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RAISING AWARENESS: AN APPROACH TO GLOBAL ISSUES IN THE CLASSROOM

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Thank you for broadening my horizons.

ABSTRACT

The main aim of this paper is to show how to teach a language effectively through the discovery and awareness of the different problems and realities humanity faces as a whole. By introducing the topic of Global Issues, the students will not only learn a foreign language in a more appealing and motivating way, but they will also develop as individuals and as world citizens. The methodology is the Task Based Approach (TBA) as it is not only perfect to work with real language and topics; it also has inherent benefits in the learner's learning process. Hence, this methodology is studied and presented in this dissertation, both in the theoretical revision and in the didactic unit. Nevertheless, perfection in teaching is a utopia and, for this reason, an eclectic way of teaching is highly recommendable. Consequently, other methodologies like Collaborative Learning are also incorporated in the activities and the projects. The varieties of skills and competences included are also high as this paper intends to work on many of them. Nonetheless, the emphasis is slightly on the oral part as it is the ultimate goal of every language learner; to speak the language.

KEY WORDS: Global Issues, Task Based Approach, Teaching, Language, Learning.

RESUMEN

El objetivo principal de este trabajo fin de máster es mostrar cómo enseñar una lengua de una manera eficaz a través del descubrimiento y la concienciación de problemas y realidades comunes al ser humano. Introduciendo el tema de los *Global Issues*, el estudiante no solo aprenderá una lengua extranjera de una manera más motivadora y apetecible, sino que también se formarán a ellos mismos cómo individuos y ciudadanos del mundo. La metodología elegida para esta labor es el Aprendizaje Basado en Tareas ya que no solo es perfecta para trabajar con lenguaje y temas reales, sino que también tiene de por sí beneficios en el proceso de aprendizaje del alumno. Por ello, esta metodología es elegida a la hora de tanto estudiarla como de usarla en la unidad didáctica. Sin embargo, la perfección es una utopía en la enseñanza y es, por ello, que un tipo de enseñanza ecléctica es muy recomendable. Consecuentemente, otras metodologías como el Aprendizaje Cooperativo también se encuentran presentes en actividades y proyectos. Los tipos de habilidades y competencias incluidas son también significativos debido a que en este trabajo se intenta trabajar con el mayor número posible de ellas. No obstante, se pone ligeramente más énfasis en las partes orales, ya que es el objetivo final de todo estudiante de una lengua; hablar dicha lengua.

KEY WORDS: Asuntos Globales, Aprendizaje Basado en Tareas, Enseñanza, Aprendizaje.

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1. INTRODUCTION

The main aim of this Master Dissertation is the creation of a didactic unit by which students will not only learn English, but they will also become aware of the challenges that society has to face in order to overcome the so called 'Global Issues'. This term refers to a series of world problems that need a collective solution due to its complexity or importance. This will be achieved by following the Task-Based Approach (TBA), a useful and complete methodology.

Consequently, this paper will deal in depth with both terms and their meanings. This dissertation will start dealing with the Task-Based Approach. After the theoretical background and the general notions, this essay will include other important concerns and subtopics related to this topic. First of all, the phases of the TBA will be analysed in order to provide a deep knowledge and understanding of how a fine and effective Task-Based unit should be carried out. Secondly, the multiple benefits and its disadvantages will be presented as well, taking into account different studies and important author's opinions. Afterwards, the design of a syllabus following this methodology will be explained. Then, the development of the students' skills in TBA will be described and studied. Finally, the inclusion of the TBA in an eclectic way of teaching will be also analysed.

Concerning Global Issues, the structure used in order to approach to this topic in an efficient way is as follows. After the origins and the meanings previously mentioned, a brief hint about its repercussion in education will be given. Afterwards, this dissertation will provide a taxonomy dealing with the different themes or types of Global Issues such as war, global warming, water supply, gender equality or illnesses. Thirdly, the possible advantages and disadvantages of using this topic while teaching will be revised. Finally, the act of teaching them and how to do it will be discussed in detail and a brief summary will be provided.

Additionally to the previously explained, it is important to highlight that other methodologies such as Cooperative Learning will also be included in the didactic unit. As mention before, the didactic unit is a crucial part of this paper as it is the practical part and the synthesis of all the theory previously developed. It will consist of four different sessions full of different activities dealing with the Global Issues topic and following the TBA structure. Afterwards, the references used thorough the paper and additional material will be presented.

One of the main reasons why Global Issues was chosen as the central part of this essay is because it is a current topic strongly connected to the term of globalisation. We live in a world which appears small due to the media and social networks. The access to a vast amount of information allows us to face the different problems that cannot be dealt with by a single government or entity. The link between

English, the lingua franca and Global issues is evident and the union of them in this dissertation seems natural.

On the other hand, the cause why TBA was selected as the methodology to be followed is because it has multiple benefits to the student's learning. This methodology has been studied several times and the results are always quite satisfactory and reliable.

Summing up, it is fair to state that nowadays teachers must feel the need to teach English in order to help people communicate to each other and face a globalised life where global problems and solutions require coordinate and effective answers. Thus, this project existence; to aid them to develop all the different skills and competences learners need to succeed.

2. THEORETICAL FRAMEWORK

2.1 Task-based approach

Since education started to be compulsory in the 18th century, the process of teaching and learning has been particularly studied. The matter has become a central issue for debates and new methodologies have been appearing thorough the years. From the traditional grammar-translation method to the new communicative methods, the methodologies have been evolving by placing the student more and more in the center of the learning process.

Task-based is not a new methodology as it was first developed by Prahbu in Bangalore, Southern Asia years ago. According to Prahbu, the students will learn more effortlessly by focusing on the task rather than on the language (Soni & Yadav, n.d, p.2).

The task-based model was recently described by Jane Willis as the reversal of the traditional PPP method (presentation, practice and production). The student will start with the task, putting emphasis on the activity and not on the form. After finishing, the teacher will draw the attention to the form and the language used (Nasution & Siregar, 2012, p.5). It has its origins in communicative learning teaching (CLT). Task based teaching (TBT) develops communicative language teaching by giving a wider variety of activities and by giving more guidance to the student (Aliakbari & Jamalvandi, 2010, p.18).

Nowadays, a task-based approach has achieved according to 'something of the status of a new orthodoxy' according to Littlewood (2004). Teachers and publishers are describing their materials as task-based almost everywhere as it seems that nowadays task-based is a 'good thing' (p. 319).

Nevertheless, it is worthwhile to mention that there is not a perfect methodology and that the ones that exist must undergo a constant process of renovation. Furthermore, an eclectic teaching-learning style where diverse methodologies such as Content and Language Integrated Learning (CLIL), total physical response or in a silent way integrated together would be the most effective way of learning a foreign language in my opinion.

2.2 Global Issues

After the Second World War, the world realises the need of a change in order to avoid the catastrophic results of another hypothetical war. Some countries decided to create an organization where international conflicts and political issues could be discussed to reach peaceful solutions. This organization was called as United Nation (UN). The creation of the UN took place in the 24th October 1945, even though the term was created some years before in 1945 (United Nation, n.d).

This historical creation triggered a new era in terms of diplomacy politics. The fact of having a common scenario where common problems were discussed slowly change people mentality, making us more globalised and open-minded. The development of technologies like internet also collaborated to shrink our word and to make communication more fluent and, therefore, interaction between different countries and people.

Economic interrelation also favors the concept of *globalization* and the creation of the so called *global issues*. As Hite and Seitz (2016) states: 'many nations in the world are now dependant on other nations to buy products and supply the natural resources and goods' (p.2). That interrelation not only affects countries but people and job opportunities. The term globalization stood up and became trendy.

The closeness of people and the space to discuss problems in the UN, give birth to the concept of *global issues*. This term can be defined as the kind of matters or problems that cannot be resolved by one single government due to its importance or difficulty (Bhargava, 2016, p.2).

The importance of these issues to society makes them highly interesting to teachers, as they can include and use them in their classes. While learning a second language, the use of *global issues* will motivate the students and make the class more entertained. Furthermore, the students will not only learn another language but they will shape themselves to prepared and educated global citizens.

3. LITERARY REVISION

3.1 Task-based approach

First of all, it would be convenient to start asking ourselves what the task based approach is effective for and why we should use it. In order to become enlighten on that issue, many authors and outstanding scholars such as Ellis, Willis, Nunan or Phrabu will be consulted. Moreover, task-based characteristics and key concepts will also be analysed, entailing a deeper understanding of the matter.

Concerning the central concept of task, it is fair to admit that there are lots of different definitions but none describe it perfectly. Nunan (1989) defined it as a piece of classroom work where the students put the focus on the meaning rather than on the form (Nunan (1989) quoted in Aliakbari&Jamalvandi, 2010, p.19). Willis (1996), on the other hand, defined the task as an engaging activity where the language used help the students in the process of learning a language (p.23).

Moving on with the task-based approach itself, we notice that it is divided into crucial different steps or phases: pre-task, task, and post task.

3.1.1 Phases of the TBA

Starting out with the pre-task, it is important to highlight that it is not quite a compulsory phase but it is considered a highly important one. According to Willis (1996), there are several recommendable steps in order to successfully carry out this pre-task phase. The first step will be to define the topic area. There may be certain topics that will need to be clarified to students in order to understand them fully. The second step will be to help students to 'recall students and activate words and phrases that will be useful both during the task and outside the classroom' (p. 42). The last step will be:

To ensure that all learners understand what that task involves, what its goals are and what outcome is required. They will want to know how they should begin, exactly what each person should do, how much time they have and what will happen once they finished (Willis, 1996, p.44).

This fragment shows the importance of making the learner the protagonist of their own learning and to clarify as much as possible the reasons why we carried out the lesson in one specific way, especially taking into account that nowadays the old ways of teaching are still prestigious whereas the communicative ways make some students doubt their effectiveness.

The pre-task could be developed either orally or written. Brainstorming exercises are an effective way and can be carried out in both ways. Another

outstanding matter to be taken into account is the time management. As Willis (1996) highlights, allowing more time for students to prepare their intervention has been proven to be highly beneficial in terms of the complexity of the syntax and the vocabulary used. However, if you are looking for a spontaneously and more real exercise, then giving them no time will be the best way to do so (p.46).

Concerning the central task element, N.S. Prabhu claimed that students 'may learn more effectively when they focus more on the task than the language they are using' (Soni& Yadav, n.d, p.2). This is exactly what should be done in this compulsory phase. Students should pay attention to the task itself. This is because they will learn that language in a more natural way. There are many types of task classifications and one of the most reputed ones was done by Prahbu in his Bangalore Project (1987). The three types of tasks according to him are¹:

- **Information gap activity:** This activity has to do with the transferring of information from one person to another. The students will have to encode and decode information in order to fulfill the objectives of this activity. For example, completing a tabula representation with information available in the text book.
- **Reasoning gap:** Involves extracting new information by interference, reasoning or perceiving patterns from a given piece of information.
- **Opinion-gap activity:** This kind of task consists of identifying and giving a personal opinion or preference in response to a given situation. These activities must be as real as possible and students should justify their opinions in order to correctly complete the exercise. Activities like story completion or debates are great examples of this kind of activity.

Willis (1996, p.57) also listed some types of task activities that can be implemented. There are six different ones²:

- **Listing:** In these types of activities, students can read or hear a fellow classmate's list of words, consolidating in this way their own knowledge. After doing so, the class can vote for the most complete and comprehensible list.

¹Categorization is a summary of the following reference: Soni, M.,& Yadav, D. (n.d). Task-based Learning: An Effective Approach in English Language Teaching. *St. Joseph Evening College*. Retrieved from <http://www.sjec.edu.in/pdf/Task%20based%20learning.pdf> (10/06/2019).

²Categorization is a summary of the following reference: Willis, J. (1996). *A Framework for Task-Based Learning*. Harlow: Longman.

- **Comparing:** Learners can compare their work with others. They will see how many disagree and agree on the content. They can follow this up with a debate.
- **Experience sharing:** This kind of activity foment the students to note their points of interest, compare them, write questions about them, select some of them and summarise and so on.
- **Creative:** In this type of activity, students are able to say what they most enjoyed about another group's work and to write reviews about other groups.
- **Ordering, sorting:** Students can justify their priorities out loud and try to persuade each other.
- **Problem solving:** In this kind of activity learners can compare strategies for solving the problem, evaluate possible solutions, vote for the best ones and recommend a doable solution.

Continuously dealing with the creation of tasks, an important piece of advice was given by Soni and Yadav (n.d) to create an engaging and useful class. They proposed that tasks should be related to student's 'real language needs', develop intrinsic motivation and allow teachers to see student's advances (p.2). Ellis (2009) also gives some hints and advice about how to create a good task-based lesson. He does so by comparing the traditional type of class with a task-based one. Some of the most important differences he points out are that i) in a conventional class, scaffolding was only used to enable students to create correct sentences whereas in a task-based one, students are able to say what they want ii) Students should have the opportunity to negotiate part of the meaning when communication problems arise iii) Turn-taking is no longer controlled by the teacher but is a natural (pp.13-14).

In the task phase, it is quite useful and recommendable to direct the lesson towards the creation of a final task. This way of procedure is consistent with the sense of scaffolding or building up new knowledge based on a previous one. Authors such as Estaire and Zanón (1994) point out that final tasks can have different kinds of products (pp.23-24)³:

- **Tangible end product:** that is to say, the result of the learning activity is shown as a product. For example the creation of a poster.
- **Interaction products:** They are final tasks in which the students interact with each other. It would be advisable if they discuss topics from their real life. For instance discussing their holidays or short oral presentations.

³ This taxonomy is taken from the following reference: Estaire, S., & Zanón, J. (1994). *Planning Classwork. A task based approach*. Oxford: Macmillan Heinemann.

- **Simulation and series of simulations:** Very appropriate for real themes but also with invented ones. Role plays and dramatic tasks are effective examples.

Concerning the simulation activity, it is worthwhile to deal with the creation of two of the most useful kinds of exercises: role play and drama. Starting with role play, it is obvious that this kind of activity is one of the most commonly used not only in task-based methodologies, but also in almost every single kind of didactic unit. Authors like Aliakbari and Jamalvandi (2010) explain the reason why it is fundamental to use it:

The reasons to adopt role-play are threefold. First, it is challenging; in role-play learners display instantaneously sociopragmatic and pragmalinguistic knowledge (...) Second, role-play is fun and motivating. It provides the chance for quieter students to express themselves in a more forthright way and the world of the classroom is broadened to include the outside world, thus offering a much wider range of language opportunities. Finally, it is a piece of activity the researches have practiced in conversation classes for years (p.17).

Moreover, Tatayama (1998) will claim that role plays demand 'more cognitive demand on learners' comprehension system and to produce output of any kind (Tatayama (1998) quoted in Aliakbari&Jamalvandi, 2004, p. 20). All these reasons put together will make role-play a must in any communicative didactic unit.

Continuing with dramatic activities or drama tasks, we could start analysing them by saying that arguably they are some of the best resources teachers could have. In Carlson's words, 'learners who feel stressed and anxious in the classroom are unlikely to take risks or participate in activities. Drama seems to be a powerful way of drawing learners into a task unlike other traditional language learning tasks' (2012, p.55). Other authors such as Demetriou and Ruiz (2009, pp.199-200) emphasise the usefulness of drama not only in task-based teaching but in teaching in general. They state that⁴:

- Drama helps students to develop their self-esteem.
- It contributes to the exploration of personal and individual values as well as the appreciation of others.
- It helps to appreciate cultural heritage.
- It improves vocal oral expression, pronunciation and written communication.
- Drama improves students' imagination, creativity and memorization.
- It helps in expressing past experiences and to foretell possible outcomes.

⁴Categorization is a summary of the following reference: Demetriou, E., & Ruiz, J. (2009). *Get thee to a Playhouse! An introduction to Elizabethan and Shakespearean Drama for Young Students of Literature*. Jaén: Universidad de Jaén.

- It encourages learners' abilities to analyse ethical, moral and social values.
- It improves personal and collective relationships.

Lorna Carson (2012, p.51) also points out some of the advantages in using drama in a task-based class. According to him, drama is a 'real life activity' which is familiar to everyone. Furthermore, he insists that drama not only 'engages participants' but also the audience itself.

It is evident that drama is a powerful tool in the learning process. Carlson (2012) not only provides many benefits of its use, but also analyses the skills involved while using drama in task exercises. The skills that are helpful in his opinion are agency, autonomy and identity (p. 48). The first is concerned with the capacity of self-awareness and decision making an individual has. The second one, autonomy, is closely related to autonomy. In fact, authors like Little (1991) claim that there is a misunderstanding between both terms. In his opinion, autonomy is not only a sense of self-capacity of learning but more than that. He exposes that:

Autonomy is a *capacity* - for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning (p.4).

The last skill coined by Carlson is identity. Presenting and expressing one's personality is highly beneficial while learning a language, but putting yourself in someone else's shoes is also fundamental not only for learning but in life itself. That is exactly what students get while carrying out dramatic tasks as they are able to learn language and practice their sociolinguistic skills at the same time.

Last but not least, all these characteristics and skills together will inflame learner's motivation which is one of the most important factors in language learning. As Luque (2002, p.233) points out, 'motivation in general leads to success, which in turn leads to higher motivation for learning'.

Finally, post task activities can be introduced in our didactic unit. These kinds of tasks are optional and have three major pedagogic goals according to Ellis (2009: 18), 1) to give a chance for a 'repeat performance of the task', 2) to reflect on how the task was performed and 3) to encourage 'perception to form'.

Repeating a task could be highly beneficial, especially if the teacher has observed that the task was not carried out as effectively as expected. The class observation is in that sense vital to make this kind of decision. Concerning the reflection of the activity, teachers have many ways of doing so. For instance, errors and mistakes can be presented and students are invited to correct them by themselves. It is always favorable not to "personalise" errors as some students may

feel embarrassed and their motivation may decrease. Lastly, encouraging students to focus on the form of the task previously carried out is extraordinarily effective because as mentioned before, tasks should focus on meaning and production. Students will learn more about the language and grammar used.

In conclusion, even if the only mandatory phase is the central task, all of the phases provide the students with many benefits in their language path and it is really useful and recommendable to include them in our didactic units.

3.1.2 Benefits and disadvantages of the TBA

First of all, it is fair to mention that there is no perfect proven approach or methodology to teach a language. As far as I am concerned, an effective didactic unit would be one that contains traces of every methodology. An eclectic way of teaching based on the teacher's instruction, experience and the students' profile is the best way to lead students to succeed and enhance their interest and motivation. Consequently, a task-based approach will also have some advantages and some pitfalls while teaching and learning a foreign language.

Starting with the positive aspects of the TBA, we can definitely say that there are numerous advantages. The task-based approach is a communicative method that encourages the student to use the language rather than just learn the form of it. Grace (2015) categorises all the advantages into the following⁵:

- **Task based learning helps learners to interact spontaneously:** Learners are free to use whatever structure, vocabulary or expressions they know. It encourages ambition and creativity. The students' attention is drawn towards the message rather than the form.
- **Automaticity:** It is described by Segadowitz as a 'more efficient, more accurate and more stable performance'(Rider (2007) quoted by Grace, 2015). Therefore task-based could lead to a more 'native' level than a traditional approach only focusing on form.
- **Task based learning gives language learners the opportunity to learn vocabulary:** the traditional way of teaching vocabulary is not as productive because learners did not normally have the chance to use it. In the TBA, learners are able to use the vocabulary normally presented in the pre-task phase as they have more opportunities to do so.

⁵Categorization is a summary of the following reference: Grace, T. (2015). The strengths and weaknesses of task based learning (TBL) approach in Scholarly research journal for interdisciplinary studies. An international peer reviewed

- **Provides essential conditions for language learning:** TBA gives the students the ideal conditions to be able to use the language they are learning more and to cooperate with each other to communicate more naturally and effectively.
- **Maximises scope for communication:** Learners are more exposed to input and produce more output. This gives them the opportunity to assimilate the new knowledge better.
- **Experiential learning:** This approach uses the learners' experiences as a central and starting point. The psychological proximity the student has with the language makes them more interested in it. (pp.2764-2765)

Regarding the downsides of the TBA, the first is the unclear definition of task and task-based. Without having perfectly defined and clarified all the main points of a theory, it is almost impossible to correctly implement it. Secondly, it is evident that this methodology does not work in a "natural" way, which is to say, the vocabulary and the structures are normally presented by the teacher and students are then expected to learn it. Native speakers acquire the language without the aid of someone explaining the grammatical rules, but by simply interiorizing it. It is fair to admit that this drawback is present in almost every single methodology. Grace (2005) also summarises some of the weaknesses that the task based approach may present⁶:

- **Task difficulty:** The difficulty of the task is defined by Skehan (1998) in terms of i) complexity of the vocabulary and code in general, ii) stress during communication such as time limit, iii) unfamiliarity of the topic (Skehan 1998 quoted in Grace, 2005, p. 2765).
- **Mismatch between the learners' and teachers' perception:** Teachers and students may have different perceptions of how the class is being carried out. The main fields of mismatch are:
 - **Cognitive demand:** The time students will need in order to understand what to do. Teachers tend to believe that students will understand their instruction straight away but that is not always the case.
 - **Linguistic demand:** The previous vocabulary and grammatical knowledge the learners had. It is convenient that students complete a placement test to check their knowledge at the start of the academic course.

⁶ This taxonomy is taken from the following reference: Grace, T. (2015). The strengths and weaknesses of task based learning (TBL) approach. *Scholarly research journal for interdisciplinary studies. An international peer*, 3, 2760- 2771. Retrieved from <http://oaji.net/articles/2015/1174-1426660685.pdf> (10/06/2019).

- **Clarity of pictures/story:** The images and visual support must be clear to avoid misunderstandings.
- **Task structure:** The information is not always well organised and the students may have difficulties understanding it. The information must be crystal clear to make sure that students do know what to do.
- **Affective factors:** As Tavakoli (2009) argues, the presence of background information to create affective factors (for instance towards the vocabulary given) is fundamental to learn it quickly. (Tavakoli (2009) quoted by Grace, 2005, p.2766).
- **Authenticity of task:** To achieve authenticity in tasks so that they simulate real world situations should be one of the teachers' main aims while preparing a class. However, there are authors like Skehan that suggest that the tasks will be more than adequate if they 'manifest some sort of relationship to the real world' and if they achieve some 'interactional authenticity' (Skehan 1996 quoted by Grace, 2005, p.2766).
- **Outcome:** It is of the highest importance to differentiate between the linguistic outcome of a task and the outcome of the task itself. For instance in a 'spotting the difference' exercise, the students may be able to spot them without interacting. In that case they will have reached the task's outcome but not the linguistic one. It is essential to make both outcomes coincide and, if this is not possible, make it clear to the students what the real aim of the task is.
- **Linguistic deficiency:** Due to the communicative nature of tasks, where learners have to interact with each other, some students may find it difficult. The main reason for that is their lack of vocabulary or grammatical structures.
- **Learners' perception:** Activities must be as close as possible to the students' level so that they perceive it as a feasible challenge.
- **Learners' needs neglected and diverse classes:** It is considerably difficult to take into account every learner's needs while they are doing activities, especially the ones related to motivation and cultural relevancy.
- **Fundamental issues unresolved:** issues like the difficulty of implementing this methodology taking into account every learner's attitude, or the lack of focus on form, are issues still not resolved.
- **Theoretical objections to the task based learning:**
 - The restricted nature of task-based learning

- Cultural relativity of task-based teaching: Authors like Ellis (2003) observed that many of the activities and examples given are culturally loaded. Ellis argues it in the following way:

The content of many of the tasks that figure in both research and language teaching materials implicitly espouse the cultural values and norms of the western English-speaking world (Ellis (2003) quoted by Grace, 2005, p.2769).

- Teaching language as communication: critics claim that task-based learning is based on communication but it does not necessarily teach proper ways and techniques to communicate in an effective way (Grace, 2005, pp.2763-2769).

Regarding the apparent vast amount of pitfalls that TBA has, it would be logical to conclude that the advantages outweigh the disadvantages and that the task-based approach is a method worth implementing.

3.1.3 Syllabus design for TBA

The creation and design of a didactic unit is a fundamental phase that must be carried out with extreme carefulness. In order to create a meaningful, useful and well-developed unit, teachers must take into account as many aspects as possible concerning their class.

First of all, it would be useful to provide a clear definition of the term 'syllabus' as it is often confused with other terms such as 'curriculum'. Authors like Candlin and Murphy (1984) define it as the accounts or records of what happens at the class level (p.31). Nunan (1993) also defines the term in a similar way as he alleges that a 'syllabus' focuses on the selection of content (p.8). A 'curriculum' on the other hand, is more concerned with the planning of the educational programmes (Nunan, 1993, p. 8).

Regarding the different ways to approach these definitions of syllabus and curriculum, there are three main schools which hold slightly different definitions. The first one is the so called Lancaster School, represented by Candlin and Breen. This school believes that curriculum should be negotiated by both the teacher and the students (Rahimpour, 2010, p. 1662). Stern (1984) presents this idea in the following way:

For this group, it is not a choice between structure and functional syllabus. The principle of any fixed inventory of language items, such as the Council of Europe syllabus, is unacceptable to them. They regard the syllabus as open and negotiable (p. 7).

Another school is the London School which is represented by Widdowson and Brumfit. They believe that the Lancaster school is 'unrealistic and extreme' and they claim that a syllabus is necessary, as it is economical and therefore useful (Rahimpour, 2010, p. 1662). Widdowson also makes a distinction between syllabus and teaching methodology. For him, syllabus is a structural element whereas methodology can be communicative (Rahimpour, 2010, p. 1662).

The last school is the Toronto school, represented by Allen. The syllabus for them is 'unquestionable' and the main issue is constructing a 'theoretical sound and practically useful curriculum' (Rahimpour, 2010, p. 1662).

Concerning the types of syllabi, Krahne (1987) has proposed six different main types of syllabus as followed⁷:

- **Structural syllabus:** the content of this kind of syllabus is related to forms and structures. For instance verbs, nouns, tenses and so on.
- **Notional/functional syllabus.** Functions that language performs when it is used are the content of this type of syllabus. For example, promising and apologizing.
- **Situational syllabus:** It is based on a collection of different situations (real or not) in which the language is used. For instance, going to the dentist.
- **Skill-based syllabus:** they are the ones in which the content is a collection of abilities or skills.
- **Content-based syllabus:** according to (Rahimpour, 2010), it is 'not really a language teaching syllabus at all' (p. 1663). The main purpose is to teach a different subject. The language learning is a secondary effect.
- **Task based syllabus:** it is one composed by tasks. These tasks will have a purpose and students will need to use the target language in order to complete them successfully. Due to the importance and relevance, many authors such as Phrabu or Breen have studied and proposed other task-based teaching syllabi:
 - The procedural syllabus coined by Phrabu in 1987.
 - The process syllabus developed by Breen and Candlin.
 - Task-based language teaching proposed by Long and Crookes in 1992.

All these syllabi claim to be communicative and to create a favorable environment for the learning of a second or foreign language. (Rahimpour, 2010, pp.1662-1663).

⁷ Categorization is a summary of the following reference: Krahne, K. (1987). *Approaches to syllabus design for foreign language learning*. Englewood Cliff, NJ: Prentice Hall Regents.

Continuing with the stages in the creation of a syllabus, Estaire and Zanón (1994) established different steps to create them⁸:

- Determine theme or interest area.
- Plan final task or series of tasks.
- Determine unit objectives.
- Specify contents which are necessary
- Plan the process: determine communication and enable tasks which lead to the final task.
- Plan instruments and procedure for evaluation of process and product (Etaire&Zanón, 1994, p.4).

After having summarised the main aspects regarding a syllabus, it is important to highlight once more that linguistic elements such as words are rejected as the unit of analysis in syllabus used in the TBA. Instead, they all adopt tasks as the central unit of analysis. (Rahimpour, 2010, pp.1662-1663).

3.1.4 The development of skills in TBA

The task-based approach has shown its utility in learning a new language. This utility is also applicable when we talk about the different skills that composed most of the language certificates and are the base of almost every curriculum in the European Union. These skills were settled by the Common European Framework of Reference for Languages (CEFR). These main skills are oral production and comprehension, written production and comprehension and interaction. In the new companion published in 2017, new descriptors of these skills were presented among a further skill; mediation. In order to analyse a TBA approach deeply, it is highly advised to focus on the repercussion that this approach has in each of the mentioned skills.

Starting with speaking (oral production) and interaction, it is fair to admit that the task-based approach presents lots of advantages in these areas as tasks usually involve developing activities orally, either in pairs or groups. Students are currently conscious of the necessity of talking as much as possible. In order to do so, teachers must have a clear idea of what a good oral task is and how to implement it. Moor (2006) defines an oral task as follows:

An oral task, according to my definition, is a spoken activity which leads to some kind of recognisable outcome or product. This might be in the form of a mini-talk

⁸This taxonomy is taken from the following reference: Estaire, S., & Javier, Z. (1994). *Planning Classwork.A task Based Approach*.Oxford: Macmillan Heinemann.

to be given in front of the class, reporting back to the class on a group discussion which has led to some sort of decision or agreement, or recording a spoken activity onto video or audio tape. The danger of the kind of activity described above is that it enables the learner to coast along using the language they already know, even, on occasions, simplifying it in order to get the message across quickly. A task, on the other hand, should encourage learners to stretch themselves linguistically (p.24).

In addition to what is previously mentioned, Moor also highlighted different aspects to take into account in order to implement a successful oral task. First of all, the choice of a theme seems to be of great importance as it can lead to major participation and motivation. An appropriate theme, one that the students are truly interested in, can make the difference between a good oral task and an extraordinary one (Moor, 2006, p.25). The second tip would be to record the spoken production. This could make the students feel slightly under pressure but it does have great benefits as the student is able to analyse their own oral skills and learn from it. Besides, a bit of pressure can be beneficial sometimes (Moor, 2006, p.25). Moor (2006) also recommends giving the students some time in silence to prepare their activities, especially if the aim of it is accuracy rather than fluency (p.28). Finally, every activity can be twisted into a more communicative one, making the students discuss the activity before completing it.

Continuing with reading skills, the very first point that must be stated is that it would be recommendable to adapt the 'classic reading exercises' to the TBA. It can be done by making them more communicative and by giving them some sort of purpose. A clear example is Kagans' cooperative structure known as 'shared reading'. Students read just a part of the text and tell their partner what they have understood. In doing so, both reading and speaking skills can be developed at the same time. (Redes de Convivencia, n.d, p.4). As a post- task, teachers could propose that students write their own opinion about the text and share it with the rest of the class. Mao (2012) divided reading tasks into three main stages⁹:

- **Pre-reading stage:** The objective is to activate the background knowledge of the learners and to motivate them.
- **While-reading stage:** In this stage the teacher will create some activities to make the students understand the text as much as possible.

⁹This taxonomy is taken from the following reference: Mao Z. (2012). The application of Task-Based Language Teaching to English Reading Classroom. *Theory and Practice in Language Studies*, 2, (11), 2430-2438.

- **Post-reading stage:** At this stage, the tasks are meant to offer the learners communicative opportunities, like discussions, and to extend the text as well as make it more realistic (Mao, 2012, p.2436).

Relating to listening skills, it is important to state that the students' listening skills are being used and therefore developed as the work in pairs and in groups require students to not only speak but to listen as well. It is also important to make the students ponder about what they have listened to and to create some tasks in order to do so.

Finally, writing skills must also be taken into consideration. Following the classic division of pre-task, task and post-task, it is evident that written skills are more suitable for the task one. The students will develop these skills indirectly while doing a given task. After the main task, a post-task activity can be used in order to make the learner aware of their writing and to proofread their errors and mistakes.

Summing up, even though TBA is more relevant to developing oral skills, it can be argued that all competencies can be effectively worked if we take them into consideration when preparing the didactic unit.

3.1.5 TBA in an eclectic teaching

The task based approach can definitely be used in an eclectic approach to teaching and learning. While following the main stages previously mentioned, teachers can mix some of its characteristics with the ones of other approaches. Furthermore, TBA is considered an evolution and, at the same time, part of the communicative approach. The communicative approach is an umbrella term that is comprised of many other methods. Therefore, these other ones will have common characteristics that make them easier to mix with the TBA.

Apart from the TBA, two of the most popular communicative methods are the Cooperative Learning and Content and Language Integrated Learning (CLIL). In order to understand these methods better and to analyse how they can be used in an eclectic way of teaching among the TBA, these methods are going to be briefly defined.

Cooperative Learning can be defined as the 'principles and techniques for helping students work together more effectively' (Jacobs, Power & Loh (2002) quoted in Jacobs, 2004, p.1). Under this definition, many principles such as equal participation (Kagan, 1994), simultaneous interaction or positive interdependence have been defined.

CLIL (Cooperative Learning and Content Language Integrated Learning) is an 'approach or method which integrates teaching of content from a curriculum subject with the teaching of a non-native language' (Lesca, 2012, p.3). CLIL has four main components that are often known as the four C's. These four C's are content, communication, cognition and culture. Some of the main features of this method are authenticity, active learning, scaffolding and cooperation (Lesca, 2012, p.4).

Finally, if we consider all the different definitions and characteristics that go with the three methods, it can be assured that it is feasible to combine those characteristics and features and create an eclectic lesson. Ideally this lesson will take into account the students' way of learning, as this is the true objective of all learning methodologies; that students learn.

3.2 Global issues

First of all, it would be sensible to define and analyse the term *global issue* and to start by comparing it with another trendy term; *globalization*. Currently, the phenomenon of *globalization* is well-known by almost everyone but, is it the same as *global issue*? Both topics are related but have many differences. According to Bhargava (2006), *Globalization* generally refers to the 'integration of economies around the world, particularly through trade, production chains (...)' (p.2). Furthermore, Bhargava alleges that the term also refers to 'the movement of people and information' (p.2). On the other hand, as mentioned before, Bhargava (2016) defines the term *global issues* as the kind of matters or problems that cannot be resolved by one single government due to its importance or difficulty (p.2). Snarr (2008) uses this term to refer to two different phenomena:

First, there are those issues that are transnational - that is, they cross political boundaries (country borders). These issues affect individuals in more than one country. A clear example is air pollution produced by a factory in the United States and blown into Canada. Second, there are problems and issues that do not necessarily cross borders but affect a large number of individuals throughout the world. Ethnic rivalries and human rights violations, for example, may occur within a single country but have a far wider impact. (Snarr, 2008, p. 2).

Bhargava (2006) points out the different features that the term *global issues* have¹⁰:

- They affect a large number of a nation's population.

¹⁰This taxonomy is taken from the following reference: Bhargava, V. (2006). *Introduction to Global Issues*. Retrieved from <http://siteresources.worldbank.org/EXTABOUTUS/Resources/Chapter1.pdf> (10/06/2019)

- Each issue may affect, directly or indirectly, to all or most countries in the world.
- They require a global response or approach as no government has the power or authority to implement a solution (Bhargava, 2006, p.1).

These kinds of topics have existed throughout the history of human beings, but due to idiosyncrasy of the governments and rulers, the lack of empathy among people and the lack of technologies to communicate to each other, they were scarcely discussed or solved.

Nowadays there is a trendy social and political movement in favor of dealing with these transversal topics. Many governments all over the world have realized that the future hugely depends on topics that are irresolvable by one single administration and have agreed to put several solutions and plans into practice. Education will take a fundamental role in these plans.

3.2.1 Education in Global Issues

There is a rising international awareness of global issues in the field of education in general and in the teaching of English in particular. That is due to the very nature of teaching and learning a language. Learning a language properly requires not only acquiring the grammatical knowledge and vocabulary, but also cultural values and traditions, as they are fundamental to fully understand that language. This growing interest can be attested by the existence of groups like IATEFL and TESOL, which are English teaching associations focused on global issues (Díaz-Pérez, 2013, p.7). Osler and Starkey (2005) also claim the existence of this interest. In their words:

Throughout the world there is a growing interest among language teachers in how they might support their students in developing the skills to become effective citizens. At the same time there is, internationally, increased discussion and debate about citizenship and identity and about the ways we might educate citizens in multicultural contexts and in the context of an increasingly interdependent, yet unequal, world (Osler and Starkey (2005) quoted in Díaz-Pérez, 2013, p.7).

According to Cates (1997) this interest in global issues arose among the English teaching community in the second half of the 1980s, which is in the same period of time when the interest in global education also rose in popularity (Rascón-Moreno, 2013, p.17).

Therefore, teachers and educators agreed to develop and work on the so called 'global citizenship competence' as it would allow students 'to develop critical thinking

about the global issues' (Díaz-Pérez, 2013, p.9). This competence, as any other, will be composed by skills, knowledge, and attitudes.

Like any other competence, global citizenship competence covers skills, attitudes and knowledge. Concerning the skills, Díaz-Pérez (2013) mentioned the following ones¹¹:

- **Ability to think globally:** This skill allows students to consider different perspectives (culturally, politically, economically, and so on).
- **Ability to solve problems:** This ability helps learners to share perspectives and to negotiate in order to solve a given problem.
- **Critical analysis:** To think critically about inequality and justice.

Continuing with the attitudes, Díaz-Pérez (2013) points out, among others, the importance of 'appreciation and respect for cultural and linguistic diversity; commitment justice, equity environmental sustainability and civic obligations' (p.10). Finally, the knowledge of human rights, social justice or equity is also highlighted (p.10).

Further recommendations for the teaching of global issues in foreign language education were given by the UNESCO in its Linguapax project (Rascón-Moreno, 2013, p.15). These recommendations were¹²:

- To be aware of their responsibility to make the students acquire international understanding through their teaching.
- To Increase the effectiveness of their teaching and to enhance mutual respect, cooperation among nations and peace.
- To exploit extracurricular activities that encourage this international understanding (pen-pal programmes, video-exchanges, overseas exchanges, and so on).
- To lay the basis of international cooperation by cooperating in class (Rascón-Moreno, 2013, p.15).

¹¹Categorization is a summary of the following reference: Díaz-Pérez, F.J. (2013). "Introduction to Global Issues in the Teaching of Language, Literature and Linguistics", in F.J. Díaz-Pérez, M.B. Díez-Bedmar, P. García-Ramírez & D. Rascón-Moreno (Eds). *Global Issues in the Teaching of Language, Literature and Linguistics*. Bern: Peter Lang, pp. 7-15.

¹²This taxonomy is taken from the following reference: Rascón-Moreno, D. (2013). "Combining Global Issues and English Teaching" in F.J. Díaz-Pérez, M.B. Díez-Bedmar, P. García-Ramírez & D. Rascón-Moreno (Eds). *Global Issues in the Teaching of Language, Literature and Linguistics*. Bern: Peter Lang, pp.15-39.

Summing up, it is clear that teachers play a fundamental role in the transmission of these values and skills. It is important to add this topic of global issues in the didactic units and to ensure that its significance is emphasized to students.

3.2.2 Themes

Global issues are present in almost every area of our lives as world citizens. The variety and amount of them are great in number and importance. In order to deal with them better, the UN has published a list of the most noteworthy. It is essential that teachers keep them in mind in order to incorporate them effectively into their classes. The issues main issues are¹³:

- **Africa:** Probably the most undeveloped continent in the world and where poorness is the most concentrated. After the process of independence mainly occurred in the mid XXth century, the whole region faced multiple challenges. According to the UN, these challenges are:
 - **Climate change:** An international problem that especially affects places without resources.
 - **Ebola:** Even though its presence there is much less coverage of Ebola in the media as it is no longer affecting Europe, the problem still exists.
 - **Corruption:** Arguably one of the most serious problems in Africa. The impact of corruption in the population is extreme which reduces the chance of real improvement.
 - **Peacekeeping:** Unfortunately, due to hatred among the different races in the continent or due to economic factors, war and violence have been significant problems in Africa.
 - **Rhuanda:** After the occurrence of these horrific events in 1994, the quest for justice and social peace in Rwanda's region is still one of the most urgent challenges to date.

The UN not only highlights the problems but also has the aim of giving some encouraging news by listing what they have achieved thus far. The UN puts special emphasis on issues like the success they have had in the process of decolonization, the economic growth or the advancement of women.

- **Ageing:** According to World Population Prospects (2017), the number of people older than 60 is expected to double (p.2). Furthermore, the age for life

¹³Categorization is taken from <https://www.un.org/en/sections/issues-depth/global-issues-overview/index.html> (10/06/2019).

expectancy is due to rise more and more. This fact needs a common response and solution as it is not an isolated phenomenon.

- **Aids:** Even though there have been advances in medicine and the administration of the antiretroviral treatment, AIDs is still one of the most serious illnesses worldwide. In 2017, 1.8 million people were infected, making this a sum of almost 37 million. 1 million people died that year because of the effects of the illness (UNAIDS, 2018, p.1).The UN has the goal of eradicating this epidemic by the Year 2030.
- **Atomic Energy:** The horror and catastrophes of WWII brought the necessity of controlling nuclear weapons and atomic energy. Especially when taking into account that 449 nuclear reactors are currently in operation all over the world (IAEA PRIS, 2004). Another wakeup call was the tragedy that occurred in Chernobyl in 1986. The flaws in the system and the mistakes which occurred produced the most important nuclear accident up to now (Nuclear Monitor, 2011, p. 4). The UN is working to prevent another “Chernobyl”.
- **Big Data for the SDGs:** The world is experiencing a revolution. The amount of data produced each year has massively increased (UN Global Pulse, 2012, p.8). This could lead to many opportunities but could also lead to some risks like lack of privacy or disinformation.
- **Children:** The protection of children is one of the most important issues for the UN. As they belong to one of the most vulnerable social groups, the task is both crucial and difficult. Matters like violence against children or the exploitation of children by using them in armed conflicts are key examples of just some of issues which need to be resolved.
- **Climate Change:** It is arguably the defining issue of our time and we are entering an irreversible state of our planet. There is unquestionable evidence that human activity and greenhouse gases are destroying the ozone layer. According to the UN, there are some ‘well-established scientific links’ (United Nations, 2019)¹⁴:
 - The concentration of GHGs in the earth’s atmosphere is directly linked to the average global temperature on Earth.
 - The concentration has been rising steadily, and global temperatures along with it, since the time of the Industrial Revolution.

¹⁴ Categorization taken from <https://www.un.org/en/sections/issues-depth/climate-change/index.html> (19/09/2019).

- The most abundant GHG, accounting for about two-thirds of GHGs, is carbon dioxide (CO₂) which is largely the product of burning fossil fuels.

Governments have been trying to reach an agreement and look for a solution. The last attempt was during the *Conference of Paris*. This conference took place in Paris (France) on the 11th of December 2015 (UNFCCC, 2015). Even though many countries agreed some common measures, it was still insufficient. Other measures and new attempts to seek an agreement are put forward by many organizations such as the *Intergovernmental Panel on Climate Change* (IPCC). In their own words:

Adaptation and mitigation are complementary strategies for reducing and managing the risks of climate change. Substantial emissions reductions over the next few decades can reduce climate risks in the 21st century and beyond, increase prospects for effective adaptation, reduce the costs and challenges of mitigation in the longer term, and contribute to climate-resilient pathways for sustainable development (IPCC, 2014, p.2).

- **Decolonization:** Decolonization was a natural process after many years of colonialism and imperialism. The process, although natural in my humble point of view, was not an easy one for obvious reasons. Countries were not willing to let their colonial territories go due to economic and military reasons. In order to favor this process, The General Assembly of the UN adopted the *Declaration on the Granting of Independence to Colonial Countries* in 1960. It affirmed, among other things, the right of all people to have self-determination and freedom (United Nations and Decolonization, n.d). Since the creation of the UN, 80 former countries have gained independence.
- **Democracy:** One of the most important issues. The United Nation states:

Democracy is a universally recognized ideal and is one of the core values and principles of the United Nations (...)These values are embodied in the Universal Declaration of Human Rights and further developed in the International Covenant on Civil and Political Rights, which enshrines a host of political rights and civil liberties underpinning meaningful democracies (United Nations, n.d).

In order to do so, the UN works in different ways to promote democracy. Some of these measures and activities are¹⁵:

- collaborating with governments to enhance the checks and balances that allow democracy to survive;

¹⁵ The following taxonomy is taken from <https://www.un.org/en/sections/issues-depth/democracy/index.html> (26/09/2019).

- strengthening the neutrality and usefulness of national human rights institutions and justice systems;
- building up legislation and media capacities to make certain freedom of expression and access to information;
- helping to widen policies and legislation to assure the right to freedom of association and of peaceful assembly;
- providing electoral support and long-term help for electoral management bodies;
- favoring women's participation in the political field (United Nations, n.d).

Since 1991 the United Nation has provided electoral assistance to 100 countries (United Nations, n.d).

- **Ending Poverty:** The poverty rates in developing regions has decreased over the years but more than 11% of the world's population is still living in extreme poverty (United Nations, n.d). The UN developed the *2030 Agenda for Sustainable Development* that claim to make advances in the eradication of poverty.
- **Food:** Even though it is thought that famine is being eradicated, 'evidence continues to point to a rise in world hunger in recent years, an important warning that we are not on track to eliminate world hunger by 2030' (FAO et allies, 2018, p.13). In 2012, the UN launched the project *Zero Hunger Challenge*. The project's aims are the following objectives¹⁶:
 - All food systems are sustainable.
 - An end to rural poverty.
 - Adapt all food systems to eliminate loss or waste of food.
 - Access to adequate food and Healthy diets.
 - An end to malnutrition in all forms (**Zero hunger challenge, 2010**).

The UN has created agencies like the World Food Programme or the World Bank to achieve those objectives.

- **Gender equality:** An ongoing crisis in our society. Achieving gender equality is fundamental and a basic human right in our society. In order to do attain gender equality, the UN has created an organization for women; UN Entity for

¹⁶Categorization is taken from <https://www.un.org/zerohunger/content/challenge-hunger-can-be-eliminated-our-lifetimes> (22/09/2019).

Gender Equality and the Empowerment of Women – or UN Women. The main goals: eliminating violence against women and salary equality. Another exceptional project is the gender-inclusive language project, in which the UN also proposed a series of guidelines.

- **Health:** The UN and the World Health Organization (WHO) have led the effort in promoting and maintaining good healthcare worldwide. The achievements have been numerous: reducing tuberculosis, malaria and children's mortality are just some of them. These achievements are summarized by Danaldson (2017):

Human life expectancy has grown at a remarkable rate. The global average life expectancy at birth is now more than 71 years. With every passing year, it has been increasing by four months. In 2007, 15 countries had a life expectancy at birth of more than 80 years. By 2015, that number was 29 countries. Meanwhile, the number of countries with a life expectancy of less than 60 years fell from 36 to 22 (Donaldson, 2017, p.4).

Nevertheless, there are many more problems and challenges to confront. Some of the main ones are¹⁷:

- Less than half of the people in the world today get all of the health services they need.
- In 2010, almost one hundred million people were pushed into extreme poverty because they had to pay for health services out of their own pockets.
- 13 million people die every year before the age of 70 from cardiovascular disease, chronic respiratory disease, diabetes and cancer – mostly in low and middle-income countries.
- Every day in 2016, 15,000 children died before reaching their fifth birthday.

In summary, there have been significant advances in the world's healthcare but there is a lot to do, not only technically and medically, but also in terms of health education. This is where we have a role to play in my humble opinion.

- **Human Rights:**

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and

¹⁷ Categorization taken from <https://www.un.org/en/sections/issues-depth/health/index.html> (1/10/2019).

peace in the world (...) The General Assembly, proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction (UN, General Assembly, 1957, p.1).

These words symbolise a milestone in human history. The Universal Declaration of Human Rights was proclaimed in 1948 by the General Assembly of the UN. Since then, many advances in terms of human rights have been made but there is more which needs to be accomplished.

- **International Law and Justice:** This is one of the greatest achievements of the United Nations. The creation of international laws is a guaranteed way to defend human rights all over the world. The General Assembly of the UN has adopted many multilateral treaties such as the *International Convention on the Elimination of All Forms of Racial Discrimination* (1965) or the *Convention on the Rights of the Child* (1986).
- **Migration:** This global issue has been a phenomenon throughout the history of the human beings, with outstanding examples such as the Indian Diaspora. Nowadays, the phenomenon of migration is as trendy as always. In 2017, the number of people living in a country different to the one where they were born reached 258 million (Global Migration Data Portal, 2017). The Syrian migration as well as Diasporas are just two current issues which need to be solved. Education will take a crucial role in solving the problems and to instill the values of respect and tolerance in new generations.
- **Oceans and the Law of the Sea:** The most important natural resource on our planet and a vital issue to take into account. The United Nations has focused on various issues such as: i) freedom of the seas, that is to say, the sea does not belong to anyone; ii) The declaration and protection of the *Law of Sea Convention*, where rights like freedom of navigation are established; iii) piracy; iv) the protection of the sea environment and biodiversity.
- **Peace and Security:** The protection of peace and the citizenship is extremely important. The very nature of the UN was to prevent armed conflicts all over the world. The two main resources to achieve this goal are: preventive diplomacy and preventive disarmament. From my perspective, another fundamental resource or tool would be education. Educating new generations

to appreciate peace and to protect the earth with non-armed solutions is crucial to actually achieving a peaceful environment.

- **Population:** The world population is continuously increasing. This is due to many factors, the most important being:
 - The rise of fertility rates in developing areas such as Africa and Asia.
 - Increasing longevity thanks to the medical advances of medical technology and the research of new cures and treatments.
 - The international migration from less developed areas to the most contributes to the rise of population (UNFPA, n.d).
- **Water:** It is the most valuable natural resource and it is not guaranteed to everyone. According to United Nations, there are multiple challenges to confront, in their words¹⁸:
 - 2.1 billion people lack access to safely managed drinking water services.
 - 4.5 billion people lack safely managed sanitation services.
 - 3 340,000 children under five die every year from diarrheal diseases.
 - Water scarcity already affects four out of every ten people.
 - 90% of all natural disasters are water-related.
 - 80% of wastewater flows back into the ecosystem without being treated or reused.
 - Around two-thirds of the world's trans-boundary rivers do not have a cooperative management framework.
 - Agriculture accounts for 70% of global water withdrawal.
 - Roughly 75% of all industrial water withdrawals are used for energy production (UN WATER, n.d).

Education will play a crucial role as well. To make learners and students realize the importance of an adequate use of this invaluable resource will make, in my humble opinion, a vital difference.

Other authors such as Bhargava (2006) classify the topics into five main areas¹⁹:

¹⁸ This taxonomy is taken from <https://www.un.org/en/sections/issues-depth/water/index.html> (09/09/2019).

¹⁹This categorization is taken from Bhargava, V. (2006). *Introduction to Global Issues*. Retrieved from <http://siteresources.worldbank.org/EXTABOUTUS/Resources/Chapter1.pdf> (10/06/2019).

- **Global economy:** includes issues like poverty and equality, food security, international trade and so on.
- **Human development:** universal education or hunger and malnutrition are some of the topics within this category.
- **Environment and natural resources:** global change, deforestation, sustainable energy and loss of biodiversity are the main issues to deal with.
- **Peace and security:** terrorism, war, genocides or disarming are the current topics addressed in this subdivision.
- **Global governance:** many topics include human rights, international law, conflict prevention, multilateral treaties and so on. (Bhargava, 2006, p.3)

In the specialized website globalissuesnetwork (2019), a further classification is offered²⁰:

- **Sharing our planet:** issues involve climate change, deforestation or water deficits.
- **Sharing our humanity:** matters requiring a global commitment like universal education, peacekeeping, measures against poverty and so on.
- **Sharing our rule book:** issues needing a global regulatory (illegal drugs, taxations, intellectual property, etc).

After having revised all the plausible themes related to global issues, the next step will be to choose the most interesting ones, explore how to use them in class and to take into account the advantages and disadvantages of working with them.

3.2.3 Advantages and disadvantages

“Global issues” and “global education” are hot new buzzwords in the language teaching world. Global education is the process of introducing students to world issues, providing them with relevant information and developing the skills they need to help work towards solutions. Those who support global education usually defend it in this way: we all need to use reading passages, dialogues and discussions in our teaching, so why not design these with content that informs students of important world issues and challenges them to consider solutions? (Cates, n.d, pp.44-45)

²⁰This taxonomy is taken from Global issues (2019) retrieved from <http://globalissuesnetwork.org/learn-about-our-global-issues/> (30/06/2019).

As it can be read, many authors already claim the advantages and the need for the use of global issues in class. The convenience of using them are diverse and numerous. First of all, global issues can be taught to almost any level and age. The level of difficulty depends exclusively on the teacher's intention and imagination. There are not many textbooks that include exercises with global issues, which could be considered as a negative factor, but it is more an opportunity to create original materials, adaptable to any level. Furthermore, and continuing with this line of thought, not only can all levels be taught by using global issues, but all skills can be developed. Cates (n.d) states this and gives the example of a role play imitating a session of Amnesty International. Students start by listening to information about this organization, then share their opinions concerning human rights, afterwards they read an article and finally write a composition about it (p.45).

A further advantage is that of motivation. Learning about important and real topics makes the students more interested in the lesson. As Dupuy (2000) points out, 'students feel that, maybe for the first time, they are learning something valuable and challenging that justifies the effort' (Dupuy (2000, p.207) quoted in Gonsior, n.d, p.83).

On the other hand, other authors like Ramanathan and Kaplan (1996) state that some students may find it difficult to consider this high intellectual demanding issues in their non-native language (Ramanathan and Kaplan (1996,p. 232) quoted in Gonsior, 2010, p.76). From my perspective, another difficulty could be the vast amount of vocabulary that the students should learn beforehand as they will be facing real and complex texts. This vocabulary must be presented by the teacher before the lesson so that the students can understand the given resource.

To conclude, even though there are some disadvantages in the learning using global issues resources, the advantages clearly outnumber the difficulties.

3.2.4 Teaching Global Issues

Throughout this paper, we have been referring to the topic of global issues. The next dilemma is how to implement the idea of teaching a second language by using them. The fact is that global education is not only a matter of what we teach but also how we teach. The teaching of global issues must be active in the student. Therefore, communicative methodologies like task-based are perfect (Cates, n.d, p.45).

Some teachers may try this communicative approach by inviting guests or speakers to debate about different topics. Others might attempt to develop 'global awareness and language skills' through projects and tasks (Cates, n.d, p.45).

Concerning the materials, as stated previously, there are not many books that include texts or resources concerning global issues. Therefore, the teacher must be careful when designing their own material as 'a global education approach to language teaching requires that teaching materials impart the knowledge, skills, and attitudes required to help language students become socially responsible world citizens'(Cates, n.d, p.45).

Finally, dealing with the course design, we have to keep in mind that the possibilities to plan a course are almost countless. Some teachers prefer to put the focus on written materials dealing about other cultures, with the objective in mind of learning and respecting them. This deals not only with the topic of global issues but with the one of multiculturalism. Others might prefer focusing on the oral skills and present the different topics by watching films for instance or simulating debates.

Summing up, whatever decision we make about the direction of the course, the materials we choose or the topic we select, we cannot lose sight of the main objective, which is to make the students learn English while enlightening them of the multiple crucial issues in the world that need to be tackled. This will lead to more prepared learners linguistically speaking, but to better citizens of a global world.

4. DIDACTIC UNIT: "Taking care of the present to have a better future"

4.1 Contextualization

This didactic unit is designed for a group of twenty students, twelve girls and eight boys, in their fourth year of Compulsory Secondary Education. Two of them suffer from sight problems. Concerning the level of English, the curricular level of the students should be close to B1 (intermediate level). Besides, the group could be considered a varied one: there are students with different paces of learning (fast/low finishers). This last idea refers to the fact that heterogeneity is being promoted. The centre is located in a Southern city in Spain, in the city centre. Regarding resources, the centre has at its disposal internet connection and ICT devices (individual laptops and electronic boards). Other subjects are also taught in English at this centre.

Concerning the students' disposition, the space in the classroom is organised in the following way: students are sitting in rows and the desks are movable. This means that it is easy to place the students in pairs or groups when an interaction or collaborative activity is organised. This is so in order to favor communication and to help in one of the teacher's goal; to eradicate difference and to unify the group as much as possible. Thus, the atmosphere will boost empathy and tolerance, which will lead the class to a successful learning experience.

4.2 Justification

According to the evaluation criteria, contents and assessable learning standards provided by the Royal Decree 1105/2014, a lesson plan or short-term set of activities designed for a group of students with a final goal have to be created as a useful tool for teachers to gather relevant information of each student throughout the academic year. The didactic unit presented will be composed by four sessions with that idea in mind.

Regarding the *Common European Framework of Reference for Languages* (CEFMR)²¹ published in 2010 and its official extension *CEFR Companion Volume with New Descriptors*(2018)²², it is important to attest that this unit also follows their recommendations for a better way of teaching a foreign language and to rich heritage and culture.

This didactic unit with four sessions pays attention to the educational aims of the curriculum, since the linguistic competence (oral and written exercises), sociolinguistic competence (interaction with classmates) and the pragmatic competence (use of language for a purpose) are taken into account. Up to this point, it is significant to highlight that all the materials and activities prepared tend to be as much realistic as possible. Moreover, one of the main aims of this didactic unit is to introduce the students to the different realities from all over the world and to raise awareness of our problems, as well as instigate possible solutions. Currently, we live in a strongly connected society. The problems we confront as a race are common to us all and so should their solutions. Fortunately, thanks to technology and media, the spreading of new ideas are more in hand than ever. One of our duties as educators is not only to transmit technical knowledge but to create prepared citizen which can produce critical thinking. Transmitting culture by providing articles, texts, pieces of information from the internet and other real material will open the students' minds and raise their curiosity. The use of universal stories and history is also a great way to show how connected we are and to teach valuable lessons through them. Additionally, the use of technology will increase their motivation and facilitate the learning of the linguistic aspects.

²¹Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge. Retrieved from: <https://rm.coe.int/16802fc1bf> (27/09/2019).

²²Council of Europe. (2018). *Common European framework of reference for languages: Companion Volume with New Descriptors*. Cambridge, U.K: Press Syndicate of the University of Cambridge. Retrieved from: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989> (27/09/2019).

The final product of this unit is the creation of a poster which will represent a current problem and its solution. In addition, by investigating a problem, the students will research many out of the ordinary terms related to it and they will share them by giving an oral exposition. This exposition will give the students the chance to show and practice their oral abilities, to raise their self-esteem and to practice public speaking. Furthermore, this activity will also be useful for the students acting as an audience as a debate will be carried out at the end of each presentation. Consequently, learners will not only acquire necessary linguistic knowledge but also fundamental skills such as critical thinking and collaborative working skills, both reflected in the educational legislation.

Finally, it is worth mentioning that critical thinking and collective construction of knowledge are not the only concepts endorsed in the legal framer. Others such as personal initiative or entrepreneur spirit are also contemplated and recommended to be favor. This didactic unit will do so in order to obtain a more complete and profound learning.

4.3 Objectives and competences²³

4.3.1 General objectives

- a) To freely develop his duties, to know and fulfill his rights respecting others, practice tolerance, cooperation and solidarity among people and groups, to exercise the dialogue base upon human rights and equality of treatment and opportunities between men and women, like common values of a plural society and get ready for the citizenship democracy.
- d) To strengthen affective capacities in every scope of personality and in the relationships with others, as well as to reject violence, prejudgments of any kind, sexist behaviors and to solve conflicts peacefully.
- e) To develop basic skills in the usage of information sources to acquire new knowledge critically. To acquire a basic preparation in the field of technology, especially the ones of information and communication.
- g) To develop an entrepreneurial spirit, self-esteem, participation, critical thinking, personal initiative and the capacity of learning to learn, to plan, to make choices and to assume responsibilities.

²³Boletín Oficial del Estado (BOE) (2015). Royal Decree 1105/2014. Retrieved from <https://www.boe.es/boe/dias/2015/01/03/pdfs/BOE-A-2015-37.pdf> (08/10/2019).

- i) To understand and to express oneself in one or more foreign languages in a suitable way.
- j) To know, to value and to respect the basic aspect of one's and others' culture and history, as well as the artistic and cultural heritage.

4.3.2 Stage objectives

- 1. To listen and to understand specific information of oral texts in varied communicative situations, adopting a respectful, tolerant and cooperative attitude.
- 2. To interact orally in common communicative situations in a comprehensible and suitable way, practising dialogue as a means to solve conflicts peacefully.
- 3. To read and to understand diverse texts, suitably adapted to the capacities and interests of the student body, with the final goal of extracting general and specific information, complementing this information with other sources to acquire new knowledge critically.
- 8. To develop the capacity of working in teams, to reject the discrimination of people based on sex or any other condition or personal or social circumstance, strengthening social skills and affective capacities, essential to solving conflicts peacefully and rejecting stereotypes and prejudices of any kind.
- 9. To use adequately learning strategies and any mean within reach, including the information and communication technologies and audio-visual means to obtain, select and present orally and by writing in the foreign language.
- 10. To value and appreciate the foreign language as a mean of communication, cooperation and understanding between people of diverse presidencies and cultures, promoting solidarity and respect toward human rights, in the democratic exercise of the citizenship..

4.3.3 Didactic objectives

- To explore different cultures and one's own.
- To deconstruct and analyse social problems.
- To learn specific vocabulary and linguistic expressions.

- To work collaboratively.
- To manage different sources of information.

4.3.4 Competences

The competences worked in this didactic unit are the following:

- 1. Competence on Linguistic communication: since students will improve their linguistic abilities and skills through the whole lesson.
- 3. Digital and Information Treatment Competence: during the lessons, students will be using technology to look for information, watch videos and so on.
- 4. Competence on Learning to Learn: Students will empower their own learning process.
- 7. Cultural expressions and artistic awareness: because while working with Global issues, students will learn about other cultures.

DIDACTIC OBJECTIVES	GENERAL OBJECTIVES	STAGE OBJECTIVES	COMPETENCES
To explore different cultures and one's own.	a, d, j	3, 8, 10	7,4
To deconstruct and analyse social problems	a, d, g, j	8, 10	7,4
To learn specific vocabulary and linguistic expressions	i,	1, 2, 3	1, 3,4
To work collaboratively.	g,	2, 8, 10	1,3,4
To manage different sources of information	E	9	1,3,4

4.4 Contents

CONTENTS				
Linguistic knowledge				
<u>GRAMMAR</u> - Expressions of time: present, past and	<u>VOCABULARY</u> - Related to war and nature. -Related to Human Rights.	<u>PRONUNCIATION</u> - Interacting in debates and	<u>DISCOURSE</u> - To expose a presentation	<u>FUNCTIONS</u> - To deconstruct social beliefs and

Future - Colloquial phrases and structures - Modal verbs		conversations - Speaking in public, directing the message to their partners	orally	Prejudices - To share points of view and debate about other cultures
Linguistic awareness and reflection upon language				
- Giving importance to rhetoric when reading a story. - Being aware of the importance of intonation in discourse. - Learning to use colloquial expressions.				
Intercultural awareness				
- Getting in contact with different cultures. - To expand knowledge on different cultures and communities. - To expand knowledge on Global Issues. - Appreciating English as a lingua franca.				

4.5 Methodology

Regarding methodology, this didactic unit pursues the acquisition of knowledge related to global issues. Furthermore, it triggers the development of critical thinking and stimulates the cooperative work in order to achieve a final goal, a possible solution to the problem. It does so by improving interaction skills as well as the reading, the writing, the listening and the oral skills.

The methodology chosen therefore is the TBA. The structure followed consists of a warm up activity (pre-task) which is used to introduce useful concepts. Afterwards, the main activity will be carried out to practice and acquire the different skills and knowledge. Finally, a post-task activity will be performed in order to reaffirm the concepts and the skills learned.

Furthermore, cooperative learning is also incorporated into the TBA, creating therefore a more eclectic methodology. This is so because the students will work in pairs and in groups cooperatively, doing activities such as shared reading, brief expositions and creating a poster together.

The purpose of acting this way is to empower the student in their learning process and to boost self-esteem. In addition, during the creation of the final task, multiple intelligences will be involved as many will be required to fulfill the task. This

will give every member of the group the chance to show their different capacities and the motivation will be consequently increased.

Dealing with the depiction of the methodology followed in the activities, it is fundamental to talk about the HOTS (High Order Thinking Skills) and the LOTS (Low Order Thinking Skills). The didactic unit will always try to achieve the first ones as the learning process is much more effective. Evidently this is not always possible and parts such as the pre-task will also be framed within the LOTS.

Last but not least, the teacher's role must be described concerning this methodology. The teacher will not only be the one who provides knowledge, but will also enlighten the students in their way to learn, opening their minds and leading them to success. The teacher will do so by offering assistance in their activities, providing material or resources such as the internet or electronic devices and by providing technical and psychological support.

4.6 Timing

TEMPORALIZATION					
From April 17 th to May 21 st					
Lessons	7 th	8 th	9 th	10 th	11 st
1					
2					
3					
4					

As depicted in the chart, this didactic unit will take place during the week from the 7th to the 10th of December as the 10th is Human Rights Day and many of the Global Issues are related to basic Human Rights. Therefore, sessions will finish that day with the end of the project and its exposition and debate.

4.7 Lessons

Initial Data																			
Lesson 1: "What is happening to our world?"																			
Development of the Lesson																			
Activities 1. Warm up Students will work individually to write 3 or 4 controversial statements about nature. These statements will then be used in a game called 'High Five' in which students will discuss their opinions with their classmates. First, students will sit in a circle and read out their statements one at a time. Those who agree with the statement being read out will give that student a high five. Students will then be paired up with someone who has a differing opinion to their own. They must debate the statement with their partner and try to convince them to agree with their view. (10') Some examples of controversial statements are as follows: • Cars should be banned in the city centre. • In 50 years' time, all cars will be electric. • In 30 years' time, we will all be vegetarians. 2. Narrative tenses The students will be given cards that tell different parts of a story. In groups of three, they will work together to put the story in order so that it makes sense. As a class, we will compare answers and put it in the correct order together on the whiteboard. (15') <table border="1"> <tr> <td>a. Lilly turned off the main road and drove down a narrow lane.</td><td>5. She'd been driving in the rain for hours</td><td>10. so she was focused on not losing control of the car.</td><td></td></tr> <tr> <td>b. 20 minutes later, she found a roadside hotel</td><td>13. and, since she was tired and the weather was getting worse,</td><td>3. she decided to park there and stay the night.</td><td></td></tr> <tr> <td>c. When she was having dinner in the hotel room,</td><td>7. she began to hear loud noises.</td><td>1. She was going out to see what was happening</td><td>11. when a thunderbolt struck right in front of her.</td></tr> <tr> <td>d. Frightened, she decided to go back to</td><td></td><td></td><td></td></tr> </table>				a. Lilly turned off the main road and drove down a narrow lane.	5. She'd been driving in the rain for hours	10. so she was focused on not losing control of the car.		b. 20 minutes later, she found a roadside hotel	13. and, since she was tired and the weather was getting worse,	3. she decided to park there and stay the night.		c. When she was having dinner in the hotel room,	7. she began to hear loud noises.	1. She was going out to see what was happening	11. when a thunderbolt struck right in front of her.	d. Frightened, she decided to go back to			
a. Lilly turned off the main road and drove down a narrow lane.	5. She'd been driving in the rain for hours	10. so she was focused on not losing control of the car.																	
b. 20 minutes later, she found a roadside hotel	13. and, since she was tired and the weather was getting worse,	3. she decided to park there and stay the night.																	
c. When she was having dinner in the hotel room,	7. she began to hear loud noises.	1. She was going out to see what was happening	11. when a thunderbolt struck right in front of her.																
d. Frightened, she decided to go back to																			

the hotel room.			
e. While there, she looked through the window	8. and saw that her car was on fire!		
f. Nervous and upset,	2. she dialed the insurance company,	9. but she got no signal.	
g. While trying to catch some Zs,	6. she thought that, sometimes, you can't do anything	4. against the force of nature.	12. Not a lucky day for Lilly!

3. Story telling: The Year 2040

The students will imagine they are living in the year 2040 and that the Earth's environment has deteriorated greatly due to the effects of global warming. The students must then write a letter to their grandchildren explaining what the world was like back in 2019 and how things have changed throughout the last 30 years. Once they finish, the students will be put in groups of 4 and those who wish to share their letter will read it out to their groups.(15')



Image 1. McGhee, S. (n.d). *End of the world*

4. Debate

The students will role-play and take part in debates in groups of 3. Each group will be given a

different card with a statement to debate about. Each student will also be given a card with a viewpoint which will determine whether they completely disagree, partially agree or completely agree with the statement. These cards will also include specific information and examples as to why they have this opinion. (15')

- Should ecology be studied at school as a subject itself?

Should ecology be studied at school as a subject itself?	Should ecology be studied at school as a subject itself?	Should ecology be studied at school as a subject itself?
You are completely against it: • More important subjects • Not something that needs to be studied at school • Not useful to find a job	You are not sure about it: • Students have enough subjects • Lack of teachers • Ecology is an important issue	You totally agree: • Raise awareness • More realistic than other subjects • Great opportunity to do collaborative work

- Should the government fund solar panels?

Should the government fund solar panels?	Should the government fund solar panels?	Should the government fund solar panels?
You are completely against it: • It doesn't fund other energy types • More important aspects to fund • Too much public money	You are not sure about it: • Not everyone lives in a sunny place • It may cost too much	You totally agree: • Boost renewable energies • Does not pollute • Endless

	Encourages the use of solar energy	
- Should we stop writing on paper?		
Should we stop writing on paper? You are completely against it: - Faster to write on paper - Some people are not used to new technologies - Loss of calligraphy	Should we stop writing on paper? You are not sure about it: - Teachers are not prepared - Computers are beneficial for students - Good for the planet	Should we stop writing on paper? You totally agree: - Deforestation - Less rubbish - More dynamic and useful
Attention to Diversity		
- Students with sight problems will receive cards with bigger font size. - Fast learners will receive extra material. (Appendix A)		

Initial Data
Lesson 2: "Peace and Love"
Development of the Lesson
<u>Activities:</u> 1. Warm up The whole class discuss the following questions orally. (5') - Why do you think there are wars? - Do you think they are inevitable? - Do you consider yourself a pacifist? 2. Debate The students will role-play and take part in debates in groups of 3. One member of the group

will be in favour of the use of force to solve international conflicts while another student will be totally against wars. The third student will be the moderator and the one who controls the time. That student will also decide at the end whose arguments were more appealing and will to explain why. Before starting, the teacher will provide some useful vocabulary and expressions on the board to help them to express themselves better. The teacher will explain them if necessary. (15')

Vocabulary: conflict, casualties, collateral damage (...)

Expressions: as far as I am concerned, from my point of view, I see your point but (...)

3. Describe the images

Look at these images and describe them in pairs, then discuss the questions. (15')



Image 2. Renneisen, A. (n.d)



Image 3. N.a. (July, 1824). *Defeat of the Ashantees, by the British forces under the command of Coll. Sutherland, July 11th 1824*



Image 4. N.a. (n.d). *Hundred 's Years' War*

- Do you recognize the time when these wars happened?
- Where do you think they occurred?
- In what sense are they similar? And different?
- Which one do you think is the cruellest? Why?

4. Watch the video and discuss

Watch the video about being in the middle of a war and discuss the following question in pairs: what would you feel if you were in the speaker's shoes? You have got some questions to help you.(20')



Image 5. Giovanni, J. (2012). *What I saw in the war*

- How do you think the protagonist felt?
- What psychological consequences could she have?
- Have you ever thought war could be like that?

➤ Homework: Write a composition of about 120 words on the topic of peace. Use the words, expressions and ideas given in class.

Attention to diversity

- Students with sight problems will be placed at the front of the class while watching the video.

Initial Data
Lesson 3: "Stand up for your Rights!"
Development of the Lesson
<u>Activities</u> 1. Warm up The teacher will lead a brainstorming activity by asking the whole class about their idea of <i>Human Rights</i>. The teacher could ask the following questions to enhance the activity: (5') • What does the term <i>Human Rights</i> mean? • Which ones do you know of? • Which ones are the most important for you? 2. Preparation Students will be divided into four groups of five members. Each of them will receive information, activities and guidance. The topics given to the students will be: (5') • Right to Life • Freedom from slavery and worker's rights • Freedom of opinion and press • Right to education 3. Poster explanation The teacher will explain the final project; the realization of a poster of the given subject. Students will gather information and will expose the things learned in class and the things researched by them. (5') 4. Shared reading The teacher will give texts about the topics chosen. First of all, students will read their own part. After that, they will explain their part to the rest of the group. (See Appendixes B,C,D and E) (15') 5. Check and go After having understood the story, the students will do some activities. Afterwards, they will start to investigate the topic further with the guidance of some hints provided and the use of

their electronic devices. Finally, they will start thinking about what to include in the poster and they will start working on the creation of a presentation. (See Appendixes F,G,H and I) (20')

Initial Data

Lesson 4: "Time to share what you have learned!"

Development of the Lesson

Activities:

1. Keep Creating!

Each group will be given 18'-20' to create a poster with the cardboard and art material provided by the high school. They will have the opportunity to finish their presentation too.

2. Presentation

Each person will read their part of the text given in lesson 3 to the class. After that, the group will show the class their poster and will briefly present the facts included in it. (12')

3. Kahoot!

Students will be answering questions related to the topics worked in class. (See Appendix J) (20')

4. Finishing off

The students will receive electronic laptops in order to use *mentimeter*. This webpage allows users to create word clouds. Students will be asked to send three ideas or terms dealing with human rights learned during the previous sessions. (5')

4.8.2 Instruments of evaluation

INSTRUMENTS OF EVALUATION	
Instruments	Marking criteria
Final project (poster + exposition) ²⁴	35%
Participation in debates	15%
Kahoot! ²⁵	20%
Activities	20%
Class observation	10%

4.9 Interdisciplinary and cross-curricular issues

Concerning interdisciplinary, the correlation with other subjects of the curriculum is also established. Concretely, there are two subjects: Geography and Contemporary History. To establish the connection between the global issues and Geography is much uncomplicated considering that there are many people from different countries that share the same problem. As part of Contemporary History, students will have to ponder about times in history and places where English is spoken.

Following with cross-curricular issues, these are focused on the development of personal attitudes on the part of the students. Particularly, in this same didactic unit, multicultural and multilingual education is being promoted. Teachers have to inform their students that we are surrounded by people coming from different geographic areas, social background and from different cultures. In connection with this last idea, three distinct kind of education are worth to be mentioned: education for peace, tolerance and anti-racism. The relation among all these educations is that all of them have a social component. At school, some adolescents are not able to tolerate the presence of people just because of their ethnic or social background. Hence, the purpose of this didactic unit is also to transmit the idea that sharing space in the classroom, getting in touch. Thus, this unit promotes the sense of tolerance, peace and anti-racism in general, but concretely in the classroom.

²⁴ Learning Target in Appendix K.

²⁵ Appendix J.

5. CONCLUSION

Among all the possible methodologies, TBA has been the one chosen to be studied in this paper and to develop the didactic unit hereby included. Task based approach is perfect for the topic of Global Issues, which was also studied in this paper, and the central element from which this unit was developed. Furthermore, it is fair to state that TBA traditionally works with real language and, this fact, is of the highest importance when teaching a foreign language. Teaching a language with real material provides multiple outstanding benefits.

Even though TBA is the main methodology used, others are also present in this dissertation. Cooperative Learning is an approach that tries to make activities in the classroom more active and entertaining as the students have to work together. The benefits of using this approach in the learning process are well-known but the method also enhances the improvement of social skills, which are as important as the academic ones. The mix of methodologies makes a class, in my opinion, more interesting and complete. Teachers should be able to swap between different styles of teaching in order to adapt their classes to their students and follow, in that way, an eclectic way of teaching.

Throughout the entire didactic unit, every skill is developed and practiced, as it is important to give a balance in the learner input. Nevertheless, there is a special emphasis put on oral skills as they are considered the most difficult kind of task and, at the same time, the final goal of every learner of a foreign language. Different groupings of students and way of procedures are also implemented to try to enhance and to favor every student's way of learning.

Concerning Global Issues, it is not necessary to say that is a trendy topic in society nowadays. We are more and more concerned about topics like global warming, wars, gender equality or civil rights. Global Issues is a term that the United Nation employs to refer to all these matters. Their use in this didactic unit will provide the students not only with a fine linguistic knowledge but also a useful glimpse of reality. Therefore, key factors in learning like student's motivation are assured with the inclusion of these topics. Other competences are also effectively worked as these matters not only instruct the language students but the citizen as well.

To conclude, I would like to highlight the importance of learning a new language and education in general. By learning a language, the learner not only acquires essential knowledge that would be useful in order for job opportunities or to travel to a specific country, but much more than that. A complete and well-understood study of a language will consist of an approach of the culture of that language, and as a consequence will drive the student to a whole journey of discovering new perspectives; to open their mind. Hence, language learning and education in general is

the key to a better future with more empathy among people. As Gandhi claims²⁶: “Live as if you were to die tomorrow. Learn as if you were to live forever.” This paper intends to do its part so we all follow his words.

²⁶ Retrieved from

<https://www.goodreads.com/quotes/search?utf8=%E2%9C%93&q=learning&commit=Search>
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7. APPENDICES

Appendix A

The student must read the text about recycling carefully. After having read it, the student should try to infer the meaning of the words in bold letters. Then the students will extract the main ideas and write a summary about the texts.

The Three R's: Recycling

Many of the things we use every day, like paper bags, soda **cans**, and milk cartons, are made out of materials that can be recycled. Recycled items are put through a process that makes it possible to create new products out of the materials from the old ones. In addition to recycling the things you buy, you can help the environment by buying products that contain recycled materials. Many **brands** of paper towels, garbage bags, **greeting cards**, and toilet paper, to name a few examples, will tell you on their **labels** if they are made from recycled materials.

In some towns you can leave your **recyclables** in bins outside your home, and a **truck** will come and collect them regularly. Other towns have recycling centers where you can drop off the materials you've collected. Things like paper and plastic grocery bags, and plastic and aluminum cans and bottles can often be brought to the grocery store for recycling. Whatever your system is, it's important to remember to **rinse out** and **sort** your recyclables!

The Three R's: Reducing

The concept of reducing what is produced and what is consumed is essential to the **waste hierarchy**. The logic behind it is simple to understand – if there is less waste, then there is less to recycle or reuse. The process of reducing begins with an examination of what you are using, and what it is used for. There are three simple steps to **assessing** the reduction value of an item or process.

- Is there something else that can be used for this purpose? Using multi-use items is essential to beginning reduction. For example, the purchase of one item that does two things instead of one (e. g. a washing machine that also works as a dryer) means that you don't use two. It reduces the amount of production, and the amount of waste **packaging** material that will be generated.
- Is this something that needs to be done? A lot of our waste material comes from items that are considered to be "**disposable**." Not in the sense that you use something once and then throw it away – disposable in this sense means whether or not what the item allows you to do has any real meaning or purpose.
- Is the item a part of something that you need to do, or want to do in your life? There is a limit to what you need to be prepared for in life. **Chances are** you

won't need a car that is equipped to **handle** a **sandstorm** in the desert. Buying one encourages production, wastes your **resources** and creates more generative waste than you can imagine. Always make sure that what you consume matches the reality of potential opportunity in your life.

The Three R's: Reusing

Instead of throwing things away, try to find ways to use them again! Learning to reuse items, or **re-purpose** them for a use different than what they are intended for is essential. For example:

- Bring **cloth sacks** to the store with you instead of taking home new paper or plastic bags. You can use these sacks again and again. You'll be saving some trees!
- Plastic containers and reusable **lunch bags** are great ways to take your lunch without creating waste.
- Coffee cans, shoe boxes, margarine containers, and other types of containers people throw away can be used to store things or can become fun arts and **crafts** projects. Use your imagination!
- Don't throw out clothes, toys, **furniture**, and other things that you don't want anymore. Somebody else can probably use them. You can bring them to a center that collects donations, give them to friends, or even have a **yard sale**.
- Use all writing paper on both sides.
- Use **silverware** and dishes instead of disposable plastic utensils and plates.
- **Store** food in reusable plastic containers.

Appendix B

Maria's Story (retrieved from: <https://www.amnesty.ie/wp-content/uploads/2016/07/Human-Rights-Stories.pdf>)

STUDENT A

"I have lived in BangaWé all my life. I was born here", says Maria. Maria is a woman from a place called BangaWé in Angola. Angola is a country in Southern Africa. Maria was born in BangaWé. She grew up there and her three children were born there. It is Maria's home. A few years ago, the government in Angola decided to build lots of new homes. The homes would be apartments and would be part of a housing project called 'Nova Vida'. 'Nova Vida' means 'New Life' in Portuguese. Portuguese is the official language of Angola. The Nova Vida housing project took place in several neighbourhoods, including BangaWé, Maria's home.

STUDENT B

The apartments were for people with lots of money. In order to make space for the new apartments, the government decided to move more than five hundred people from their homes. They planned to knock down the houses that belonged to people in the neighbourhood. The government did not ask the people of BangaWé for permission to knock down their houses. They did not tell the people when their homes would be destroyed. The government did not respect the rights of the people of BangaWé. Most of these people were living in poverty and had nowhere else to live. The people in BangaWé were given no warning that their homes would be demolished. "We were not even warned about the demolitions. We were just taken by surprise. We had to go to work every day and never knew whether we would find our homes when we returned", says Maria.

STUDENT C

One day, Maria was returning home from work. At that time, she had two small children and was pregnant with her third child. When Maria got home from work, she saw that her house had been knocked down. Some of her things had been stolen. Others had been destroyed. Maria was very upset and very angry. She needed somewhere to live with her children. Maria thought it was unfair that the government had knocked down her house. She did not move.

STUDENT D

She stayed at her ruined house. Maria and her neighbors used the materials from their shattered houses to build new homes. “They destroyed my house made of blocks but did not touch the zinc sheets used for the roof, so we used them to build a house of zinc”, Maria says. About six days later, the zinc houses were destroyed too. The police came to Maria’s home. They told her to leave but Maria refused. She wanted to show everybody how unfair it was to knock down someone’s home. The police were angry. They arrested Maria and they took her to the police station. They kept her there for hours and treated her badly. “I was taken to the police station because I resisted the demolitions”, says Maria. Finally, they let her go.

More than five hundred people from Maria’s neighbourhood were forced to leave their homes in BangaWé. Many of Maria’s neighbours also refused to leave their homes and were treated badly by the police. Maria and her neighbours had nowhere to live except on the streets. They created new homes out of materials left over from their destroyed houses.

STUDENT E

They experienced lots of problems in their new homes. They did not have any clean water or enough shelter to keep them safe. The children were not allowed to go to the school nearby because they came from poor families and the other schools were too far away from the children’s homes. Maria and her neighbours were promised new homes. Almost six years later, the government finally announced that it would provide housing to people whose houses had been destroyed. However, many of them are still waiting for a new home. Maria shares her story with people around the world. She is worried about the thousands of people in Angola who have been evicted from their homes and who don’t have anywhere safe or healthy to live. She says, “The worst thing is that there is still no solution to this problem”. Maria hopes that if people learn about her story, they will demand that governments all over the world respect human rights. She hopes that governments will stop destroying the homes of people and will provide them with safer and healthier places to live.

Appendix C

Farai's Story (retrieved from: <https://www.amnesty.ie/wp-content/uploads/2016/07/Human-Rights-Stories.pdf>)

STUDENT A

Farai is a man from Zimbabwe. Zimbabwe is a country in Southern Africa. Farai works in the diamond fields in Zimbabwe. Diamonds are beautiful, shiny stones that are found deep under the ground. People dig down into the ground to find diamonds. Often, people working in diamond fields are treated very unfairly by their employers. They are not paid enough money for the hard work that they do. They are not given enough breaks when they are tired or hungry. Sometimes, they are even hit or kicked by their employers. There are lots of diamond fields in Zimbabwe. People work very hard in the diamond fields to dig up diamonds for their employers. The diamonds are then sold for lots of money. Some groups of people sell diamonds to buy weapons for war.

STUDENT B

When diamonds are used for this reason, they are known as blood diamonds, because people are injured in wars paid for by diamond trading. Many governments from around the world are trying to stop blood diamonds from being sold. They are also trying to make sure that people working in diamond fields are treated fairly. The United Nations is a huge organisation made up of all the countries in the world. The United Nations works hard to find out what is happening in the diamond fields around the world. They tell governments to make sure blood diamonds are not being sold in their country. They tell governments to make sure every person who works in a diamond field is treated fairly. Farai's job is to make sure people working in the diamond fields are treated fairly. Another very important part of Farai's job is to find out if blood diamonds are being sold in Zimbabwe.

STUDENT C

Farai started visiting the Marange diamond fields in Zimbabwe a few years ago. He wrote down all the things that he saw happening in the diamond fields. He began to notice that something bad was happening. He noticed that some people were not given enough time to eat their lunch or to rest when they were tired. Farai spoke to people working in the diamond fields. He found out that they were not getting paid enough money for the work they were doing.

Farai also discovered that blood diamonds were being sold from Marange. Farai was responsible for reporting any problems that were happening in the Marange diamond fields. So he visited the government, who are the people in charge of Zimbabwe. Farai told them about the problems in the diamond fields. He told them that people were being treated unfairly. The government was not happy with Farai.

STUDENT D

They did not want people around the world to find out what was happening in the diamond fields. They wanted to continue making money from diamond trading. The government said Farai was lying. They ordered the police to arrest Farai. Farai was treated very badly in prison. He got sick with a fever and a chest infection. The police would not let him go to hospital. They kept Farai in prison for more than a month. Farai's family were also threatened by the police.

Lots of people heard about Farai's story. They were proud of Farai for doing his job properly. They knew it was important to stop blood diamonds from being sold. They were angry with the Zimbabwean government. They wrote letters and emails to the government, telling them it was wrong to keep Farai in prison. They wrote to human rights organisations, asking the organisations to help Farai. The government did not like getting complaints from people around the world. They were worried that people in other countries would stop buying diamonds from Zimbabwe. They decided to set Farai free from prison.

STUDENT E

Farai was so happy to be free. He went back to work in the diamond fields. He continues to record the things he sees in the diamond fields. He checks if people are being treated fairly. He finds out if blood diamonds are being sold and he reports any problems he finds. A year after Farai was released from prison, he was given a special award for his work as a human rights defender. The award celebrates the important work he does to protect people working in the diamond fields and people who are injured in war. The award is for people who "put their lives on the line to protect the dignity and rights of others". Farai, and many other human rights defenders around the world continue to work for human rights. They believe that all people should be treated with dignity and respect. Farai is determined to keep doing his work. He says, "our work will only end when the people of Marange have their human rights restored to them."

Appendix D

Fela's Story (retrieved from: <https://www.amnesty.ie/wp-content/uploads/2016/07/Human-Rights-Stories.pdf>)

STUDENT A

FelaKuti was a musician from Nigeria. Nigeria is a country in West Africa. Fela's family was famous in Nigeria. His mother worked hard for women's rights in the country. His father was a school principal and worked hard for workers' rights. Fela's two brothers became well known doctors in Nigeria. His cousin was the first African to win a Nobel Prize for Literature. When he finished school, Fela went to London to study music. He started a band and travelled around the world playing music. People loved Fela's songs because they were special. Many of Fela's songs were about life in Nigeria. Fela used his music to tell people around the world about problems in Nigeria, like poverty and hunger. He sang about people being treated unfairly in Nigeria. He explained that poor people were not treated equally. They were considered less important than rich people.

STUDENT B

In a song called 'No Bread', he sang: 'Your head's pounding; your mouth's dry; your stomach's flipping; hunger's overwhelming you You have no power to fight It is here we know real poverty I'm fed up with poverty!' Fela also sang about the Nigerian government. He sang about the unfair things the government did, like putting people in prison for saying what they thought and sharing their ideas with other people. Fela sang about these things because he wanted life in Nigeria to get better for everyone. He hoped the government would listen. He wanted the government to treat people fairly.

STUDENT C

The government was angry with Fela for singing about the problems in Nigeria and for disagreeing with the way they ruled the country. They did not like being told that they were wrong. One day, the government sent soldiers to Fela's home. Fela lived with lots of his friends and family members. His house was called 'Kalakuta'. The soldiers hurt Fela's family and burned down his house. Fela's mother was badly hurt. She died a few months later because of her injuries. Fela was not scared, but he was angry. So, he continued to sing about the problems in Nigeria for many years. In a song called 'Unknown Soldier', he

sang about how the government soldiers had burned down his house and hurt his family. The government got even angrier with Fela. They arrested him and put him in prison.

STUDENT D

The government made up an excuse for arresting Fela. However, it was clear that they had put Fela in prison for telling people he disagreed with the government. Fela was not given a chance to explain his side of the story. When Fela's fans heard what had happened, they were furious. They wrote lots of letters to the Nigerian government. They demanded he be released. They said 'Fela should be set free'. They explained that it wasn't fair to keep Fela in prison because of his beliefs. He had done nothing wrong. At first, the government didn't listen. Fela's fans wrote more and more letters. They shared Fela's story with more people. After some time, the government started listening. After spending a year and a half in prison, Fela was finally set free.

STUDENT E

Fela was so happy to be free. He was not afraid to keep telling people what he thought. He continued to write songs about life in Nigeria. He knew that people should be treated fairly and he knew that this message was important to share with people in Nigeria and all over the world. So, Fela sang his songs until the day he died. He took part in concerts to share his music and his messages about human rights. He wasn't afraid to share his ideas and opinions with people. The messages in Fela's songs are still important today. Many people in the world today are poor and hungry. Many people are punished for saying what they think. People all over the world still listen to Fela's songs and agree that it is important to treat people fairly. A stage show called 'Fela!' has been made of Fela's life so that his story can be shared with people around the world.

Appendix E

Ishmael's Story (retrieved from: <https://www.amnesty.ie/wp-content/uploads/2016/07/Human-Rights-Stories.pdf>)

STUDENT A

Ishmael was born in 1980 in Sierra Leone. Sierra Leone is a country in West Africa. Ishmael loved playing football, listening to music and going to school. After some time, Ishmael's parents could no longer afford to send him to school. Ishmael and his older brother Junior spent their time working and playing at home. Their favourite thing to do was to listen and dance to American hip-hop music. They regularly visited their mother who lived in a village nearby. But when Ishmael was eleven years old, his whole life changed. Civil war broke out in Sierra Leone in 1991 and lasted for eleven years. Civil war happens when two groups of people in one country start fighting with one another. Civil war has happened in many countries around the world, including in Ireland in the early twentieth century. In Sierra Leone, people stopped trusting their neighbours, friends and fellow citizens.

STUDENT B

One day, when Ishmael was away from home with Junior, the soldiers came to his village. Ishmael and Junior tried to go home to find their family, but it was too dangerous. Ishmael and his brother got separated. Ishmael was all alone. Ishmael's mother, father and two brothers were killed in the civil war when he was just twelve years old. He was the only member of his close family left alive. "I became the only survivor of that family and that was very difficult for me", Ishmael says. Ishmael tried to find somewhere safe to go. He met some children from his village and they all walked together to find a safe village. But Ishmael and his friends met some soldiers.

STUDENT C

The soldiers forced Ishmael and his friends to fight in the war. Ishmael was only thirteen years old. He met lots of other children who had to fight in the war. These children were called 'child soldiers'. Child soldiers were forced to kill people in their own neighbourhood and communities. People were afraid of children. "A place where once your childhood was celebrated became a place where the same childhood was now feared deeply", Ishmael says.

Ishmael fought in the war for three years. Along with many other child soldiers Ishmael was scared and did not know what was going to happen to him. Ishmael said they were afraid of “not knowing where to go, where we were running to, when would this war end”. Ishmael no longer thought about his future. All he could think about was surviving each minute. “As a child my world changed completely where everyone feared me, and there was no one to explain what was going on”, he says.

STUDENT D

Finally, Ishmael was rescued by an organisation called UNICEF. UNICEF is a big organisation that helps children all over the world to live safer and healthier lives. Ishmael met lots of other children who had been child soldiers. He found it difficult to think about and to talk about everything that had happened to him. A nurse called Esther helped Ishmael a lot. She treated him kindly and listened to him as he told his story. She helped him to forgive himself for all the violence he had carried out as a child soldier. She helped him to see that it was not his fault, and that the adults in charge of the army were responsible. They were wrong to use children as soldiers. “We were dragged into the war, we had no choice, it was either you fought or you were killed, it was as simple as that”, says Ishmael. Esther began to notice that Ishmael was very interested in music. He particularly liked American hip-hop and reggae music. Esther gave him some music by Bob Marley, a famous musician from Jamaica. Ishmael loved listening to music again. When Ishmael was feeling better, he went to live with his uncle in Freetown, the capital city of Sierra Leone. He returned to school. He was invited to the United States to speak at the United Nations’ headquarters in New York. The United Nations is a huge organisation made up of all the countries in the world. Ishmael told people from around the world about his life as a child soldier. While he was in New York, he made friends with a woman called Laura. The next year, Ishmael returned to New York to escape the civil war, which was still going on in Sierra Leone. He lived with Laura, who became his foster mother.

STUDENT E

Ishmael went to high school in New York. He didn’t speak to many of his classmates about his life in Sierra Leone. When the class was preparing to finish high school, the students were asked to bring in photographs of themselves as babies. These photographs were to be collected together in a yearbook, so that

they could remember their classmates after they finished school. Ishmael didn't have any photographs from his childhood. "When you leave a war you just leave", he says, "you don't take anything with you". Many of his classmates found it difficult to understand why Ishmael had nothing to remind him of growing up.

Ishmael decided it was time to share his story with his classmates and the rest of the world. He wrote a book about his life. Ishmael became a human rights defender. He speaks to lots of people about his experiences. He teaches them about the dangers of war and he campaigns to end the use of child soldiers in war.

Appendix F
Questions for Maria's Story

1. Answer the following questions²⁷:

- Where is Maria from?
.....
- What language do they speak?
.....
- Is Mary happy with the government policies?
.....
- Did she move to another place?
.....
- Why is she telling us her story?
.....

2. Explain in your own words the meaning of the following words:

- Demolition:.....
- Official:.....
- Materials:.....
- Shelter:.....

3. Topics for research:

- What kind of government does Maria have?
- Is it legal to destroy someone's house?
- What does the *International Human Rights Law* say?
- Is living a basic right?

²⁷These exercises has been taken from <https://www.amnesty.ie/wp-content/uploads/2016/07/Human-Rights-Stories.pdf>

Appendix G
Questions for Farai's Story

1. Answer the following questions:

- Where is Farai working?
.....
- What did he notice?
.....
- Why did he go to prison?
.....
- What does *Blood Diamonds* mean?
.....
- What did Farai received at the end?
.....

2. Explain in your own words the meaning of the following words:

- Diamond:.....
- Government:.....
- Fair:.....
- Threatened:.....

3. Topics for research:

- What is the current situation in Zimbabwe?
- Are diamonds still sold?
- What rights should workers have according to the UN?
- Is work a basic right?

Appendix H
Questions for Fela's Story

1. Answer the following questions:

- What are Fela's parents' profession?
.....
- What does Fela use his music for?
.....
- What did the government do?
.....
- Did Fela stop?
.....
- How does the story ends?
.....

2. Explain in your own words the meaning of the following words:

- Set free:.....
- Excuse:.....
- Opinion:.....
- Poor:.....

3. Topics for research:

- Is freedom of speech a *Human Right*?
- What is the current situation in Nigeria?
- Do all countries respect freedom of speech?
- How is this in your own country?

Appendix I

Questions for Ishmael's Story

1. Answer the following questions:

- Why did Ishmael quit school?

.....

- What happened when he was eleven years old?

.....

- Did he join the army by his own will?

.....

- Did he study later?

.....

- Why does he want to share his story?

.....

2. Explain in your own words the meaning of the following words:

- Forced:.....

- Leave:.....

- Soldiers:.....

- High school:.....

3. Topics for research:

- How many children in Sierra Leone do not go to school nowadays?
- Is education a universal right?
- Are there children in the army nowadays?
- What is the minimum age to leave school in your country?

Appendix J

Kahoot²⁸

Which one is not a Human Right?

13



20
Answers

☒ Right to live

☐ Freedom from slavery

☐ Right to Education

☐ Right to drive

Exit preview < 1 of 10 > ↕

What word is related to war?

13



25
Answers

☒ Casualties

☐ Trainers

☐ Executive

☐ Blankets

Exit preview < 2 of 10 > ↕

²⁸ Access on: <https://create.kahoot.it/share/global-issues/3570b719-073e-4f2b-b917-77a4a2a5ec7a>

When is the war happening in the TED talks video?

12



23
Answers

☐ 19th century

☒ 20th century

☐ 21st century

☐ 28 century

Exit preview

< 3 of 10 >

Global Warming does not exist

8



39
Answers

☒ False

☐ True

Exit preview

< 4 of 10 >

What happened to Ishmael?

14



20
Answers

☒ He fought in a war as a child

☐ He was kidnapped

☐ He won the lottery

☐ The government destroyed his home

Exit preview

< 5 of 10 >



Why did Fela went to prison?

12



26
Answers

☒ For criticizing the government

☐ For evading taxes

☐ For robbery

☐ She did not go

Exit preview

< 6 of 10 >



How much time did Farai stay in prison?

10



30
Answers

▲ 1 day

◆ 1 month

● 1 week

■ 1 year

Exit preview

< 7 of 10 >



Maria bought a new house

13



19
Answers

▲ False

◆ True

Exit preview

< 8 of 10 >



Why the diamond were called blood diamonds?

13



20
Answers



They were covered in blood



They were bright red



There were wars because of them



It is their technical name

Exit preview

< 9 of 10 >



Ferai did not receive anything at the end

14



15
Answers



False



True

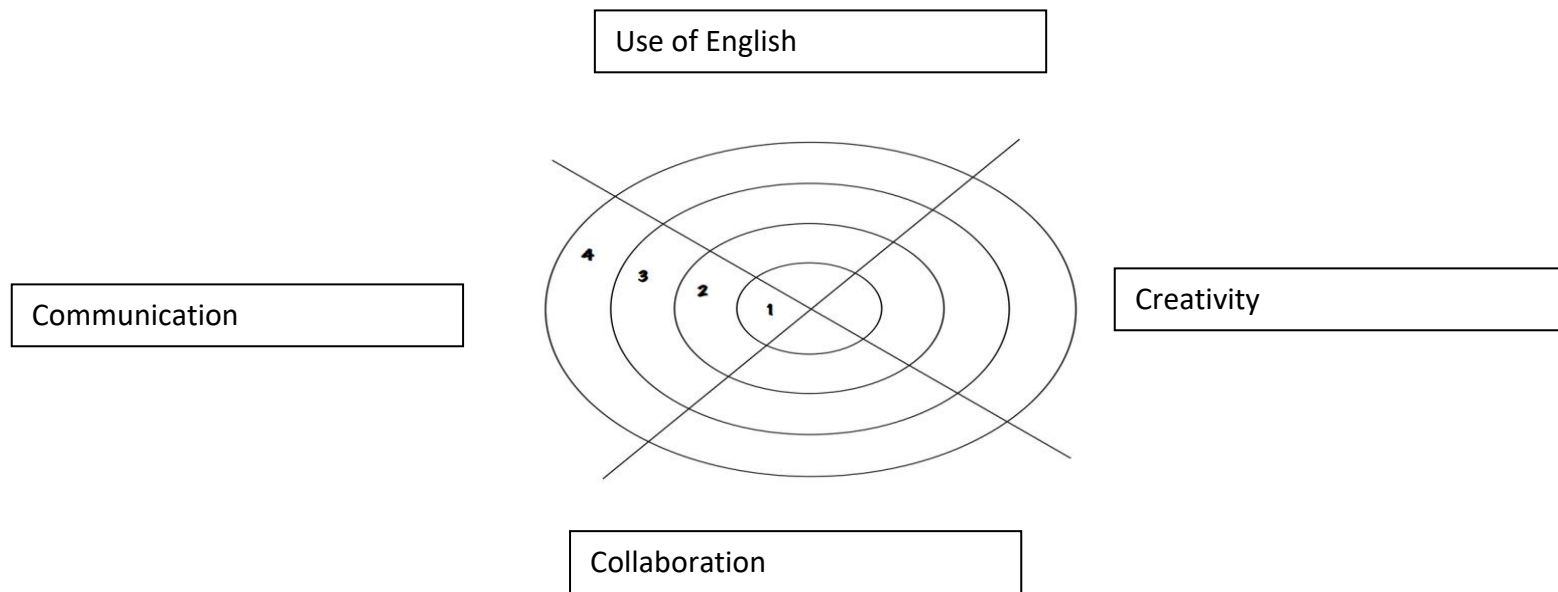
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< 10 of 10 >



Appendix K

Learning Target for Protect Evaluation



Appendix L

Self-Evaluation²⁹

Orientation: *Write the unit number, lesson (A, B, C, D), topic, and grammar objective...*

Unit		Lesson	
Topic		Grammar	

New Vocabulary

Write down some examples of words from this unit.

Understanding My Learning

Circle the option that best describes your understanding in this lesson.

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | I can understand the instructions for activities in the textbook. | 1 | 2 | 3 | 4 | 5 |
| 2. | I can understand the teacher's instructions (in English) | 1 | 2 | 3 | 4 | 5 |
| 3. | I can understand the grammar for this lesson. | 1 | 2 | 3 | 4 | 5 |
| 4. | I can use the grammar in the activities. | 1 | 2 | 3 | 4 | 5 |
| 5. | I can understand the listening for this lesson. | 1 | 2 | 3 | 4 | 5 |
| 6. | I can understand the reading(s) for this lesson. | 1 | 2 | 3 | 4 | 5 |
| 7. | I can remember at least 5 new words from this unit. | 1 | 2 | 3 | 4 | 5 |
| 8. | I can do the writing tasks in the unit. | 1 | 2 | 3 | 4 | 5 |
| 9. | I used English often today. | 1 | 2 | 3 | 4 | 5 |
| 10. | I can understand the conversation strategy. | 1 | 2 | 3 | 4 | 5 |
| 11. | I used the strategy today. | 1 | 2 | 3 | 4 | 5 |
| 12. | I asked many questions today. | 1 | 2 | 3 | 4 | 5 |

²⁹ Evaluation taken from: <http://mondosworld.blogspot.com/2012/03/student-self-evaluation.html> (24/09/2019).