 1 to 8.

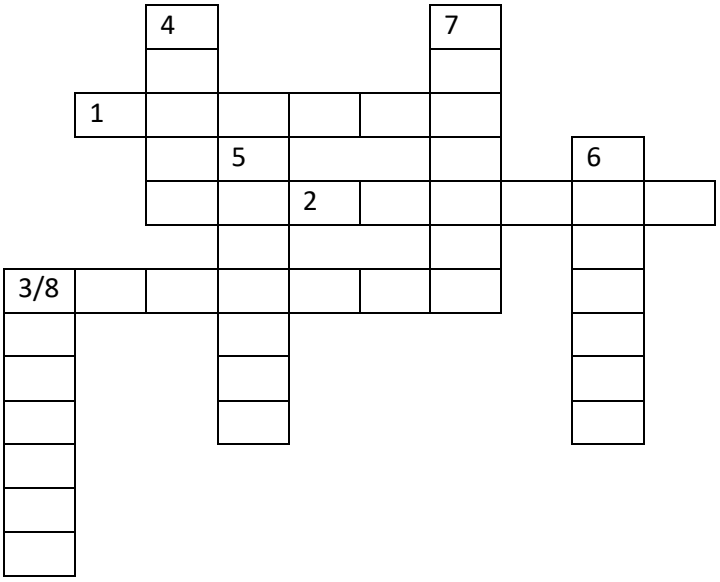

Figure 14. Template to complete the crossword

1. Which was the historical event that took place in 1588?

Spanish _____.

2. Who was the Spanish monarch involved in the Spanish and the English Armada?

_____ II.

3. Which was the historical event that took place in 1589?

The _____ Armada.

4. Who was the queen involved in the English and the Spanish Armada?

Elizabeth _____.

5. Where did the Spanish Armada take place?

In the _____ Channel.

6. Where did Elizabeth I give her famous speech to her troops?

At _____.

7. Who were the winners of the English Armada?

The _____.

8. Who were the winners of the Spanish Armada?

The _____.

Fast finishers:

- Research project. Collaborative task. In groups of four, the students have to look for information about the Spanish and the English Armada. Concretely, they will have to consult as many resources as possible (written or digital) to establish the similarities and the differences between both events. The final product of this project will be the presentation of the results to their classmates.

B.3.1.) The Spanish Habsburg dynasty

Slow achievers:

- Cross the odd one out. Pay attention only to Spanish characters, places or events in which Spain was involved.

Charles I	Philip II	Henry VIII
Philip II	Elizabeth I	Catherine of Aragon
Persecution of Protestants	Spanish Armada	English Armada
1588	1589	1531
Sir Francis Drake	Duke of Parma	Duke of Medina Sidonia
The English Channel	Dover	Italy

Table 20. Odd one out exercise

Fast finishers:

- Watch the film “Elizabeth: the Golden Age” launched in 2007 and make a summary of all the historical events in which Spain is implicated. This is an individual activity. The teacher will ask for volunteers to present their summary to the rest of the classmates. Then, the students will have to submit their notes to the teacher.

4.4. Final project

In any high school, at the end of the subject, there should be a final project, as a complement to the tasks done in class and at home. This final task has two possible aspects: on the one hand, those students whose behaviour and the quality of the exercises are not the expected ones, with this final project they have the opportunity to improve their marks. On the other hand, those students whose marks are usually close to outstanding, they can make an effort with this final task and get the highest mark in the block of participation and work done in class and at home.

The final project that the students have to create is their own History blog in English with an application specialised in the design of blogs called *Blogger*. This is a collaborative task, because the project has to be done in groups and the teacher will allow them to form groups. Among these groups of students, the fast finishers and those students whose rate of learning is in accordance with the expected level of A-level students are mixed. In other words, fast finishers and average learners compose each group. Therefore, in case that some tasks seem to be a bit complex for the average students, the fast finishers can help them to solve their doubts.

Slow achievers are those students who need special attention during the learning process. Therefore, this final task is going to be adapted to both types of learners.

In the case of the fast finishers and average learners, in order to select the topic, the teacher will write on the whiteboard seven topics related to the theoretical framework studied in the classroom. Afterwards, he/she will associate a number to each topic from 1 to 7 and will give a number to each group of students from 1 to 7 too. Next, the teacher will write on a ICTs tool called *Wheel decide* the number associated to each group. Then, the wheel will spin and will select a number randomly. For example, group 1 will be the first one to know which the topic of their final project is. The wheel will spin and the result is number 5. Consequently, group 1 will have a look at the list of topics written on the whiteboard and will check what topic 5 is about. This will be the procedure followed with the rest of groups. Furthermore, the teacher will check the availability of the computer rooms so that the students can work there and make progress in their final project. Once the blog is finished, all the groups should present their final project in the classroom.

These are the topics and the parts that the blog should include:

Topics:

1. Protestantism in England during the 16th. century.

2. Similarities and differences between Catholicism and Protestantism in the 16th. century.

3. The Tudor dynasty: Henry VIII, Mary I and Elizabeth I. General biography and events in which they were implicated during the 16th. century.

4. Bloody Mary.

5. The Spanish Armada: main plot.

6. The English Armada: main plot.

7. The figure of Sir Francis Drake.

Figure 14. Blogger (Pin it, 2018: https://www.lifewire.com/start-blog-on-blogger-1616408)

Figure 15. Wheel decide (Linked in, 2018: https://pr.linkedin.com/company/wheel-decide)

Parts that the blog should include:

Each blog should include images, text commentaries, videos and links to web pages.

Besides, each member of the group has to be in charge of one of the following instructions for the presentation of the blog in the classroom:

- Presentation of the members of the group and the topic.
- The objective of the blog. Why is it useful? What kind of users is it addressed to?
- The most attractive aspects of the blog: images, videos, articles…
- The most difficult aspects of the blog: the use of *Blogger,* the lack of information…
- General conclusion

In the case of slow achievers, the teacher will ask them to create their own video with an application called *Biteable.* The intention of the teacher is that these students use ICTs like their classmates and that they express their ideas at least digitally, through visual aids, given that the oral expression may be a challenge for this kind of learners.

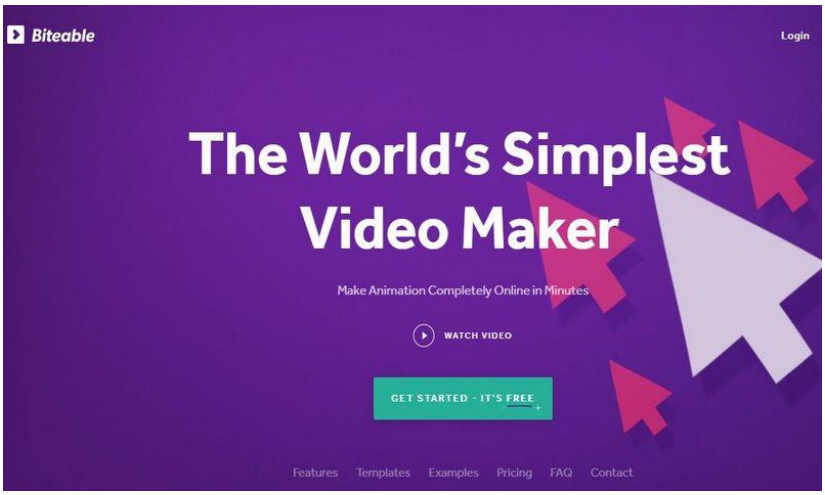

Figure 16. Biteable. Video maker (Soft & Apps, 2016: https://www.softandapps.info/2016/08/08/biteable-aplicacion-web-sencilla-crear-videos/)

The creation of videos with this application is very simple, because students have to add images and text commentaries to a template. Therefore, students can produce their own video about a given topic without difficulties. The topic would be selected by the teacher and it would be easier than those prepared for the rest of the students. For instance, an elementary topic could be: "create a video about your favourite British king or queen during the 16th. century". Finally, the teacher would show the videos made by these students to their classmates in the classroom.

4.5. Final exam

Every subject has assessable elements that allow the students to improve their marks (classroom observation, exercises, extra homework, active participation, final projects, etc.). Nonetheless, the most important assessable element in a subject is always the exam, because it is associated with the highest percentage of the evaluation criteria.

Thus, this last section of the teaching proposal is devoted to the creation of the final exam of this proposal for A-level students. With regard to the attention to diversity, two kinds of exams are going to be presented: an exam for fast finishers and average students and another exam adapted to slow achievers.

Each exam is composed by five theoretical questions (the value of each task is 2 points to reach outstanding performance). The students have to write as much information as possible so that the teacher realises that they have acquired the input correctly.

Exam 1: Average students and fast finishers

HISTORY

MARK:

Name: _____

Date: _____

1. Henry VIII and Martin Luther. Explain the relationship between these two characters during the Protestant Reformation.

2. How many religious wars took place between England and Spain during the 16$^{th.}$ century? Explain in detail the development of each war.

3. Catholicism and Protestantism. Comment on the differences between the two doctrines and mention the British and Spanish monarch that belong to each religion.

4. The Spanish Armada.

5. The English Armada.

Exam 2: Slow achievers[5]

HISTORY

MARK:

Name: _____

Date: _____

1. Who are these characters? Why were them important for Protestantism?

2. How many religious wars took place between England and Spain? Give only the name of the characters involved and the date of the event.

3. What was the Counter-Reformation about? Justify briefly your answer.

4. Who were the winners of the Spanish Armada?

5. Who were the winners of the English Armada?

[5]Figure 18. Henry VIII (Historyextra, 2019: https://www.historyextra.com/period/tudor/king-henry-viii-hitmen-secret-hunt-traitors-robert-hutchinson/)
Figure 19. Martin Luther (Biography, 2019: https://www.biography.com/religious-figure/martin-luther)

4.6. Marking criteria

To put an end to this master dissertation, the next and last step would be to present the marking criteria that correspond to the materials shown in the teaching proposal, which the students would need to bear in mind in order to pass the subject.

ASSESSED ELEMENTS	MARKING CRITERIA
Classroom observation: active participation	10%
Exercises (classroom and homework)	10%
Final project	20%
Final exam	60%

Table 21. Marking criteria

5. Conclusion

This last section of this master dissertation is devoted to the conclusions and reflections about the data and material collected in order to create a project focused on education and the teaching of a foreign language.

The different areas that integrate this project are a theoretical framework, which is one of the most important sections of this project, in which all the relevant information about the Hispano-British relationships during the 16$^{th.}$ century appear. All these data would be explained to the students and would be the basis to be able to do the exercises, projects and to pass the exams.

After the presentation of the theory, the second most important section has been presented, the methodology. The intention is to manifest the current situation of CLIL and its usefulness. Nowadays, learning English is necessary if in the near future somebody wants to opt to a competent position professionally. Therefore, the teaching of the linguistic elements and the practice of the oral and written aspects of a foreign language at school is not enough. That is why CLIL is so relevant, given that it allows the learners to study English from different perspectives: English associated to the fields of Physical Education, Mathematics, Science, History, etc. In the case of this master dissertation, with this methodology, the students learn English and cultural facts related to the history of two countries in English.

Finally, the third most important section is the teaching proposal, where all the activities adapted to the fast, average and slow achievers have been exposed. The purpose of these exercises is, on the one hand, to check that the learners are able to comprehend the complex information about a period of history, which is the basis to

do the exercises, the final projects and exams. On the other hand, the teacher wants to prove the level of English of the students. Then, if they are able to understand the contents of the subject, this means that the learners have reached the appropriate level of English. Otherwise, it would be necessary to create extra activities for those who have difficulties with the language and for this reason, there is a section called "attention to diversity", composed by exercises with lower levels of complexity.

To sum up, the information and all the didactic material presented in this project is representative of TEFL and CLIL. Besides, it can be a source of inspiration for all those CLIL teachers that are preparing the subject of History in English, considering that, as has been mentioned in previous sections, there is not too much research about teaching History in English and even less investigation about the specific historical period exposed in this project. Thus, this master dissertation can encourage other CLIL teachers to make use of the English language in the different subjects of the curriculum and to be innovative with the design of the didactic unit in order to guarantee the expected level of English in each subject of a bilingual or CLIL programme.

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7. Appendix

-Template of the Royal Family Tree for exercise 1 block B.3.

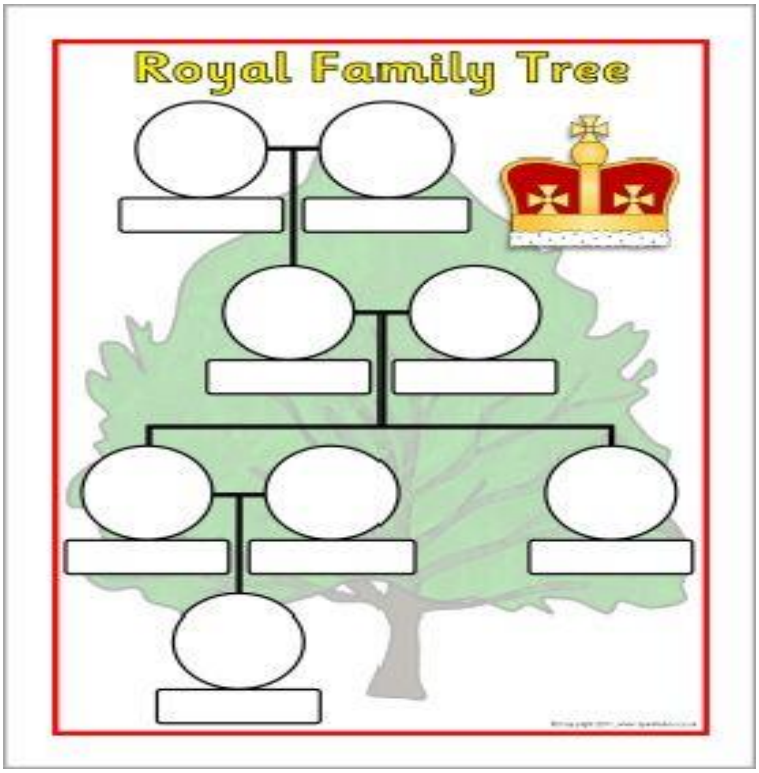
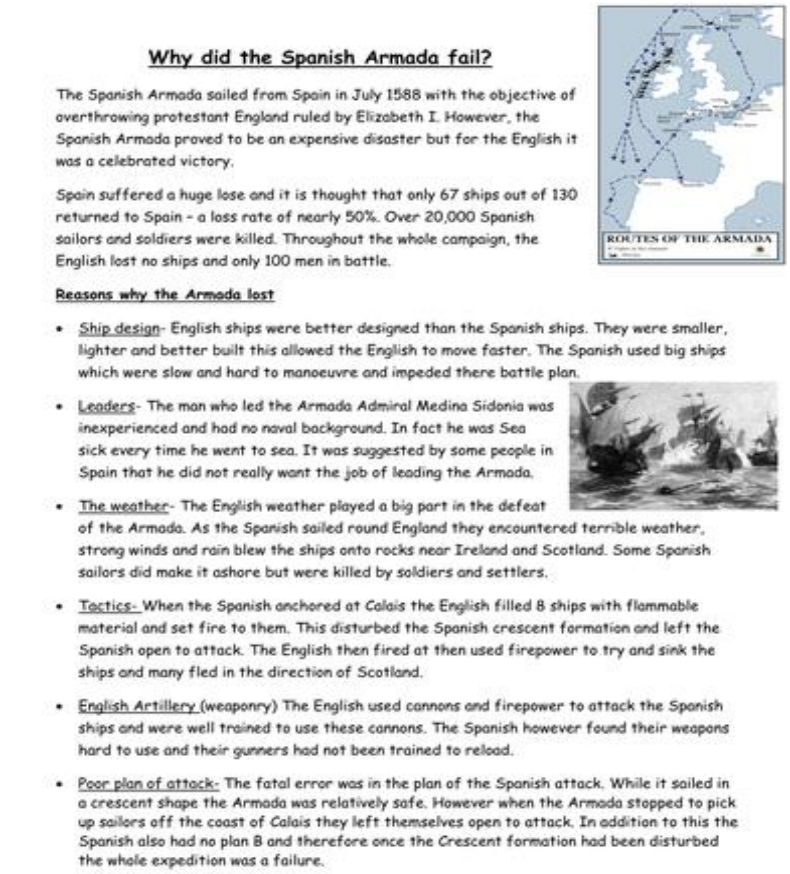


Figure 20. Royal family tree diagram (Pinterest: https://www.pinterest.es/pin/404198135277471786/)

-Text about the Spanish Armada: photocopy for exercise 4 block B.3.



Why did the Spanish Armada fail?

The Spanish Armada sailed from Spain in July 1588 with the objective of overthrowing protestant England ruled by Elizabeth I. However, the Spanish Armada proved to be an expensive disaster but for the English it was a celebrated victory.

Spain suffered a huge lose and it is thought that only 67 ships out of 130 returned to Spain – a loss rate of nearly 50%. Over 20,000 Spanish sailors and soldiers were killed. Throughout the whole campaign, the English lost no ships and only 100 men in battle.

Reasons why the Armada lost

- Ship design- English ships were better designed than the Spanish ships. They were smaller, lighter and better built this allowed the English to move faster. The Spanish used big ships which were slow and hard to manoeuvre and impeded there battle plan.
- Leaders- The man who led the Armada Admiral Medina Sidonia was inexperienced and had no naval background. In fact he was Sea sick every time he went to sea. It was suggested by some people in Spain that he did not really want the job of leading the Armada.

- The weather- The English weather played a big part in the defeat of the Armada. As the Spanish sailed round England they encountered terrible weather, strong winds and rain blew the ships onto rocks near Ireland and Scotland. Some Spanish sailors did make it ashore but were killed by soldiers and settlers.
- Tactics- When the Spanish anchored at Calais the English filled 8 ships with flammable material and set fire to them. This disturbed the Spanish crescent formation and left the Spanish open to attack. The English then fired at then used firepower to try and sink the ships and many fled in the direction of Scotland.
- English Artillery (weaponry) The English used cannons and firepower to attack the Spanish ships and were well trained to use these cannons. The Spanish however found their weapons hard to use and their gunners had not been trained to reload.
- Poor plan of attack- The fatal error was in the plan of the Spanish attack. While it sailed in a crescent shape the Armada was relatively safe. However when the Armada stopped to pick up sailors off the coast of Calais they left themselves open to attack. In addition to this the Spanish also had no plan B and therefore once the Crescent formation had been disturbed the whole expedition was a failure.

Figure 21. Text about the Spanish Armada (Leighbee23, 2018: https://www.tes.com/teaching-resource/the-spanish-armada-6094858)