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**THE EVOLUTION OF  
PLURILINGUALISM,  
NOWADAYS; HIGHLIGHTING  
ANDALUSIA AND THE  
BALEARIC ISLANDS - A  
COMPARISON**

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**"Let's learn more languages to speak a common tongue"**

(Motto of the Council of the European Union, 2005)

# Table of Contents

## ABSTRACT AND KEY WORDS

<b>SECTION 1. INTRODUCTION.....</b>	<b>2</b>
<b>1.1. Introduction.....</b>	<b>6</b>
<b>SECTION 2. LITERATURE REVIEW, STATE OF THE ART .....</b>	<b>9</b>
<b>2.1. Overview .....</b>	<b>10</b>
<b>2.2. Why Plurilingualism? .....</b>	<b>11</b>
2.2.1. Languages in the world .....	12
2.2.2. Plurilingual competence.....	13
<b>2.3. Plurilingualism in Europe.....</b>	<b>15</b>
<b>2.4. Plurilingualism in Spain .....</b>	<b>21</b>
2.4.1. Plurilingualism in Andalusia .....	23
2.4.2. Plurilingualism in the Balearic Islands .....	28
2.4.3. A comparison of Plurilingualism in Andalusia and the Balearic Islands .....	32
<b>2.5. Some conclusions .....</b>	<b>34</b>
<b>SECTION 3. DIDACTIC UNIT: "LANGUAGE NETWORK!" .....</b>	<b>35</b>
<b>3.1. Introduction.....</b>	<b>36</b>
<b>3.2. Justification.....</b>	<b>36</b>
<b>3.3. Background information.....</b>	<b>37</b>
3.3.1. Description of the level .....	38
3.3.2. Description of students .....	38
3.3.3. General resources .....	39
<b>3.4. Competences and Sub-competences .....</b>	<b>39</b>
<b>3.5. Objectives.....</b>	<b>40</b>
<b>3.6. Contents .....</b>	<b>42</b>
<b>3.7. Cross-cultural issues and the Education of values .....</b>	<b>44</b>
<b>3.8. Interdisciplinarity .....</b>	<b>44</b>
<b>3.9. Timing, frequency and duration of the classes.....</b>	<b>45</b>

<b>3.10. Attention to diversity</b> .....	<b>46</b>
3.10.1. Reinforcement activities .....	47
3.10.2. Extension Activities .....	47
<b>3.11. Aids and Materials</b> .....	<b>47</b>
<b>3.12. Methodology</b> .....	<b>48</b>
<b>3.13. Lesson plan: step-by-step account</b> .....	<b>49</b>
<b>3.14. Evaluation</b> .....	<b>67</b>
<b>SECTION 4. CONCLUSION</b> .....	<b>68</b>
<b>4.1. A general reflection</b> .....	<b>69</b>
<b>SECTION 5. BIBLIOGRAPHICAL REFERENCES</b> .....	<b>71</b>
<b>State of the Art</b> .....	<b>71</b>
<b>Didactic Unit</b> .....	<b>74</b>
<b>Legislation and Policies</b> .....	<b>75</b>
<b>SECTION 6. ANNEXES</b> .....	<b>76</b>
<b>Annexe I. Student's self-assessment checklist</b> .....	<b>77</b>
<b>Annexe II. Evaluation rubric for the teacher</b> .....	<b>79</b>
<b>Annexe III. Extension Activities</b> .....	<b>80</b>
<b>Annexe IV. Reinforcement Activities</b> .....	<b>82</b>

## **Abstract**

For decades, studying languages is no longer a choice, but a necessity of the multilingual and multicultural world of this XXI century. The mobilization of people around the world and the development of new technologies have helped to the use of English as the most widely employed language as a lingua franca up to now. Therefore, several changes in the educational system are being carried out to promote the use of language as a vehicle of communication. For that reason, this study presents the evolution of plurilingualism in Europe, focusing on Spain, particularly in the Content and Language Integrated Learning in bilingual contexts like the Balearic Islands, or monolingual contexts as Andalusia. From English teaching as a foreign language, a didactic unit has been designed to promote the importance of learning different languages nowadays and to encourage the values of identity, culture and tradition that it entails.

**Key words:** plurilingualism, multicultural, CLIL, languages, English, vehicle of communication.

## **Resumen**

Desde hace décadas, estudiar idiomas ya no es una elección, sino una necesidad del mundo multilingüe y multicultural del siglo XXI. La movilización de las personas alrededor del mundo y el desarrollo de las nuevas tecnologías han ayudado a que el inglés sea, hasta ahora, el idioma más usado como lengua franca. Por eso, diversos cambios en el sistema educativo se están llevando a cabo para fomentar el uso de la lengua como vehículo de comunicación. Por ese motivo, este estudio presenta la evolución del plurilingüismo en Europa, centrándose en España, particularmente en el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en contextos bilingües como las Islas Baleares, o en contextos monolingües como Andalucía. A partir de la enseñanza del inglés como lengua extranjera, se ha diseñado una unidad didáctica para promover la importancia de aprender diversas lenguas hoy en día e impulsar los valores de identidad, cultura y tradición que eso conlleva.

**Palabras clave:** plurilingüismo, multicultural, AICLE, idiomas, cultura, Inglés, vehículo de comunicación.

# **SECTION 1**

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**INTRODUCTION**

## 1.1. Introduction

Nowadays, it is difficult to imagine a world in which people do not study languages. It is obvious that new technologies, mobilization of people around the world and many other factors have prompted the development of civilization. In addition, "English is again the most widely employed target language<sup>1</sup> across a variety of disciplines: Business, Engineering, Law, and Humanities" (Pérez, 2012:320). This fact has helped the quick change in education in order to get good students in learning languages, or at least to transmit their importance.

However, because this situation is very recent, there are still few studies to show or prove that educational changes are having good results in terms of learning languages for communication. All these modifications in schools to improve speaking skills are very necessary. As a matter of fact, as it is expressed in the Common European Framework of Reference for Languages, an important principle is "building an individual's *plurilingual* and *pluricultural* competence in order to deal with the communicative challenges posed by living in a *multilingual* and *multicultural* Europe." To be more explicit, the fact of being plurilingual and pluricultural "means taking an interest in the communicative competence of social actors capable of functioning in different languages and cultures, of acting as linguistic and cultural intermediaries and mediators" (CEFR, 2001:9) and to be multilingual and multicultural refer to a "product of exchange and mediation processes carried out in multiple forms and combinations, through the medium of actors who themselves have a foot in several languages and cultures." (CEFR, 2001:9) It is for that reason that the main purpose of this essay is to search how plurilingualism takes place today in the world in general, but also inside the classroom, focusing on Andalusia and the Balearic Islands. It is important to clarify that plurilingualism is "the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person (...) has proficiency of varying degrees, in several languages, and experience of several cultures" (CEFR, 2001:168). Hence, by analyzing official documents and languages policies, it will be easier to understand all these variations in society that affect from the day by day habits about teaching and learning. This topic is extremely relevant because lessons have to be adapted to the real world. Some factors are, for instance, the knowledge of different languages and the cultural diversity in the same classroom. Therefore, students must be aware of plurilingualism and teachers have to know how to face this situation.

This work can be framed within the field of Linguistics applied to Language Teaching. There are two main and separate sections. On the one hand, there is a

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<sup>1</sup> "The language that you are translating something into" (*Macmillan dictionary*, 2015)

theoretical part in which the general information is analysed, commented and interpreted. This is very important in order to contextualise the state of the art in the study. On the other hand, there is a practical part in which the theory is applied to a didactic unit. Evidently, there are delimitations and limitations of the study. Due to the lack of time and space, this work may have a number of limitations. Among them, a need to study plurilingualism in several Spanish high-schools and compare them in the future would be advisable. Nevertheless, the information obtained within our theoretical framework will be put into the practice being adapted to the circumstances of a specific class and choosing a particular group of students.

Firstly, plurilingualism will be explained in general terms, and also other important terms such as bilingualism, multilingualism, foreign language, second language, and so on. Furthermore, the main features and the emergence or evolution of plurilingualism will be described in order to explain plurilingualism in Europe, because it is also essential to know what is happening beyond our borders. Then, the research will be focused on Spain, especially in Andalusia and the Balearic Islands, as it has been mentioned above. Moreover, contexts in which this situation takes place will be described, introducing CLIL (Content and Language Integrated Learning) as a possible methodology. It "emerges in the 1990s as a timely solution in harmony with broader social perspectives and fast becomes a 'European solution to a European need' (Marsh 2002:11)" (Pérez 2011: 389). In that way, it is also meaningful for the study.

Obviously, there are many questions that have guided the progress of the investigation. To begin with, it is important to reflect on how plurilingualism affects society and to know if this change of mind is necessary. In that way, how does it have an effect on education? Thus, is it really possible to learn different subjects in a foreign language? And is it possible the other way around? How does it affect students? Maybe it is not easy for them to study in another language, not only because they have not been educated before in that way, but also because most of their parents or families are not able to help them due to the fact that they do not know English. However, having a positive attitude can help the improvement of English in Spain. Finally, taking into account that plurilingualism in the Balearic Islands will be studied, an island where many foreign people live, it is important to know how native speakers influence in the development of the lesson and in which manner the diversity and knowledge of different languages affects English teaching.

There has been some research on this issue but it is necessary to study if the knowledge of different languages is really necessary and if institutions using CLIL

methodologies really achieve a higher level of English<sup>2</sup>. Furthermore, we will consider how research deals with two completely different contexts, CLIL in foreign language and second language contexts, which constitute situations with similarities and differences. Although there are many things that we do not know yet, we, as teachers, have to be aware of the importance of this change in the world where almost everything is moved using languages, whose first priority is to be able to communicate.

To summarize, this research will illustrate a comparison of plurilingualism in Andalusia and the Balearic Islands in order to understand the importance of languages in the world and to comprehend the spread of bilingual/plurilingual schools. Moreover, it will be functional because it will provide different ideas to create didactic units taking into account not only other languages but also other subjects, since learning is not an isolated process. Students have also to learn by themselves connecting their knowledge. As Isaac Asimov said, "self-education is (...) the only kind of education there is".<sup>3</sup> So, teachers have the role of guiding students to learn through languages, as much as possible, in order to face this multilingual world.

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<sup>2</sup> The focus of this essay turns around English but it is the same with other any language (French, German...)

<sup>3</sup> Quotation taken from this website: <http://wanderfulmag.com/self-education-is-i-firmly-believe-the-only-kind-of-education-there-is-isaac-asimov/> (03/05/2015)

# **SECTION 2**

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**LITERATURE REVIEW,  
STATE OF THE ART**

## 2.1. Overview

From a linguistic point of view, a bilingual person is someone able to speak in two languages. It does not matter how, when, or where she/he has learnt them. However, "at an individual level, there is a distinction between a person's ability in two languages and their use of those languages" (Baker, 2011:16). This difference is important because "not all bilinguals have the opportunity to use both their languages on a regular basis. Where a bilingual lives in a largely monolingual community, there may be little choice about language use from day-to-day" (Baker, 2011:5). It is the case of Andalusia, a monolingual region where the spoken language is Spanish and it is irrelevant whether inhabitants also speak English, French or Russian because they will be unable to use these languages in any place. Nevertheless, in the Balearic Islands, for instance, citizens use Spanish or Catalan "with different people, in different contexts and for different purposes" (Baker, 2011:16). Therefore, some bilinguals actively speak and write in both languages, others are more passive bilinguals and have a receptive ability" (Baker, 2011:3) but both are considered bilinguals if they have the capacity of communicating in two different languages. Bilingualism differs from plurilingualism only because the last one makes reference to more than two languages. We cannot forget that the Council of Europe (2001) tries to promote the knowledge of the mother tongue plus, at least, two foreign languages. Therefore, we would be speaking of plurilingualism.

Obviously, there are many terms linked to bilingualism and plurilingualism that must not be confused. On the one hand, the FL (Foreign Language) context is the situation in which learning a target language is only carried out in formal institutions, so there is no exposure outside the educational context. It is the case of English or French in Spain. On the other hand the SL/L2 (Second Language) learning is the context in which language learning takes place within the same context where the language is spoken, so students are exposed in formal institutions and also have the opportunity to practice it in informal contexts. It is the case of Catalan in the Balearic Islands. Therefore, when referring to foreign language learning, the language taught is not spoken in the country, and it should be implemented "in a favourable way and therefore their motivation towards the activity and the context in which it is carried out would be increased" (Arnold and Fonseca, 2004:123). Learners must *be aware of the importance of learning languages in their personal life*<sup>4</sup> (García, 2010:41). Explicitly, students must know why they should learn languages despite their preferences and regardless of not being able to use it outside the classroom.

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<sup>4</sup> Personal translation of: "Concienciar al alumnado de la importancia que tiene en su vida personal el aprendizaje de un idioma."

Nowadays, some methodologies are already been used in the world to promote the learning of several languages<sup>5</sup>. In fact, "in order to meet new demands for plurilingual competence and to foster bilingualism or plurilingual education among citizens, almost every country in the world has adopted a multitude of initiatives (...)" (Madrid and Hughes, 2011:11). For instance, the SIOP Model (The Sheltered Instruction Observation Protocol) "is a research-based and validated model of sheltered instruction that has been widely and successfully used across the U.S. for over 15 years (...) that allow English learners to acquire academic knowledge as they develop English language proficiency"<sup>6</sup> (CAL, 2004). Moreover, in Europe the Content and Language Integrated Learning (CLIL) methodology has been implemented in the last fifteen years, and "this kind of approach is the best way to increase students' foreign language proficiency without taking up additional time in an already crammed curriculum" (Lasagabaster and Sierra, 2009:367). These are only two examples of the amount of initiatives that countries are carrying out.

Hence, all these attempts of using languages in order to achieve a higher level of proficiency, like CLIL or SIOP for instance, is basically an educative aim which requires time, a good level of the language, and it is a new teaching methodology that will be probably well-established everywhere in the near future (García, 2010).

## 2.2. Why Plurilingualism?

In the past, it was difficult to understand that there were diverse languages, nations, habits, cultures, and so on. However, nowadays, it is not necessary to travel to see alternative lifestyles. We live with diversity within the same surroundings. Sometimes, citizens go abroad for pleasure, love, money reasons, and so on. In any case, it is very common the presence of people from different nationalities in the same environment. For that reason, "it is an uncontested fact that we are currently being confronted with a "language challenge" (Tudor, 2008:42) in our increasingly multilingual and multicultural society"(Pérez 2011:389). In the same way that traditions and religions define people, languages are essential, not only for communication, but also for sharing our identity. As Federico Fellini stated, "a different language is a different vision of life"<sup>7</sup>. That is to say, the ability of speaking or understanding several languages gives us the opportunity of being emphatic with others.

Apparently, learning languages has been done for decades and centuries. Therefore, what is new about plurilingualism? Possibly, it deals with the fact of

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<sup>5</sup> In second and foreign situations

<sup>6</sup> Quotation taken from this website: <http://www.cal.org/siop/> (05/05/2015)

<sup>7</sup> Quotation taken from this website: [http://www.knowledge-must.com/language\\_must/why\\_learn\\_languages.html](http://www.knowledge-must.com/language_must/why_learn_languages.html) (03/05/2015)

focusing on the acquisition of languages as a process, not as a set of rules exclusively. To be precise, a language is "the method of human communication using spoken or written words" (*MacMillan Dictionary*, 2015). In fact, "today, bilingualism (as a particular case of plurilingualism) is defined functionally as the ability to communicate in two (or several) languages independently of the relative level of competence, of the modes and ages of acquisition...", therefore, almost all the people are bilingual at this moment (Riagáin and Lüdi, 2003:5). For a long time, languages have been taught only explaining grammar or vocabulary instead of promoting communication, which constitutes the main purpose at the present time. The main idea is to learn through languages, making them a vehicle of communication rather than using them as a foreign language without further ado. Specifically, thanks to some methods like CLIL, a language is not going to be learnt in isolation anymore, the initiative is to foster the use of languages to learn also new contents.

It is a proven fact that "the teaching of foreign languages only as a subject is not bearing the expected fruits and, (...) there is no linear relationship between instruction time and learning achieved" (Lasagabaster and Sierra, 2009:367). That is why the idea is to change education methodologies. In order to achieve a plurilingual education with the implementation of a plurilingual approach, in which languages and content are connected (CLIL) in order to help students to learn easier. Although it is difficult to get a high level of proficiency in a society where the learned language is not used, if it is used more hours in formal instructions, the results will be visible sooner than using the language only three hours in the week. Moreover, in CLIL schools, students will use the language in order to express different ideas and in order to learn other subjects. Therefore, fostering plurilingualism in formal institutions can be a solution for this controversial situation in which education must evolve in order to integrate students in this multilingual society and make them capable of fending for themselves and to speak different languages in their daily life as much as they can. Languages are not a "subject"<sup>8</sup>; they are a necessity for travelling, expressing critical opinions, and so on.

### **2.2.1. Languages in the world**

There are more than seven thousand spoken languages in the world grouped in several language families<sup>9</sup> (BBC, 2014). Depending on the age, people have used one or another language to communicate. It was Latin in Spain many centuries ago; it is English at this moment.

The use of a native or non-native language for people in order to communicate is known as a lingua franca (LF). This fact has in turn produced the disappearance of

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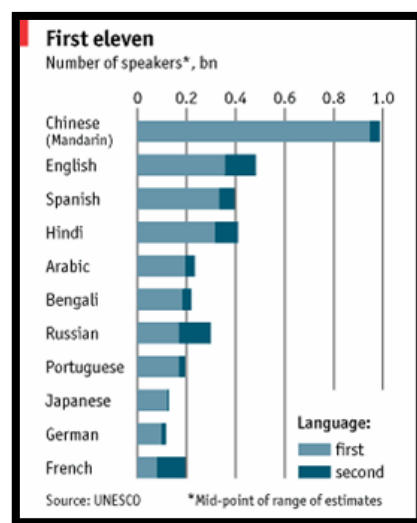
<sup>8</sup> Languages have reached a high important that students have to assimilate the necessity of learning them for many purposes in their life.

<sup>9</sup> <http://www.bbc.co.uk/languages/guide/languages.shtml> (05/05/2015)

many minority languages. In order to avoid that, it could be interesting to teach different languages through English, for instance.

Society is currently demanding linguistic diversity, which entails the learning of several languages without forgetting our mother tongue; and linguistic homogenization, which involves the use of the same language for everybody. Today, "approximately one in four of the world's population are now capable of communicating to a useful level in English" (Crystal, 2003:69). Taking into the account the amount of people in the world, it is incredible how many people speak English.

Therefore, there is no doubt that multilingualism is a social phenomenon that cannot be changed or avoided. As picture 1 shows, languages such as Chinese, Spanish, Russian, German or French are spoken today by many people, as a first and second language. As a result, should we teach only English because it is one of the most used languages as a lingua franca? If there are more people who speak English around the world, than native speakers, what variety of language should we teach? What about the other thousand of languages? The purpose of this study is to promote the importance of languages and dialects, because, as it has been at the beginning, each language is a sign of identity, history and culture.



Picture 1: More spoken languages in 2014 by UNESCO

### 2.2.2. Plurilingual competence

Competence refers to the ability of being capable of doing something. It is "a combination of knowledge, skills and attitudes appropriate to the context" (European Union, 2006:13). They are not only needed to learn in a formal context, but they are also necessary for everyday life.

There are several classifications of competences. On the one hand, according to the European Union, there are eight "key competences for lifelong learning" (European Union, 2006:13). They are the following:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn

6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

The second key competence is related to the plurilingual one because it deals with the notion of speaking different languages. "A positive attitude involves the appreciation of cultural diversity, and an interest and curiosity in languages and intercultural communication" (Council of Europe, 2006:15). Therefore, two of eight competences are communicative, which is essential for this study, and they imply much more than knowing a language.

According to the CEFR, there are four "general competences" (2001:13), which are:

1. "Declarative knowledge (*savoir*)".
2. "Skills and know-how (*savoir-faire*)".
3. "'Existential' competence (*savoir-être*)"
4. "The ability to learn (*savoir apprendre*)".

Therefore, while the Council of Europe proposes eight competences, the CEFR suggests only four within the global notion of communicative competence. The relationship is that all of them are a set of knowledge, capacities or abilities and processes. These competences are not easy at first glance but all of them help the process of learning something.

On the one hand, the key competences are a proposal of Europe to promote harmony between citizens. They are designed to be able of surviving in the world outside particular countries. That is to say, for the working life it is necessary to adapt and develop everything around us. In addition to that, all these competences are acquired during the whole life by everyone. It is essential to possess the ability of expressing ideas, emotions or thoughts linguistically in at least two languages, to be able of solving everyday problems or using the new technologies, as well as to be creative, innovative and develop entrepreneurship.

On the other hand, the general competences proposed by the CEFR are related to the idea of facing communicative situations. They foster knowing about the world (places, holidays, religions, cultures, values...) in order to be able to behave well in different situations. For that, it is important to relate and identify diverse thoughts or life styles. The intention is to appreciate other manifestations of humans, show interest in other judgments and also to reflect, collaborate and show a desire of discovering those new elements involved in alternative languages.

Consequently, it is important not only to know something but also to apply the knowledge and to organize how to learn. Taking into account that our main purpose is communication, it is relevant to study the notion of communicative competence in itself. As it has been mentioned, "communication includes not only the structure of language but also who is saying what, to whom, in which circumstances." (Baker, 2011:5). And, it "includes competence in different social and cultural situations" (Baker, 2011:17). To be more explicit, it is composed by: linguistic, sociolinguistic and pragmatic competences (with several sub-competences at the same time) and any ability cannot be understood without the others. Although they have their own features and peculiarities, all of them are connected. Additionally, the notion of intercultural competence is essential. Hence, regarding languages, students should engage "with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity" (Byram, 2002:9). This is what he called 'intercultural competence' that will vary from one speaker to another and makes reference to the ability of sharing expressions, ideas or opinions to people of other cultures (2002:9).

Therefore, learners can develop and increase all the previous mentioned competences. Nevertheless, language learners can also develop the plurilingual competence. It means that they should be able to communicate in different languages, although, "depending on the career path, family history, travel experience, reading and hobbies of the individual (...), significant changes take place in his/her linguistic (...) biography, altering the forms of imbalance in his/her plurilingualism (...)" (CEFR, 2001:133). Namely, what the CEFR mentions, is that students will not achieve the same level of communicative competence in all languages, but, in any case, they will aim at acquiring some level, becoming plurilingual. And this is the competence emphasized by research. This is due to the fact that nowadays the most important aim in education is to develop *language learners*. For that reason, plurilingualism will be presented from Europe to the classroom itself through Spain, emphasizing Andalusia and the Balearic Islands.

### **2.3. Plurilingualism in Europe**

The attempt to make people speak languages is not new. Many years ago, educational measures were taken to encourage language learning (Lewis, 1976; Adams, 2003; Braunmüller and Ferraresi, 2003; Lorenzo, Casal and Moore, 2009). The emergence of different methods<sup>10</sup>, as a possible solution to improve previous unsuccessful methods for language learning, indicates that educators and researchers have always tried to find the best system to learn and to acquire another language.

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<sup>10</sup> For example: Grammar translation, direct, communicative, silent way, suggestopedia, natural approach, etc.

There are many European countries that are bilingual and many of the citizens learn two languages since they are born. These different contexts also affect the learning of another language. The teaching methodology and the ability of students will vary. The following map represents exactly the countries with one or more (co-)official languages.

Branches are related by colours and languages in monolingual or bilingual situations are highlighted. It is supposed that when people speak many languages, it is easier to learn others. In fact, these two frameworks will be studied in following sections, using Spain as an example to understand the teaching of languages in different contexts.



Picture 2: European languages, emphasizing monolingual and bilingual contexts

There are many approaches that "vary considerably in different European countries (...) due, among other things, to the educational and linguistic background of each specific country" (Wolff 2002:48). Therefore, although each state has its own policies and styles, nowadays Europe is the main and common propellant. There are

some guides like the *Guide for the development of language education policies in Europe* (Council of Europe, 2007) and the *Guide for the development and implementation of curricula for plurilingual and intercultural education* (Council of Europe, 2010) that are concerned about learning several languages.

Furthermore, the *White Paper on Education and Training* (1995), written to foster lifelong learning, includes objectives to:

- *Encourage the acquisition of new knowledge*: It is necessary to learn new things because there is no limit concerning learning. As society develops, people have to learn more and more in order to be adapted.
- *Bring school and the business sector closer together*: It has no sense learning in formal contexts things that will not be needed in the future. It is for that reason that education has to adapt their methodologies and contents to the new generation.
- *Combat exclusion*: Due to the fact that people move around different countries, there is no reason to discriminate different cultures, races or genres. In that sense, "plurilingualism will therefore be interpreted not only as having to bring about better communication between Europeans and with the rest of the world, but as a means of developing intercultural sensitivity and as an intrinsic component of democratic citizenship in Europe" (*Guide for the Development of Language Education Policies in Europe*, 2003:15).
- *Develop proficiency in three European languages*: A symbol of unification means to understand the others and to know about them. In order to achieve this purpose, "language teaching measures need to be stepped up, since the demolingistics of Europe have consistently evinced that the resources and efforts invested in language learning have failed to deliver the goods, rendering FL education unresponsive to idealized competence standards" (Pérez, 2011:390). If citizens are able to speak at least three European languages, more opportunities will arise and more familiarity will be developed among country members.
- *Treat capital investment and investment in training on an equal basis*: Europe is a continent that has to promote union, freedom and equality for everybody.

Therefore, there are many tools and policies in Europe that contribute to plurilingualism. The CEFR "provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe" (2001:1). It tries to facilitate the mobilization across Europe teaching in a similar way in all the countries. In addition, it establishes different levels of language in order to make possible to share the same criteria to determine language proficiency. And it

divides the language in five skills (giving importance to the oral communication): Reading, Listening, Writing, Spoken Interaction and Spoken Production.

In addition, the Council of Europe has developed an instrument to reflect on the learned languages called ELP (European Language Portfolio). The aim is "to promote awareness of a European cultural identity and to develop mutual understanding among people of different cultures" (2000:1). It supports the personal reflection and the self-assessment of students and it consists of 3 parts:

- *Language Passport*: It is like a personal diary in which the person evaluates himself according to the different skills in all the languages that he knows. It can also record the courses he has done or has attended.
- *Language Biography*: It is a kind of guide in which the learner assesses his learning.
- *Dossier*: Here, the person can include all certificates, diplomas, written assignments, projects, etc. that have helped him to learn languages.

Moreover, *The Framework of Reference for Pluralistic Approaches to Languages and Cultures* (2010) is another instrument to complement plurilingualism in Europe. It identifies four pluralistic approaches:

- *Intercultural approach*: As Byram (2002) proposes, the acquisition of languages is a process of relating and sharing different cultures. For that reason, it is very important in our study.
- *Awakening to languages*: It benefits from the specific circumstances that may exist in a classroom in terms of diversity. "The approach concerns the language of education and any other language which is in the process of being learnt (...) and integrates all sorts of other linguistic varieties" (FREPA, 2010:8). For instance, if there is an American native speaker, American English can be taught. It would be the same if there was a German student in the class. Why not benefit from what the classroom offers?
- *The intercomprehension of related languages*: This promotes the idea of speaking the native language with people who speak a language of the same family. It is supposed that the similarities of languages of the same branch make possible communication. This is the main idea of intercomprehension. For that reason, the knowledge of languages belonging to different families will help to comprehend more languages.
- *Integrated didactic approaches to different languages studied*: The goal is to use the mother tongue to learn another language, and then, to use both

languages to learn more. That is to say, through comparison and connection, it will be easier to learn other languages.

Thus, this is a brief overview of the amount of policies concerning plurilingualism in Europe. In fact, many educational institutions stimulate the mobilization of learners across Europe with several agreements between countries. Exchange scholarships that help put the language into practice and to be directly in contact with the culture are being provided and emphasized. In addition, although "English comes across as the most widely taught language, along with French and German" (Pérez, 2012:320), "more and more European schools and universities are offering courses taught in a foreign language" (Lasagabaster and Sierra, 2009:367). It is just a matter of time to really see the impact of all these measures on the Europeans.

In fact, as a summary, "the European Commission and the Council of Europe have funded many initiatives in support of CLIL because it responded to a need in Europe for enhancing second-language (L2) education and bilingualism that was well received" (Cenoz, Genesee and Gorter, 2013:1). This is what has been explained and discussed throughout these sections. Hence, once all the policies and official documents promoted in Europe to encourage plurilingualism have been described, the focus will be the implementation of CLIL in our continent.

Nowadays, "it is compulsory to offer a second foreign language in almost all EU countries, albeit optionally for students" (Pérez, 2012:319). Although normally the language studied is English, the important thing is that European education gives the chance to study at least another language else. In that sense, to learn languages and contents at the same time, as in CLIL, provides much more benefits (Brinton et al, 1989; Marsh, 2000) that will be explained below.

To be accurate, content and language integrated learning (CLIL) "is an approach to second language learning that requires the use of a foreign language to practise content" (Ruiz, 2008:413) as it has been mentioned several times. This approach "has spread rapidly in the past 10 years (Marsh 2002), currently spanning the continent from North (Finland) to South (Italy), and from East (Bulgaria) to West (Spain)" (Pérez, 2012:319), as a result, it is not something new and it is increasingly used by European countries.

Actually, as Ruiz (2008) claims, CLIL refers to any educational context in which a foreign language is used to teach different contents not related to language itself, and the proportion of foreign language instruction changes depending on the curricula: it can take from only several minutes a day to situations in which CLIL covers 50% of all subjects. Obviously, there is no doubt that the fact of using a foreign language as a

vehicle for teaching other subjects in the classroom is an important step in learning foreign languages (Ruiz, 2008).

Taking into account its main features, "CLIL programs provide more hours of contact with the L2/foreign language, and CLIL has made learning an L2/foreign language in school more important throughout Europe and beyond" (Cenoz, Genesee and Gorter, 2013:14). The main purpose of this approach is "to obtain effective communication" (Lasagabaster and Sierra, 2009:370). For that reason, it is fundamental to motivate students in order that they learn the language in a more natural way while they study others subject of their interest. Learners improve their communicative competence in all the skills as Pérez (2012:330) describes one by one:

- *Speaking*: because the fluency is indispensable
- *Morphology*: "with increased automatization and appropriacy of use being found" (Ibid, 2012:330)
- *Vocabulary*: "particularly technical and semi-technical terms" (Ibid, 2012:330) due to the fact that students learn specific contents like history, sciences, etc.
- *Writing*: "fluency and lexical and syntactic complexity" (Ibid, 2012:330) because they have to express themselves about different topics
- *Creativity*: because they are going to use their imagination
- *Risk-taking*: caused by the improvisation
- *Emotive/affective outcomes*: related to "learner motivation" (Ibid, 2012:330)

It is true that some "students only have contact with them in formal instruction contexts" (Lasagabaster and Sierra, 2009:370) and "the vast majority of evaluations of bilingual programs are so methodologically flawed in their design that their results offer more noise than signal" (Genesee 1998:10). However, it is essential to take the positive results. Students are able to use a foreign language to communicate and this is undisputed.

The implementation of CLIL varies depending on the country and, in that case, it will be studied in Spain coming up next. Nonetheless, there is no doubt that "providing students with enhanced opportunities in school to acquire competence in additional languages will better prepare them for globalization" (Cenoz, Genesee and Gorter, 2013:13), one of the main goals of Europe in terms of plurilingualism.

## 2.4. Plurilingualism in Spain

The idea of speaking different languages is usually related to different countries. However, as it has been said several times, there are some cases in which several languages or cultures live in the same country. This is exactly the paradigm of Spain.

Throughout the centuries, the Iberian Peninsula has been inhabited by different cultures which in turn spoke different languages. Although today there is a common language for the whole Spanish territory, in some geographical points of Spain, a number of languages, derived from these ancient cultures, are still used.

To summarize the history of Spain, it is essential to say that Indo-European languages emerged from the Latin language with the arrival of the Romans. Obviously, centuries before other people with different languages and cultures occupied the peninsula, as it has been mentioned before. Nevertheless, the Romance languages appeared in Europe like Spanish, Italian, French, etc. Then, with the Christian reconquest of the Peninsula, Spanish was established as the official language. Gradually all Spaniards began using it. This brought different varieties<sup>11</sup> of language, in terms of phonetics, grammar or vocabulary, but it did not make communication between people difficult. In fact, the Spanish Constitution (1978), in the third Section, recognizes the multilingual reality of the country and fosters the respect and protection of the different linguistic varieties of Spain.

This is the reason why in our country there are two separated contexts as it can be seen in Picture 3. On the one hand, there are bilingual communities where people speak Spanish, the official language, plus a co-official one like Catalan, Basque or Galician. However, there are other monolingual areas, the rest of communities, where people speak only Spanish. Therefore, although the majority of people speak Spanish as their mother tongue, many others are bilingual at different levels.



Picture 3 Languages spoken in Spain

Nonetheless, nowadays this is not enough for Spain. It is necessary to use at least another language, as has been established for the whole Europe. In general, English is taught as the first foreign language since children start the school, and

<sup>11</sup> For instance: dialect of Andalusia, Murcia or Canarias Islands.

French as a possible second foreign language<sup>12</sup>. Conversely, in some Spanish institutions the languages are offered the other way round: French as the first foreign language and English as the second one. What is unambiguous is that the teaching of a language as a subject is not sufficient to acquire a high level of proficiency in terms of communication due to the fact that it is used only three or four hours in the week. For that reason, the emergence of CLIL programs, in Spanish *AICLE*<sup>13</sup>, is an opportunity to involve students in a natural environment on the use of a foreign language.

The spread of the use of the language as a vehicle for learning contents (CLIL) is being quick. "Spain is rapidly becoming one of the European leaders in CLIL practice and research" (Coyle, 2010: viii). In addition, connected with the idea above:

Dual-focused education has been developed in Spain with both second (co-official) and foreign (other European) languages, and in both bilingual communities where English is a third language taught through CLIL (...) and in monolingual communities conspicuous for their lack of tradition in foreign language teaching (Pérez, 2011:392).

Therefore, the implementation of this methodology is a challenge for teachers and students to achieve independent speakers in another language. This type of methodology is closely linked with the communicative approach, in which the main purpose is the oral fluency rather than the structure of the language.

As it can be seen, plurilingualism is highly present in Spain. In fact, the official Spanish documents and Laws heed it. On the one hand, the Royal Decree (5/2015) establishes the following initiatives:

- It is an aim of the Secondary Education that students understand and express opinions or ideas in one or more foreign languages in an appropriate way (2015:177,188).
- It recognizes the multilingual reality that exists in Spain, with all the languages and dialects, as well as the origin and history of each one (2015:363).
- It values the plurilingualism and multiculturalism as a source of personal enrichment in addition to be our historical and cultural heritage (2015:363).
- It encourages the learning of foreign languages to facilitate plurilingualism and intercultural growth in Compulsory Secondary Education and in Non Compulsory Secondary Education (2015:516)

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<sup>12</sup> The option to study French is made in Non-Compulsory Secondary Education and in some institutions, other European languages are offered, like German.

<sup>13</sup> In Spanish it is translated as: *Aprendizaje Integrado de Contenidos y Lenguas Extranjeras*

On the other hand, the Organic Law of Education (2/2006) also defends several bases to foster the study of different languages like the following:

- *It is important to incorporate language teachers in bilingual and plurilingual programs to develop plurilingualism in our country.* That is to say, more experts of the language are necessary in the educational system.
- *It will be compulsory to study languages from pre-school education to non compulsory secondary education.* That is to say, as many years as possible during the whole educational process.
- *It is a significant purpose to promote the mobilization of people abroad and then to employ their knowledge of languages.* If the main objective of learning languages is communication, the exchange of students is one of the most suitable solutions to this principle.

Spain is one of the countries more involved in CLIL programs because it is really relevant that citizens are able to interact with the outside world. To be more explicit in how plurilingualism and CLIL are dealt with and carried out in our country, Andalusia and the Balearic Islands will be studied in the next section as two examples: one as a monolingual community, and the other as a bilingual one. This will show a general view of the two separated situations of Spain.

#### **2.4.1. Plurilingualism in Andalusia**

Andalusia is one of the biggest Spanish Communities, situated in the South of Spain. It is a monolingual area where all the people speak Spanish. In Andalusia, the Decree (2007) establishes that bilingual schools have to teach at least one subject dealing with a foreign language. But in general, it is considered a bilingual institution in Andalusia the one in which the educational program includes the learning of at least two subjects through the mother tongue and a foreign language; up to now in English, French or German (García, 2010:5). Therefore, different contents are taught in both languages. The percentage of the use of each language depends on the school, students, level and different agreements.

It is also important to say that Andalusia is the community with more CLIL schools "than any other monolingual one in Spain and (...) this has caused Andalusia to fast become an example to follow (...) and to earn the European Language Label Award in 2006 for its contribution to multilingualism" (Pérez, 2011:392). In addition, it is constantly growing and it will continue doing it in the coming years.

The CLIL methodology requires, not only the coordination between contents and languages, but also, the attempt to make students build their learning through their experience, putting into practice what they study in order to acquire and

assimilate the contents, developing basic skills in today society (García, 2010:5). To understand all these things and the implementation of bilingual institutions in our community, some official documents were designed ten years ago, such as the *Andalusian Plan for the Promotion of Plurilingualism (APPP)*<sup>14</sup> (2005).

However, the appearance of the CLIL methodology is previous to the development of these laws. Since 1990, some measures were taken to promote the teaching of languages and plurilingualism. Some agreements with foreign institutions were signed by the Education Council and the second foreign language was introduced. And since 1998 bilingual sections were launched. From the beginning, they were based on "communication, interaction and prioritization of the oral code" (APPP, 2005:23).

Furthermore, the most important purposes have been the improvement of language skills and the promotion of plurilingual and pluricultural competence in the Andalusian population (APPP, 2005:25), apart from the spread of "freedom, tolerance and respect for pluralism as fundamental values of education" (APPP, 2005:23). This methodology has been implemented in Infant, Primary and Secondary Education and language teachers have to adapt their materials to the contents of the non linguistic areas at the same time that all the teaching staff must incorporate cultural elements of different countries (APPP, 2005:24). All the objectives support "communicative language teaching, exposure to authentic input and lifelong learning, and uses an integrated curriculum, the ELP, and the CEFR to determine contents and adjust assessment criteria" (Pérez, 2011:392). It also sets the increase of exchanges of Andalusian students to a foreign country to practice the language and be in contact with traditions, as well as the creation of different language programs for young people (APPP, 2005:28). The acquisition of the language is favoured since there is an increase in teaching hours, students are given the opportunity to travel abroad and they are involved in the learning process in a highly motivating way. Obviously, an institution does not become a bilingual school from one day to another. There are several steps and processes evaluated by the Organisms of the Education of Andalusia, so, it is not as simple. In fact, it is crucial to be an ITC school and everything takes time, effort and money.

On the other hand, it is considered that lessons can be classified in the following way: a "total immersion program" with language assistants, a "semi-immersion program" with language teachers and a "code switching program" with teachers of non-linguistic areas, since they alternate the mother tongue with the foreign language (Ibid, 2009: 10). Nevertheless, it implies more hours using the language although the mother tongue is used sometimes.

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<sup>14</sup> In Spanish: "Plan de Fomento del Plurilingüismo" by the *Junta de Andalucía*.

Nevertheless, the consideration that monolingual speakers can become bilinguals is not easy. In fact, analyzing the role of teachers and students, there are also some aspects that should be commented. Teachers of non linguistic areas have difficulties to belong to a bilingual section because they have to demonstrate an intermediate level of proficiency (B2 or C1, according to the CEFR) in the language apart from their specialty. This is a big challenge for them and the fact of not being experts in the language can foster in students some mistakes in pronunciation or structure. The lack of training and experience, and being a little lost can cause difficulties in students' learning processes. For that reason, some inescapable requirements must be taken into account in order to reach a high level of language proficiency in a monolingual context (Luque, 2006). Some of these prerequisites are the use of the L2 to teach and evaluate part of the contents, the employment of specialist teachers with a high proficiency in the L2 language, the promotion of exchanges with the L2 community and the development of a positive attitude towards both languages despite the amount of resources and staff required (Langé, 2002). Although the author also includes the necessity of starting the program as soon as possible because the age is essential to learn faster, others think that starting early in monolingual contexts is not synonym of effectiveness, or quickness, especially considering that the L2 is a foreign language (Luque, 2006:23). All the same, these requirements will be discussed through this section.

For that reason, after a period in which bilingual education has been implemented in schools in our community, it is essential to receive feedback to know what should be improved or the results of students. In fact, "all the agents involved, at all levels, should be explored more deeply by conducting rigorous, valid research in order to obtain first-hand assessments of the APPP, as it is currently being implemented and monitored" (Cabezas, 2010:90). For that reason, the document *Bilingualism and Education: Situation of the Net of Bilingual Schools in Andalusia*<sup>15</sup> (2009) is going to be commented.

It was a study conducted to know the results of bilingual institutions of the eight Andalusian communities, both for primary and secondary education (Ibid, 2009). It was shown that:

- Language levels, according to the CEFR, are higher than they should be. There is not an exaggerated difference, but they are significantly higher.
- Students develop and improve communicative competence, which is one of the bases of plurilingualism. In other words, both spoken and written skills improve especially the fluency and ease of expression.

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<sup>15</sup> In Spanish "Bilingüismo y Educación: Situación de la Red de Centros Bilingües en Andalucía" by *La junta de Andalucía*.

- In general, students in bilingual schools show better results in the four skills (speaking, listening, writing and reading) than students in other schools. In fact, in some cases, sometimes the results are considerably higher.
- Learning is seen more rapidly in a short period of time, which demonstrates the quick adaptability of students.
- Although it is surprising, there is an "increment of knowledge" (Ibid, 2009:14) in the non linguistic areas taught in a foreign language. Perhaps, it is for the attractive methodology, the relationship between subjects and the grouping activities. Hence, the learning in another language does not affect the learning of the other subjects, in fact, it "can be even increased" (Ibid, 2009:15).
- There is almost a perfect curricular integration. About 36% of teachers talk about topics belonging to other disciplines, even crosscutting issues (Ibid, 2009:13).

However, not everything is as easy as the theory says. Although this study has been commented to see some results of bilingual schools, it is necessary to have more research on the continuing process of the learning in different stages.

Moreover, to foster the communication of students the methodology should be more interactive. It is not enough to receive the input. Learners have to use the language and for that, they work in groups, and a task based approach is promoted (Ibid, 2009:12). Some solutions to achieve the principal objectives of bilingual schools in Andalusia for the content based instruction can be the following, proposed by Luque (2006:25):

- *Structure the tasks carefully.* The understanding of students is essential to carry out the task.
- *Perform readings with methodological development.* The use of pre-, while- and post- activities help the practise of the subskills.
- *Provide a glossary of vocabulary before the task.* In that way, students will understand the technical words and they will be able to use them to express ideas.
- *Provide visual material as much as possible.* If teachers try to illustrate the theory using maps, pictures, graphs, and so on, students will acquire more easily the contents.
- *Controlled writing.* Learners need help to express themselves in another language. It can be very useful a guide about the structure, vocabulary or format.

- *Continuously check if the lesson is understood.* It is recommendable to ask students if they follow the explanation or not.
- *Paraphrase and be redundant.* Not all the students have the same level of language. For that reason, it is important to express the same thing in different ways because the teacher will be sure that they understand what she/he tries to explain.
- *Emphasize the receptive skills (listening and reading).* At the same time that production is so important, reception cannot be forgotten because it is also very important for communication.

For that reason, regarding the implementation of CLIL methodology, it constitutes a radical change in the students' habits and there is a big methodological mismatch between bilingual and non-bilingual sections. That is to say, teachers work hard in achieving a motivating method using videos, pictures, working in groups, doing projects, and so on. But, do they think of the other students, those who are not in a bilingual section? Perhaps, the results are higher not only due to the use of a foreign language, but due to the methodology. In language teaching it is very common to employ an interactive methodology within the lessons but it is not so common to use it in non linguistic areas. For that reason, the inductive method using games and attracting the attention of students is essential not only for acquiring a level in a language, but for learning in general, and it should be applied to all the schools, regardless of specialty, and then to compare them to get feedback. Thus, research into the CLIL field is somewhat lacking in the sense it has compared a modern methodology adapted to the new age with the traditional one.

Therefore, despite the amount of productive and positive results, some drawbacks have been mentioned. The first issue considered is the lack of teachers training, up to now, for bilingual programs and the lack of a practical model for implementing it; besides these issues, having a heavy workload and lack of material are two more disadvantages regarding the teachers' point of view. Moreover, the majority of schools only offer a section for some students. Therefore, only some students can participate. This promotes, to some extent, the creation of a select few. There is a privileged class consisting of the *intelligent students, those who study and pass the exams, etc.* against a lower class consisting of *the worst students, those who does not study and fail exams, etc.* and, above all, every student should receive the same high quality education, supported by families, teachers and Government.

Nevertheless, some of these drawbacks have been solved thanks to *An Informative Guide for Bilingual Schools* (2011) designed to "facilitate the work of all the members involved in bilingual or plurilingual programs providing practical information

on the organization and functioning, educational and scientific update of this teaching method and support programs" (Ibid, 2011:12). There are different sections and samples about the coordination, the teacher's and students' roles, the responsibility of language assistants, how to deal with families, description of the methodology, how to assess students, a big amount of materials or resources, and so on.

To conclude, to be bilingual in a monolingual community like Andalusia is not impossible, although it might be difficult. However, hard work on the part of the authorities, the educational system and the citizens, as well as cooperation between teachers and a desire to succeed, will make Andalusia achieve the expected goals. "Except for pathological cases and cases of extreme social deprivation, human beings can learn more than one L1" (Wode, 1994: 326). Therefore, it is a matter of time, confidence and security to achieve a bilingual Andalusia, and also be able to live in a plurilingual society and to continue evolving every day.

#### **2.4.2. Plurilingualism in the Balearic Islands**

The Balearic Islands are a Spanish archipelago situated in the north-eastern of the Mediterranean Sea. It is constituted by four inhabited islands: Majorca, Minorca, Eivissa and Formentera. The official language is Spanish and the co-official one is Catalan<sup>16</sup>, spoken in Catalonia, the Balearic Islands, and the Valencian Community. Both languages coexist in the same area. That is to say, the Balearic Islands are a bilingual community. In fact, "all school children – i.e. including non Catalan L1 – living in these territories must learn both official languages" (Vila, 2008:34). This implies that all educational schools are bilingual.

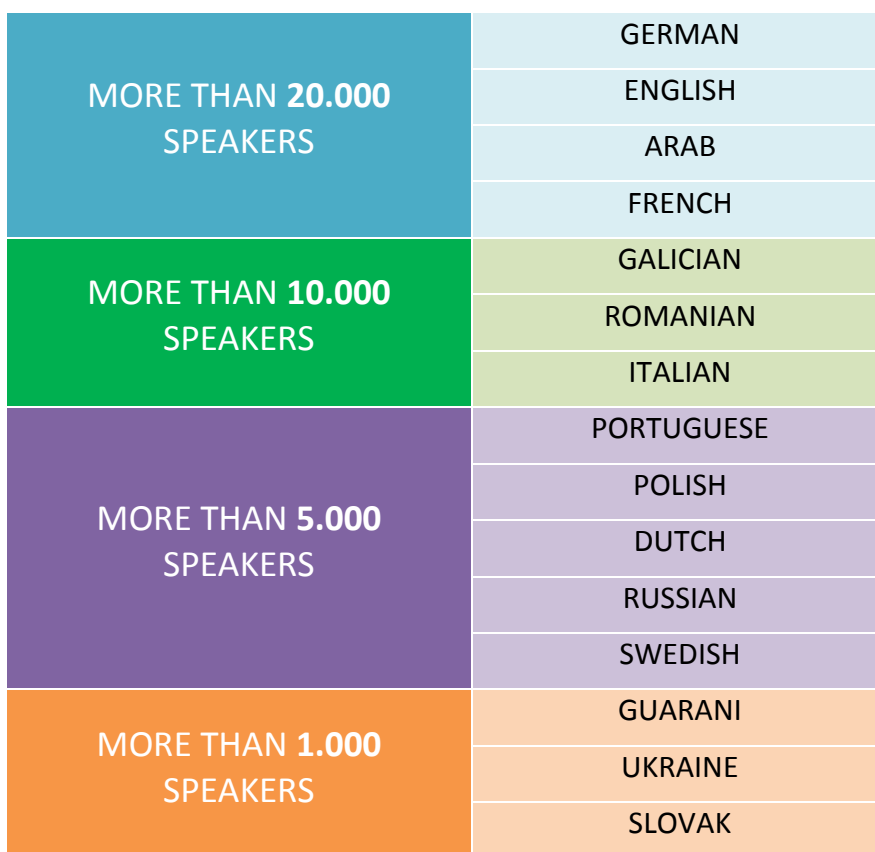
As if this were not enough, citizens of these Islands work primarily in tourism. Foreign people (from different countries) like spending holidays because of the good weather, the beautiful beaches or landscapes, and the Spanish gastronomy. This makes possible a big cultural diversity in the community, finding different languages in the same area. For that reason, to speak Spanish or Catalan is not sufficient.

Therefore, a study was carried out in the 20th c. to know the most spoken languages in the Balearic Islands by the University of *Les Illes Balears* with the collaboration of the *Sociolinguistic group of the Balearic Islands* (2009-2010).

As it can be seen in Picture 4, there is an enormous variety of languages spoken in the Balearic Islands. There are not only European languages like English or German, but also from other countries like Arab or Russian.

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<sup>16</sup> Citizens speak different varieties of Catalan depending on the island.

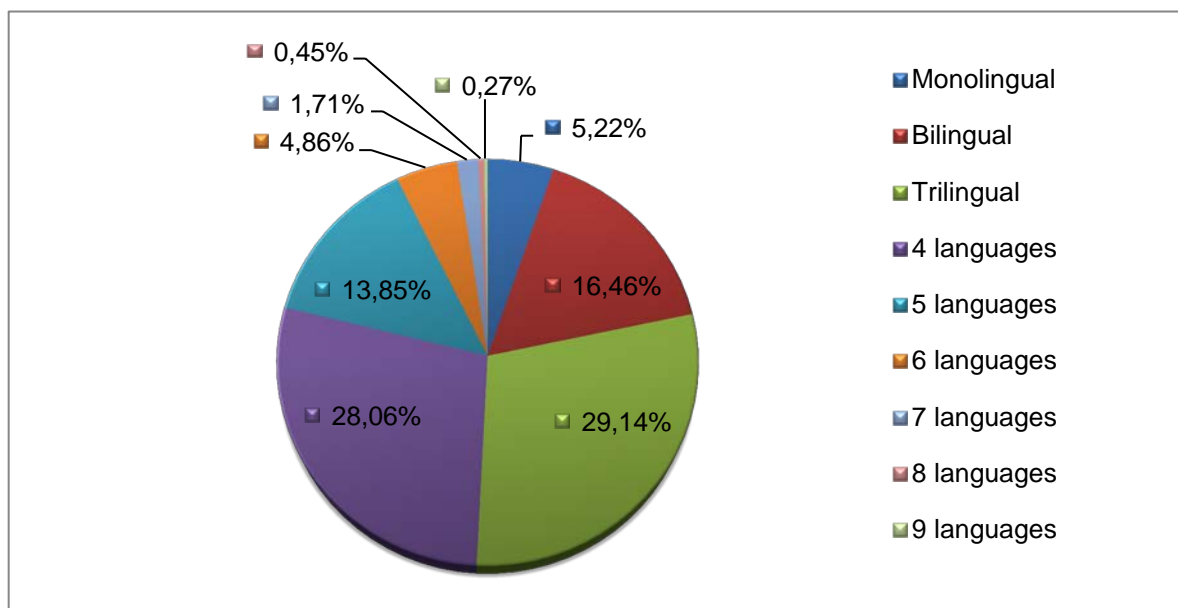


**Picture 4:** Spoken Languages in the Balearic Islands  
<http://www.uib.cat/depart/dfc/gresib/llengues/resultats.htm#1>

This diversity enriches this Spanish community because many cultures and traditions coexist in the same environment and share their habits and beliefs. We are not talking about a minority of spoken languages, but between 1.000 and more than 20.000 speakers. Therefore, there is no doubt that it is a multicultural and plurilingual community.

In fact, many foreign people are residents. In other words, they live all the year there and their descendents are plurilingual in most of the cases. In the study (2009-2010) it is analysed how many languages the immigrants of the Balearic Islands speak and the results are surprising.

As it can be seen in picture 5, only 5% of people are monolingual. This is understandable due to two reasons: they live in a bilingual area and they speak their native language plus Spanish and/or Catalan. For that reason, monolinguals constitute a minority in the population. However, 60% of people speak at least four languages and 20% of the speakers know five or more languages. This is an incredible amount that directly affects people born in the islands, fostering the use of languages in their quotidian life.



**Picture 5:** Speakers according to the number of languages spoken  
(<http://www.uib.cat/depart/dfc/gresib/llengues/resultats.htm#1>)

For that reason, regarding foreign languages, it is important to say that “42.1% of the Balearic population state that they are fluent in at least one language other than Catalan or Spanish, with English as the main FL used (32.2%), followed by French (12.7%), and German (9.9%)” (Villaverde and Vidal, 2006). Consequently, the implementation of CLIL programs to foster and to improve the foreign languages is a big step for the plurilingual reality within this community.

In answer to this reality, in 2002-2003, a program was elaborated called “Guidelines for the Preparation of the Plan for Language and Cultural Reception<sup>17</sup>”. Among its main aims, this program has tried to promote equal opportunities for all the students, despite of the culture, religion, language, race, and so on. Additionally, it defends the social insertion by adaptation and integration of foreign students in the education system. The arrival of foreign people to the classroom promotes the learning and contact with different languages and cultures regardless the type of school, and teachers should take advantage of that to learn new things from these students.

It is soon to see the results of the program, but since the expansion of trilingual schools in the Balearic Islands has been carried out, "an external technical committee assesses the programs to determine whether their gains outweigh limitations, and priority is also given to teacher training to ensure quality teaching" (Peréz-Vidal and Juan-Garau, 2010). This is very important to determine in the near future, the advantages or disadvantages, as well as the aspects that should improve or change using a third language teaching method.

<sup>17</sup> In Catalan translated as *Orientacions per a l'elaboració del Pla d'acolliment lingüístic i cultural*.

In addition to the program mentioned above, there have been several official documents specifically designed for this community to promote the teaching and learning of languages as the "Plan of Action for the Promotion of Third Languages<sup>18</sup>" (2005) or "The Experimental Foreign Language Plan<sup>19</sup>" (2001). They support the European perspectives of promoting plurilingualism in this multilingual society, by implementing CLIL as a teaching method. Moreover, the Decree 52/2006 also "promote foreign languages competence" including as much languages as possible.

Furthermore, the Decree<sup>20</sup> (2013) is one of the most recent documents that establish a set of guidelines to achieve the success of the CLIL approach. The most important aspects are going to be commented below:

- *Everyone has the right to use and know both official languages.* There is no preference between Catalan and Spanish, and there is no discrimination if people use whatever language they prefer. However, it is indispensable to be familiar with them as citizens of the Islands.
- *To speak the two official languages plus the appropriate competences in the foreign language, preferably English.* This is the main purpose of the Decree. The reason of their preference for English language is because despite the amount of spoken languages, English is the Lingua Franca most widely used.
- *From 2014 onwards, CLIL will be gradually implemented in all the courses and educational levels.* Starting with the first years of each course, students and teachers will be adapted to this approach little by little.
- *It is a learned-based teaching.* Beyond the contents, activities, resources, etc., the most important thing is the individual. It is necessary to ensure learning progress individually, knowing the social, economic or academic factors surrounding the learner.
- *Direct involvement by the student.* They may negotiate the topics, projects, etc. and they must have an active participation in the classroom and cooperation with teachers. This has advantages like the motivation of students, but also difficulties due to a non-fixed syllabus.
- *Interactive learning and autonomy.* The fact of studying in a foreign language gives students the opportunity to ask for clarifications, doubts and they have to deduce the meaning by the context. In addition, teachers use the European Language Portfolio and several rubrics to help students.

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<sup>18</sup> In Catalan translated as *Pla d'impuls a les terceres llengües*.

<sup>19</sup> In Catalan translated as *Pla Experimental de Llengües Estrangeres (PELE)*.

<sup>20</sup> BOIB "Butlletí Oficial de les Illes Balears"

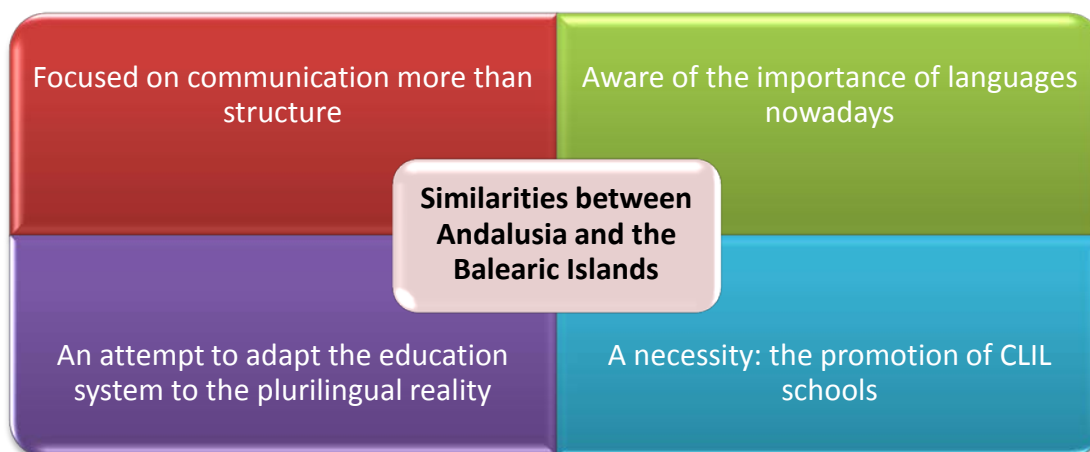
- *CLIL is a task based approach.* The use of a set of activities with a final product facilitates students to put in practice the theory and to make sure that they understand the contents.

Nevertheless, the implementation of CLIL schools in the Islands has not been as easy as in other communities because it has created different social conflicts. After some political and social examinations it has been determined that “CLIL has been used to further political interests and to avoid the debate about the ‘normalisation’ of Catalan” (Pérez, 2015). This obviously “endangers the continuity and the credibility of the CLIL programmes which until now have been successfully implemented” (Pérez, 2015). It is a shame to put in danger this approach based on the relation of contents and languages in a community where being plurilingual is very important for economic, labour and social reasons.

### 2.4.3. A comparison of Plurilingualism in Andalusia and the Balearic Islands

After studying plurilingualism in Andalusia and the Balearic Islands, some similarities and differences are remarkable. In that way, a clear vision of Spanish communities in bilingual and monolingual areas can be contrasted regarding to the use of languages.

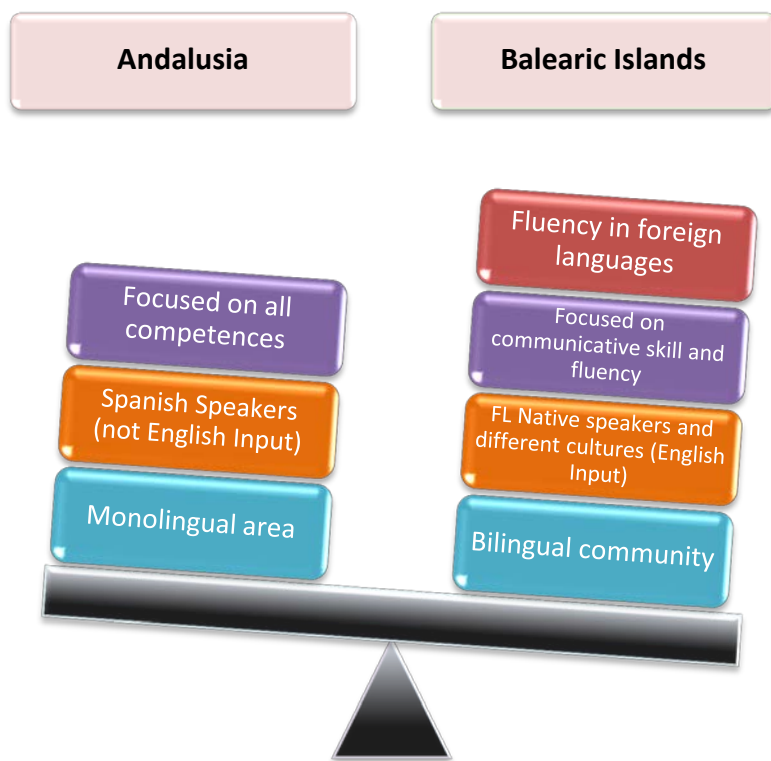
The following two pictures show the comparison of both Spanish communities. In the first one, the main similarities are described and, in the second one, the main differences. Obviously there are more, but this is only a summary of the most representative features.



**Picture 6:** Similarities about the promotion of Plurilingualism in Andalusia and the Balearic Islands

There is no doubt that in both places, people are aware of the multicultural Europe that there is nowadays and the importance of languages for life in general. For that reason, there have been continuous attempts to change or reform the Spanish

education system in order to focus language teaching in communication instead of structure. The aim is to be able of understanding foreign people and being understood. In that way, CLIL sections have been a possible solution to integrate contents and to use a foreign language as a vehicle to learn new things. However, there are some evident differences among these two communities:



**Picture 7:** Differences between Andalusia and the Balearic Islands regarding languages

On the one hand, Andalusia is a monolingual area where the majority of speakers are Spanish. In addition, they are not accustomed to receive English input outside formal contexts like the classroom. And, despite the importance of communication, in Andalusia all the competences are worked in the same way to help students to achieve a high level of proficiency in speaking, writing, listening or reading.

On the other hand, the Balearic Islands are a bilingual community where almost everybody speaks at least two languages (Spanish and Catalan). In fact, people are in contact everyday with foreign English accent because there is a big variety of cultures living together. For that reason, citizens are focused on communicative skills and fluency to solve the daily situations that they should face in normal life.

In that way, this is the general perspective extracted from the data, official documents and reality. Although Spain is a unique country, depending on the community and specific features or situations, the same aspect, in that case plurilingualism is dealt with different methods and for different purposes.

## 2.5. Some conclusions

Therefore, the most important idea of this theoretical part is that no matter how the methodology is done or where it is done, but the multilingual and multicultural reality has already come to Spain and some steps are being taken to make the communication between people from all over the world possible and easier. Obviously, "CLIL on many occasions requires a pedagogical adaptation", (Lasagabaster and Sierra, 2009:372) depending on the specific community, particular situations and individual learners. However, everybody should have the opportunity to learn different languages regarding also personal necessities.

Other important fact is that "a distinction is made between the kind of language required for conversational fluency and the type of language required for academic, classroom purposes" (Baker, 2011: 17) and it should be taken into account to teach languages. There is no better way of communication but different registers should be taught in order to give students the chance to choose one or another way to express ideas taking into account the situation which they could be facing in the near future.

What there is no doubt is that the language is a symbol of identity, culture and tradition, what better way to express it? The following didactic unit is an example to exploit plurilingualism, focused on the Balearic Islands and Andalusia. In that way, it is indispensable to include different languages and to relate contents of different subjects. The main objective of education is to give the tool to students in order to open their minds and language teachers, fortunately, can do it.

# **SECTION 3**

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**DIDACTIC UNIT: "LANGUAGE  
NETWORK!"**

### 3.1. Introduction

DIDACTIC UNIT	LANGUAGE NETWORK! <sup>21</sup>
Level	1 <sup>st</sup> Grade Compulsory Secondary Education (CSE)
Topic	Languages in Social Networks
Sequencing	2nd term (Unit 5)
Numbers of Sessions	5
Final Task	Oral presentation in groups using other languages.

### 3.2. Justification

*The Organic Law of Education (LOE) 2/2006 of May 3<sup>rd</sup>* defines a didactic unit as a set of tasks designed for a specific group of students. There is a final purpose, but also general and key competences, general and specific objectives, contents, methodology and evaluation criteria as it is established in the Royal Decree 2006, the Decree 2007 and the CEFR.

The title of this didactic unit represents the current present. On the one hand, languages have achieved much importance for personal, social or cultural reasons and there is no doubt of the New Technological Era in which we live, highlighting the use of Social Networks.

In that way, the main purpose is to practice all the skills (CEFR; BOE 2/2006) using the technology, providing rich and dynamic contexts in order to guarantee the normal use of languages (Decree of the Balearic Islands 10/2014). Moreover, it is important to provide reliable sources to students (BOE 2/2006) and to catch their attention to learn languages in a motivating way (CEFR). New technologies are an instrument to develop the lessons (BOJA 17/2007) as English is the vehicle to learn contents. To clarify the previous idea, "people do not learn languages and then use them, but learn languages by using them" (Halliday, 1975). For that reason, the combination of *languages* and *technology* helps learners to grow up personally and to learn using information on the Internet (BOE 2/2006; BOJA 17/2007) being aware of the plurilingual world of this century.

In addition to that, to be in contact with other languages is a way to open the students' minds and to show them different cultures and traditions. Accordingly, this didactic unit uses English as a communicative process to be in contact with other languages in order to promote the importance of plurilingualism, using Technology vocabulary due to they are very familiar with.

<sup>21</sup> Adapted from the Didactic Unit presented with María del Mar Aguilar Segado in 2015 for *Aprendizaje de las materias de lengua extranjera II*, evaluated by Gloria Luque Agulló.

Furthermore, two of the most important competences that should be taught in all subjects are the linguistic competence and the digital one (BOE 2015). It is also important to say that students will be able to communicate at the end of the year in a foreign language in several real situations adapted to their ages, features and personal necessities (BOE 2015).

### 3.3. Background information

Since this didactic unit is going to be adapted to a monolingual community (Andalusia) and a bilingual area (the Balearic Islands), two different contexts are going to be described. They are based on the school where I carried out my internship (in the Balearic Islands) and the high-school where I studied (in Andalusia).

SCHOOL "NUESTRA SEÑORA DE LA CONSOLACIÓN" (ALCÚDIA, MAJORCA)	HIGH-SCHOOL "LAS FUENTEZUELAS" (JAÉN, ANDALUCÍA)
<ul style="list-style-type: none"> <li>• It is a religious institution belonging to the Congregation of the Augustinian.</li> <li>• There is from non-compulsory infant education (it is private) to the 4<sup>th</sup> year of compulsory secondary education (it is concerted).</li> <li>• Students and families are middle-upper class. They are devoted mostly to administration and tourism and come from the surrounding area.</li> <li>• It is easy to find boys or girls belonging to foreign families, so they speak English, French, German, Italian, etc. as a first language, besides speaking a perfect Spanish and Catalan.</li> <li>• It combines subjects in Catalan and Spanish while others like music and art and craft are taught in English in some courses.</li> <li>• The second foreign language that is taught is German.</li> </ul>	<ul style="list-style-type: none"> <li>• It is a public institution</li> <li>• There is from 1<sup>st</sup> year of compulsory secondary education to 2<sup>nd</sup> year of non compulsory secondary education, including vocational education.</li> <li>• Students and families are middle-upper class. They are devoted to administration. Students from near villages come to this high-school.</li> <li>• There are no predominant foreign students. The majority of them are monolingual.</li> <li>• It is bilingual since 2013/2014. It combines some subjects in English in 1<sup>st</sup> and 2<sup>nd</sup> compulsory education.</li> <li>• The second foreign language that is taught is French.</li> </ul>

### 3.3.1. Description of the level

SCHOOL "NUESTRA SEÑORA DE LA CONSOLACIÓN" (ALCÚDIA, MAJORCA)	HIGH-SCHOOL "LAS FUENTEZUELAS" (JAÉN, ANDALUCÍA)
<ul style="list-style-type: none"> <li>• A2 (Gateway books)</li> </ul>	<ul style="list-style-type: none"> <li>• A1 (Passport books)</li> </ul>
<p>According to the Common European Framework of Reference for Languages - CEFR (2001:24), at this level students:</p>	
<p>"Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help."</p>	<p>"Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need."</p>

### 3.3.2. Description of students

SCHOOL "NUESTRA SEÑORA DE LA CONSOLACIÓN" (ALCÚDIA, MAJORCA)	HIGH-SCHOOL "LAS FUENTEZUELAS" (JAÉN, ANDALUCÍA)
<ul style="list-style-type: none"> <li>• The number of students is 21 (12 girls and 9 boys). One boy is from German and the other from UK.</li> <li>• They usually sit in pairs or threes, but sometimes individually.</li> <li>• The arrangement of tables is like in traditional teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students is 28 (11 girls and 17 boys)</li> <li>• They usually sit in pairs.</li> <li>• The arrangement of tables is like in traditional teaching.</li> </ul>
<p>The level of English is basic and there is not much difference in language skills between students (except the foreign learners who speak English perfectly). They usually show interest in games and funny activities. They also love the use of technology in the classroom. They like to participate and they have a lot of imagination. However, they generally have difficulty expressing their opinions and sometimes are distracted. In fact, they speak usually in their mother tongue. For that, there are many speaking activities to foster the use of English in classroom as a vehicle of learning and a common tool. They respect each other and we can say that the classroom is composed by hard work students although it is necessary to encourage them constantly to achieve the proposed objectives. They tend to have better behaviour in early lessons; at the end of the morning they are very talkative.</p>	

### 3.3.3. General resources

SCHOOL "NUESTRA SEÑORA DE LA CONSOLACIÓN" (ALCÚDIA, MAJORCA)	HIGH-SCHOOL "LAS FUENTEZUELAS" (JAÉN, ANDALUCÍA)
<ul style="list-style-type: none"> <li>• Wi-Fi</li> <li>• Electronic whiteboards</li> <li>• Specific classrooms for informatics, music, art and crafts, English, technology.</li> <li>• Students have already replaced textbooks for iPads.</li> <li>• There is a computer and a projector in each classroom</li> <li>• A platform called <i>Alexia</i> where teachers hang tasks, briefing notes, lecture comments, etc. It can be accessed by both students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Wi-Fi</li> <li>• Black and Whiteboards</li> <li>• Specific classrooms for informatics, music, art and crafts, English, technology (among many others)</li> <li>• Each student has a laptop.</li> <li>• There is a computer and a projector in almost all the classrooms.</li> <li>• A platform called <i>Seneca</i>, used to administrative tasks, and <i>Moodle2</i> where teachers and students hang tasks, briefing notes, lecture comments, etc.</li> </ul>

### 3.4. Competences and Sub-competences

As it is established in article 6 of the LOE (2006), there are eight key competences in the education system based on the Council of Europe. In this didactic unit students are going to develop:

<p><b>1. LINGUISTIC COMPETENCE</b></p> <ul style="list-style-type: none"> <li>- Written and Oral communication</li> <li>- Interpretation and comprehension of reality</li> <li>- Learning to communicate</li> </ul>	<p>As students will be expected to <b>use written and oral language</b> to express different ideas, practising all the skills through variety of activities and grouping.</p>
<p><b>4. INFORMATION PROCESSING AND DIGITAL COMPETENCE</b></p> <ul style="list-style-type: none"> <li>- Obtain process and communicate information</li> <li>- Transform information into knowledge</li> </ul>	<p>As pupils will <b>search, learn and obtain information and vocabulary</b> from New Technologies for academic and personal purposes.</p>

<p><b>5. SOCIAL AND CIVIC COMPETENCE</b></p> <ul style="list-style-type: none"> <li>- Understand the social reality of the world we live in</li> </ul>	<p>As students will <b>be aware of social plurilingual and technological reality.</b></p>
<p><b>6. CULTURAL AND ARTISTIC COMPETENCE</b></p> <ul style="list-style-type: none"> <li>- Awareness, appreciation, understanding and critical evaluation of different cultural expressions.</li> </ul>	<p>As learners will <b>understand and know several cultures, being aware of the importance of language identity.</b></p>
<p><b>7. LEARNING TO LEARN COMPETENCE</b></p> <ul style="list-style-type: none"> <li>- Be aware and manage their own capacities</li> <li>- Be efficient in the use of intellectual resources and techniques</li> </ul>	<p>As pupils will <b>learn using some devices and deduce language rules</b>; reflecting, thinking and deciding by themselves according their capacities, interests and motivations.</p>
<p><b>8. AUTONOMY AND PERSONAL INITIATIVE COMPETENCE</b></p> <ul style="list-style-type: none"> <li>- Develop personal values and attitudes</li> <li>- Develop individual or collective projects</li> </ul>	<p>As learners will be expected to <b>develop a final task</b> in groups using creativity, imagination and innovation, making themselves responsible. They should be self-confident to be independent as much as to work in groups.</p>

### 3.5. Objectives

Didactic Objectives	Stage Objectives			Foreign Language Objectives	Key Competences <sup>22</sup>
	RD	D (And.)	D (Bal.) <sup>23</sup>		
1. To <b>extract general and specific information</b> (from a written text and a video) and <b>to learn technological and language vocabulary</b>	b, e, g, i, j	a, b	b, e, g, i, k	1, 3, 4, 8, 9	1, 4, 5, 7
2. To express (oral or written) <b>everyday habits</b>	b, g, i	a, b	b, g, i	1, 2, 4, 8, 10	1, 4, 7

<sup>22</sup> They have been commented in the previous section.

<sup>23</sup> The objectives according to Decree of the Balearic Islands are exactly the same that the objectives of the Royal Decree with the exception that the letter "j" corresponds to letter "k" in the Balearic Islands.

using Present Simple and frequency adverbs					
3. To recognise the <b>stress</b> of some words studied before and different <b>English variations</b> .	b, g, i, j	a	b, g, i, k	1, 5, 6, 9	1, 7
4. To establish a <b>socio-cultural reflection</b> about the importance of languages and the privacy of Social Networks.	b, e, g, i, j	a, b	b, e, g, i, k	1, 2, 9	1, 5, 6
5. To <b>elaborate an oral presentation in groups</b> using words in other languages and presenting it orally to their classmates	b, e, g, i	a, b	b, e, g, i	1, 2, 3, 4, 6, 7, 8	1, 4, 5, 7, 8

The general objectives of Compulsory Secondary Education, according to Royal Decree 2/2006, that are going to be achieved in this didactic unit are the following:

- b) *Develop and consolidate discipline, study and individual and team work habits as a necessary condition for performing successfully in learning tasks and as means of personal development.*
- e) *Develop basic skills regarding the use of information sources in order to acquire new knowledge critically. Obtain basic competence in the field of technologies, and especially in information and communication technologies.*
- g) *Develop an entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and an ability to develop learning techniques, plan, take decisions and take on responsibilities.*
- i) *Understand and express themselves in one or more foreign languages correctly.*
- j) *Know, appreciate and respect the basic aspects of their own and others' culture and history, as well as artistic and cultural heritage.*

The objectives according to Decree of Andalusia are:

- a) *Acquire skills that allow them to function independently in the familiar and household environment, as well as in the social groups in which they relate, participating with supportive, tolerant and non-judgmental attitudes.*

b) *Interpret and produce with property, autonomy and creativity messages using artistic, scientific and technical codes.*

The foreign language objectives achieved, according to the Royal Decree, through this didactic unit are:

1. *To listen and understand general and specific information from oral texts in varied communicative situations, adopting a respectful and cooperative attitude.*
2. *To express oneself and interact orally in habitual communication situations in a comprehensible way and with a certain degree of autonomy.*
3. *To read and understand diverse texts at a level which is appropriate to the capacity and interest of students with a view to extracting general and specific information, in addition to using reading as a source of pleasure and personal enrichment.*
4. *To write simple texts for diverse purposes using appropriate devices for cohesion and coherence.*
5. *To accurately use basic phonetic, lexical, structural and functional components of the language in real contexts of communication.*
6. *To develop autonomy in learning, reflecting on the processes of learning and to transfer knowledge and communication strategies acquired in other languages to the foreign language.*
7. *To use learning strategies and all available resources, including new technologies, in order to obtain, select and present information orally and in writing.*
8. *To appreciate the foreign language as an instrument to access information and as a learning tool for diverse contents.*
9. *To appreciate the foreign language and languages in general as a means of communication and understanding between people from diverse countries languages and cultures, avoiding any type of discrimination and linguistic or cultural stereotypes.*
10. *To show a receptive and self—confident attitude towards learning and the use of the foreign language.*

### **3.6. Contents**

Contents are classified in the following categories: listening, speaking and interacting, reflection upon one's learning, sociocultural aspects and multicultural

awareness, reading and writing, and linguistic knowledge. They are directly related to the didactic objectives.

CONTENTS		DIDACTIC OBJECTIVES					
		1	2	3	4	5	
Listening, speaking and interacting		- Listening to a video - Answering comprehension questions - Interacting about technology and languages by participating in general debates - Expressing their own ideas or opinions individually or in groups	X	X		X	
Linguistic Knowledge	Funct.	- Guessing the meaning of words - Describing routines and frequent habits - Preparing a final oral presentation	X	X			X
	Gram.	- Present Simple - Frequency adverbs	X	X			
	Voc.	- Technological items - Languages of the world	X	X			X
	Ph.	- Intonation and stress of specific vocabulary		X	X		
Reading and writing		- Reading a text by doing skimming and scanning - Looking for specific and general information - Writing guided compositions individually or in groups - Completing charts	X			x	
Reflection upon one's learning		- Participating in groups and teamwork in an active way - Showing reliance on one's own capacities to produce oral and written messages		X		X	X
Sociocultural aspects and multicultural awareness		- Speaking about the use of Technology nowadays - Being in contact with languages of different countries - Being aware of the importance of plurilingualism		X		X	

### 3.7. Cross-cultural issues and the Education of values

It is very important the inclusion of cross-cutting issues in lessons. Beyond learning contents, there are many other values that should be taught in institutions. The main reason is that we are not only teachers, but also educators. Students have to be educated with real situations in order to get the proposed objectives. If they feel motivation for the topics or they feel themselves identified, the teaching will have sense. For that, it is essential to include *Education in the use of social networks in our current society* or *Education in the technology abuse* but also:

**Multicultural education:** making students to know the language diversity and the importance of all of them as a mark of culture, tradition and identity.

**Education for peace:** diversity must be accepted and all students have to work in groups respecting basic rules of coexistence.

**Moral and Civic Education:** it is important to develop sensitivity to diversity.

All these topics can be worked in debates, activities or tasks in which students have to work together or give their personal opinions. All the sessions are designed taking this into account.

### 3.8. Interdisciplinarity

This is a CLIL didactic unit and for that reason there are some connected areas to English subject. It is not only a matter of including related topics, but integrating the curricular contents of other subjects and vice versa. They are as important as English to achieve the objectives, to teach contents and to develop all the competences.

**Technology:** students are expected to know the different electronic devices and to use information in the Internet.

**Social Science:** history, geography, languages and culture are essential topics in this unit.

**Spanish and official language:** it will be indispensable to take into account Spanish (and Catalan in the Balearic Islands) to develop this encouragement for languages in general and to understand them.

**Second Foreign Language:** it will be used the knowledge and contents of their SFL to carry out some activities (French in Andalusia and German in the Balearic Islands).

### 3.9. Timing, frequency and duration of the classes

UNIT	Nº SESSIONS	TIME
• Unit 5: Language Network!	• 5	• 275 min aprox. • (50-55 min each session)

Regarding the timetable, I have used those used currently in both institutions in order to compare the duration of the classes and the difference of breaks. Nevertheless, the sessions are around 50-55 minutes in order to complete them.

**SCHOOL "NUESTRA SEÑORA DE LA CONSOLACIÓN" (ALCÚDIA, MAJORCA)**

	Monday	Tuesday	Wednesday	Thursday	Friday
08:00-08:55					ENGLISH
08:55-09:45					
09:45-10:35					
10:35-11:00	B R E A K				
11:00-11:55					
11:55-12:50					
12:50-13:05	B R E A K				
13:05-14:00	ENGLISH				
14:00-14:55		ENGLISH			

**HIGH-SCHOOL "LAS FUENTEZUELAS" (JAÉN, ANDALUCÍA)**

	Monday	Tuesday	Wednesday	Thursday	Friday
08:00-09:00					
09:00-10:00					ENGLISH
10:00-11:00					
11:00-11:30	B R E A K				
11:30-12:30	ENGLISH				
12:30-13:30					
13:30-14:30			ENGLISH		

**3.10. Attention to diversity**

As it is established in the Organic Law 2/2006, of 3rd May and the Decree 239/2007, some measures have to be taken regarding diversity in order to exploit the full potential of each student. Everybody cannot be the best one, but each student has to learn something new and to work their maximum potential. Analyzing the educative context, it is possible to find students without motivation or with some problems in the subject. In that case, the dynamic activities, the presence of a native language assistant and group work could solve it.

The main idea, as a teacher, is to create a comfortable environment where all students are integrated in their personal and social relationship, to prevent learning difficulties, to foster equality and acceptance of everybody regardless their race, religion, culture, origin, etc., and to establish interaction with the families and social atmosphere around the institution. Moreover, it would be compulsory to make adaptations to learners with disability, illness or other reasons as giftedness, autism...

That is true that there is not a perfect teaching method but the ideal one is to adapt the lesson to the features, necessities and styles of each particular learner, focusing on the individual. For that reason, in this didactic unit it is important:

- ▶ To promote communication and participation between students and between teacher-student. The teacher is a facilitator and conversation is a good tool to solve doubts.
- ▶ To use variety of material. In that way, all students can feel happy depending on their likes (reading, games, debates, pictures, and so on).
- ▶ To make students think, learn by themselves and work cooperatively.
- ▶ To mix strong students with weaker students in order to help each other.
- ▶ To prepare reinforcement and supplementary activities that will be explained below.

### **3.10.1. Reinforcement activities**

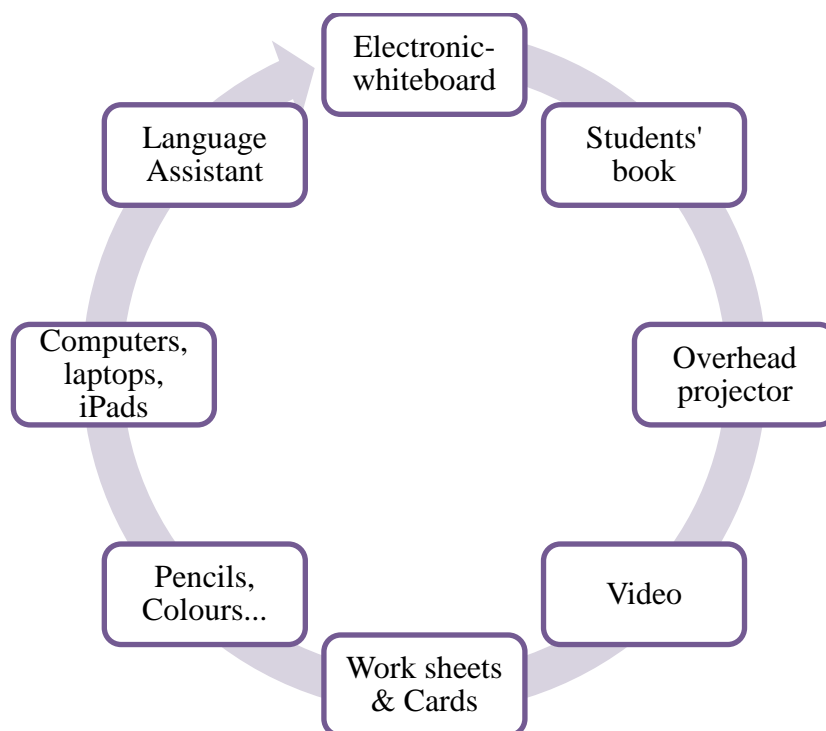
Some guided activities or with some personal aid will be designed in order to help students who have problems to understand the contents, if there is someone who needs it. They will be prepared after each session, and they will be focused on the language (vocabulary, grammar, etc.) but also advices to communicate, participate or use the language in general.

### **3.10.2. Extension Activities**

These activities are designed to those fast students who finish the activities earlier than the others. They are more communicative because it is though for students who control the language. For that reason, they are more dynamic and sometimes they have to reflect or give an opinion. Moreover, it can be very useful to give all of them at the end of the course to practise in the summer for the next year.

## **3.11. Aids and Materials**

During the sessions, some materials are going to be used to carry out the activities. First of all, it is important to say that the "students' book" is the book that I have designed for this didactic unit. Then, students will need their notebooks, pencils, and so on. Sometimes, we will need some printed material or people coming to the class. Nevertheless, a summary of all these things are presented in the next graphic:



### 3.12. Methodology

In this didactic unit, it is followed a task-task approach. That is to say, students have to complete a pre-task, task and post-task in each session. All the sessions will be useful for the realization of the final task in the last one. Moreover, students will learn in an inductive way because they will extract meaning of concepts, grammar rules, etc., through the different activities by themselves, and they will have to see their own mistakes in order to self-evaluate. In fact, they will work individually, but also in pairs and groups.

They will work in a motivating and active way developing a critical thinking in debates, writing compositions, reading comprehension... The material used will be, as it has been showed in the previous section, visual aid (whiteboard, overhead projector, books, dictionaries...), audiovisual aid (like videos) and the technology (computers and the use of the Internet).

The organization of the class and the time will depend on the kind of activities. In some of them, we will go to the Computer room, sometimes we will organize the tables in different ways (in U form, in circle, in pairs...) to do debates, group work activities or oral presentations.

Moreover, this didactic unit will start using the previous knowledge of students, as they have study the Present Simple in the first term. Nevertheless, the use of this tense by themselves, including new vocabulary and frequency adverbs (input+1) will help them to learn and to express everyday habits. In all the sessions, all the competences and skills are developed. There are competitive activities to get an integral education, preparing students for the real world.

### 3.13. Lesson plan: step-by-step account

Before starting the development of the sessions, the following picture show the meaning of each abbreviation used in order to make easier the comprehension of the charts.


Skills		Competences		Interaction		Materials	
<b>OP</b>	Oral Production	<b>LC</b>	Linguistic Competence	<b>T → SS</b>	Teacher → Students	<b>SB</b>	Students' Book
<b>OI</b>	Oral Interaction	<b>DC</b>	Information Processing and Digital Competence	<b>SS ↔ SS</b>	Group Work	<b>PM</b>	Printed Material, Worksheets, white papers...
<b>R</b>	Reading	<b>SCC</b>	Social and Civic Competence	<b>S ↔ S</b>	Pair work	<b>CD</b>	Class CDs
<b>L</b>	Listening	<b>CAC</b>	Cultural and Artistic Competence	<b>S, S, S...</b>	Individual work	<b>DVD</b>	Class DVDs
<b>W</b>	Writing	<b>LLC</b>	Learning to Learn Competence	<b>WC</b>	Whole Class	<b>Tests</b>	Tests and Assessments
		<b>API</b>	Autonomy and Personal initiative Competence			<b>iTools</b>	Material from websites
						<b>LA</b>	Language Assistant
						<b>B</b>	Board

Now, each session is going to be presented and developed deeply. Firstly, a big table with the name of task, a summary of activities, the materials, interaction, competences, skills and timing is presented. Then, each task is showed as in the Students' Book would appear if it was real and then a brief explanation of the purpose of this one is described to make it clear.

SESSION 1: WHAT DOES IT MEAN?						
TASKS	ACTIVITIES	MATERIALS	INTERACTION	COMPETENCES	SKILLS	TIMING
<b>Pre-Task: INTRODUCING LANGUAGES IN NEW TECHNOLOGIES</b>	Debate	SB	WC	LC, API	OI	10'
	Guessing the meaning	PM	SS↔SS	LC, LLC, API	OI, R	
	Discussion		WC	LC, SCC	OI	
<b>Task: LANGUAGE COMPETITION</b>	Words in different languages	PM	SS↔SS	LC,	OI, W	30'
	English definition			LC, LLC		
	Changing papers between groups			LC	OI, R	
	Discussion			LC, CAC	OI	
	Presentation of your solution		WC	LC, API	OP	
<b>Post-Task: LET'S REVISE</b>	Correction of sentences	B	WC	LC, LLC, API	OI, R, W	10'
	Explanation of Grammar/Doubts	SB, B	T↔SS	LC	L, R, W	
	Practice	SB	S, S, S...	LC	R,W	
<b>Possible Problems</b>		<b>Possible Solutions</b>				
Fast/Slow students		Supplement. / Reinforcement activities				

**1 Debate.**

- Have you got mobile phones?
- And computers/laptops?
- Have you got Internet connection?
- What social networks do you use?



The lesson starts with an interesting debate in which students can talk about things that they like. This is a way to introduce new technologies in class in a dynamic way in order to create a relax environment.

**2 In groups. Look at the message that your teacher gives you. Imagine it is an error that appears in your mobile phone. Try to guess the meaning of the error message. Discuss what language is and why.**

ERREUR: Stockage disponible insuffisant.

CHYBA: Není dostatek místa k dispozici

AKATSA: ez da nahikoa leku erabilgarri

ERRORE: Non c'è abbastanza spazio libero

ERRO: não há espaço suficiente disponível

FEL: inte har tillräckligt med ledigt utrymme

- Have you got difficulties? Why?
- Have you guessed the meaning of the message? Why?
- Do you think it is important to learn languages? Which languages? Why?
- How many languages do you speak?

The teacher gives students a card per group (4 or 5). In this card there is an error message of a mobile phone in different foreign languages. They have to guess the meaning and discuss what language they think it is. Then, some questions are made to talk about the importance of languages. The message is translated and languages are commented. The teacher proposes them to create a list of the languages they will learn during the sessions. They will have an example like the picture below.

- Create a table like this in a paper. Write all the languages that you learn during the unit. At the end, you will have a great language dictionary!

LANGUAGE	COUNTRY	FLAG	TRANSLATION IN THE LANGUAGE
Spanish	Spain		Español - España
German	Germany		Deutsch - Deutschland

In that way, students will have a task to complete in class or at home, using dictionaries or online resources if they need it and it will help them to acquire the amount of languages in the world.

**3 In groups. Let's do a Language Competition! Follow the rules:**

1. Note at least 5 words in another language.
2. Write a short definition of the word in English (like a twitter message - no more than 140).



*It means... / it is like... / it is...*

3. Change your paper to next group.
  4. Discuss in your group the meaning and the language of the words.
  5. Organize and rehearse your ideas to report them to the whole class.
- Each right word is a point.



This competition is thought to make them aware of the words they already know in different languages. By intuition, comparison or definition they would guess the meaning of the words written by their classmates. Moreover, they will write in English sentences to help them. They will pay more attention to the foreign language than to English, using it as a vehicle of communication.

When they have finished, it is important to discuss their mistakes. The teacher has taken notes about the grammar, vocabulary and structures used. For that reason, it would be a good idea to write some sentences in the whiteboard and to correct them aloud.

**4 Grammar revision**

Affirmative	Negative		Interrogative	Short answers	
Full forms	Full forms	Contractions	-----	Affirmative	Negative
I work	I do not work	I don't work	Do I work?	Yes, I do	No, I don't
You work	You do not work	You don't work	Do you work?	Yes, you do	No, you don't
He works	He does not work	He doesn't work	Does he work?	Yes, he does	No, he doesn't
She works	She does not work	She doesn't work	Does she work?	Yes, she does	No, she doesn't
It works	It does not work	It doesn't work	Does it work?	Yes, it does	No, it doesn't
We work	We do not work	We don't work	Do we work?	Yes, we do	No, we don't
You work	You do not work	You don't work	Do you work?	Yes, you do	No, you don't
They work	They do not work	They don't work	Do they work?	Yes, they do	No, they don't

**- Fill in the gaps with the correct form of present simple:**

1. I usually ..... (go) to school.
2. They ..... (visit) us often.
3. You ..... (play) basketball once a week.
4. Tom ..... (work) every day.
5. He always ..... (tell) us funny stories.
6. She never ..... (help) me with that!
7. Martha and Kevin ..... (swim) twice a week.
8. In this club people usually ..... (dance) a lot.
9. Linda ..... (take care) of her sister.
10. John rarely ..... (leave) the country.
11. We ..... (live) in the city most of the year.
12. Lorie ..... (travel) to Paris every Sunday.
13. I ..... (bake) cookies twice a month.
14. You always ..... (teach) me new things.

**- Write an affirmative, a negative and an interrogative sentence about you:**

- 1.....
- 2.....
- 3.....

Then, Present Simple is again explained and after that, they can do some individual work to make sure they understand the theory.

**- Play and learn on the Internet!**









<http://learnenglishkids.britishcouncil.org/es/word-games/hangman/computers>  
<http://gamestolearnenglish.com/basketball/>

The online activities can be done at home or if there are faster students they can do it in class with the laptops (Jaén) or iPads (Majorca).

Therefore, in this first session, students are in contact with different languages using technology as the main topic and reflecting about it. In fact, they are working individually, in pairs, groups and in whole class debates. It is a very communicative session (due to they have to speak a lot freely and then, the theory is explained) although they also have to write and read. Maybe there are other problems during the activities. In the task based approach it is common to explain things that the teacher did not expected but there were some doubts or students wanted to use some words or structures. For that reason, the teacher must be prepared to face the different improvisations that can arise during the tasks. The purpose of this approach is to get fluency in English. However, despite the level is A1-A2, it is obvious that they do not know a lot of tenses. The teacher recommends the use of short sentences in Present Simple but obviously, they will express their ideas as they prefer.

SESSION 2: SOCIAL NETWORKS							
TASKS	ACTIVITIES	MATERIALS	INTERACTION	COMPETENCES	SKILLS	TIMING	
<b>Pre-Task: DO YOU KNOW THESE SOCIAL NETWORKS?</b>	Pronunciation Activity	SB	WC	LC	OP, R	8'	
	Pre-reading activity		S, S, S...	LC	R, OI		
	Discussion about the meaning of words		S↔S / WC	LC, LLC	OI,		
<b>Task: DO YOU USE SOCIAL NETWORKS?</b>	Read the text		S, S, S...	SS↔SS	LC,	OI, R, W	32'
	Complete the chart		LC, LLC				
	Present it to the classroom		LC, API	OP			
<b>Post-Task: LET'S REVISE</b>	Correction of sentences	B	WC	LC, LLC, API	OI, R, W	10'	
	Explanation of Grammar/Doubts	SB, B	T↔SS	LC	L, R, W		
	Practice	SB	S, S, S...	LC	R,W		
<b>Possible Problems</b>		<b>Possible Solutions</b>					
Fast/Slow students Vocabulary Problems		Supplement. / Reinforcement activities Students will be free to use dictionaries recommended by the teacher					

**1** In groups. Look at the following words. How do you pronounce them?  
Colour the stress syllable.

			
Facebook /'fɛɪs,bʊk/	Internet	Youtube	Whatsapp
			
Instagram	Twitter	Snapchat	Google

In lesson 2, students will start pronouncing the name of some Social Networks. Probably, they know all of them, if not, they can be commented. The idea is that they learn how to pronounce words that they use every day. All of them will be phonetically transcript and the stress will be highlighted. It would be a good idea that people of different nationalities pronounce the same words to observe the differences. In Jaén, it could be done using a webpage and in Majorca, it would be interesting to invite some people to visit the class and to collaborate in the lesson because it is easier to contact with foreign people who speak English.

**2** Read the first paragraph of the following text.

- Do you think it is possible to live without Internet?

**3** In pairs. Discuss the meaning of the underlined words.

Students have to read the first paragraph of a text and to answer the question. It would help them to know the main idea of the text and to be more interested in the information. The underlined words are in another language in order to create a deductive reading, because it is not necessary to understand all the words to get the

general idea. For that reason, the fact of mixing English with other language words can be a good strategy to develop reading skills. Nevertheless, the languages would be commented and they have to say the meaning in English.



#### Read the whole text. Underline the words you don't understand.

##### What do you use on the Internet?

The number of social network users in the mondo is around 2.18 billion. There are many of them and everybody utilizes at least one.

My name is Andrew Watts. I **never** use Facebook because all my famili has a profile. They see and comment everything. However, I have an account because people say: "Everyone has Facebook, why don't you?"



But I **always** use Instagram and Whatsapp. Nowadays, Instagram is the most used social media and it is fantastic to get 200 likes in your pictures! However, if you want to send an immediate mesazh to your friends, you can use whatsapp!

Another very common network is Twitter. I **often** use it to express how I feel. Some people do not understand twitter. They only have one to read tiedotus.

In addition, I **usually** use Snapchat! It is very funny because pictures disappear some zaman later and only my friends have one.

Finally, I like using Youtube because everything is there: videos, songs, tutorials... But if you need a specific kind of tiedotus, use Google!

The text is about Social Networks. The idea is that the language assistant, due to it is a CLIL didactic unit, reads with students the text. In that way, they will listen to the correct pronunciation and the words that they have practiced in the first activity will be reinforced. Moreover, they can repeat some structures and do some general comprehension questions to make sure that they understand the meaning or even asking them if they agree with the author or not. In fact, in Majorca as there are two foreign students, the teacher can ask them to read some paragraphs to compare the different accents.

**5** Can you guess the meaning of the words in bold? Complete this chart in groups. Respect your speaking time. Ask in the appropriate form.

Social network								
Name of friends	LIKE?	HOW OFTEN?	LIKE?	HOW OFTEN?	LIKE?	HOW OFTEN?	LIKE?	HOW OFTEN?

**6** Present it to the whole class. Use short sentences.

Then, they will work in groups. They have to guess the meaning of the frequency adverbs that appears in the text, and to interact with some classmates to complete a chart. They will talk about their likes and dislikes of some social networks that they choose and they have to say how often they use them. After that, they will do some short oral presentations to the rest of the class to summarize their conversations. This is a good activity to practice questions and answers in present simple and to use the third singular person.

**6** Grammar and vocabulary revision.

- Which structure have you used to ask questions?

.....+.....+.....+..... (LIKES/DISLIKES)

.....+.....+.....+..... (HOW OFTEN)

- Order the frequency adverbs of the text in this line.

+ \_\_\_\_\_ □

.....

To conclude the lesson, students have to answer some questions and there are some activities to do individually to make sure that they understand the structure and vocabulary. Some of them can be done at home to correct them the following day at the beginning. Moreover, before finishing the session, it is important to remember students to add the languages they learn in the chart they have to hand in at the end of the unit.

- Complete this chart to make the answer true for you.

FREQUENCY ADVERBS					
How often do you use...?	Always	Usually	Often	Sometimes	Never
Wikipedia					
Online dictionaries					
Translators					
Tuenti					
Outlook					
Blogs					
Spotify					

- Choose the social networks of activity 1 and try to look for information about where they are most used.



These are some extra activities that can be done as supplementary activities because the first one is about their life and it gives to the teacher much information about students, and the teacher can advice them to use dictionaries instead of translators and to use reliable web pages instead of Wikipedia. The second activity is about investigation. In addition, if students do not have to do activities as homework, it can be done at home. The teacher should recommend them some reliable web pages in order to help them to look for the information on the Internet and then, to check it and discuss in class.

SESSION 3: SECURITY ON THE NET						
TASKS	ACTIVITIES	MATERIALS	INTERACTION	COMPETENCES	SKILLS	TIMING
<b>Pre-Task: PRIVACY OF SOCIAL NETWORKS</b>	Read the messages	SB	S, S, S...	LC, SCC	R	8'
	Group them				W, OI	
	Discussion		WC	LC, LLC	OI	
<b>Task: JIGSAW LISTENING</b>	Watch the video		S, S, S...	LC,	OI, R, W	32'
	Mix groups to complete their information		SS↔SS	LC, LLC		
	Comprehension Questions			LC, API		
<b>Post-Task: CAN YOU LEARN LANGUAGES USING SOCIAL NETWORKS?</b>	Creation of a brainstorming	B	WC	LC, LLC, API	OI, R, W	10'
	Explanation of Grammar/Doubts	SB, B	T↔SS	LC	L, R, W	
	Practice	SB	S, S, S...	LC	R,W	
<b>Possible Problems</b>		<b>Possible Solutions</b>				
Fast/Slow students Vocabulary Problems		Supplement. / Reinforcement activities The teacher will make pauses and write the main sentences or words.				

**1** Read the following extracts. Classify them in different languages depending on the risk. Associate the level of the risk to one language, as in the example.

PEOPLE YOU DON'T KNOW CAN SEE YOUR PHOTOS OR PROFILE

SOMEONE GUESSES YOUR PASSWORD

YOUR FRIENDS UPLOAD A PICTURE OF YOU WITHOUT YOUR PERMISSION

YOU INVENT YOUR AGE TO CREATE AN ACCOUNT

YOUR PARENTS DON'T KNOW WHAT SOCIAL NETWORKS YOU HAVE

PEOPLE YOU DON'T KNOW ASK FOR YOUR TELEPHONE NUMBER

	NO RISK		RISK		HIGH RISK	
		<i>Spanish</i>	<i>I feel self-confident</i>	<i>English</i>	<i>I can speak fluently</i>	<i>Chinese</i>
I associate it with (this language) because...						

This lesson will be carried out in the Computer Lab. Firstly; students will read some messages individually about privacy in Social Networks. The idea is to make them reflect on that topic. Then, they have to group them in different languages from the most dangerous to the less one, and to debate about that with the whole class. In that way, they can associate languages with their real thoughts or knowledge, and it is a very important activity because students are not only learning English, the teacher is teaching something much important than contents. The idea of this session is to help them to be aware of the danger of Social Networks and to prevent possible problems using them.

**2** Group A and B. Watch the video. Share the information with someone of the other group and answer the questions.



[https://www.youtube.com/watch?v=KGr\\_KFjCX4s](https://www.youtube.com/watch?v=KGr_KFjCX4s)



<https://www.youtube.com/watch?v=-DallJmgecvk>


- ✓ Does she confirm the friend request?
- ✓ Does he know him?
- ✓ Does she recommend you to confirm the request of someone you don't know?
- ✓ Does she upload pictures of all the places she goes?
- ✓ Does she want that unknown people can see her pictures?
- ✓ What is her advice about privacy setting?
- ✓ Do you agree?
- ✓ Do you follow these advices in your social networks? If not, do you want to be more careful from now?

After that, the main task is a Jigsaw listening. Students will be divided into two groups (A and B), and each one will listen with headphones to a two different videos twice. Then, they will be paired with a member of the opposite group and they will tell each other what they have watched and listened to. The students will have to do some comprehension questions for checking that they have understood the main idea. Finally, they will watch both videos all together to verify their answers.

**3** Let's do a big brainstorming of how we can use Social Networks to learn or practice languages.



A brainstorming will be made in order to relate Social Networks with languages. It could be interesting to recommend students to use English or another language in their mobile phones to practice it. And it is essential to take into account the privacy and risk on using own personal information in the net.

 **7** Create your own Social Network write each paragraph in a language you are fluent.

TIPS
1. Invent: the name and the logo
2. Present your Social Network <i>Is it for uploading pictures?</i> <i>Is it for writing information?</i>
3. Some features <i>Why do you like?</i> <i>Why people have to use it?</i>
4. Think on the privacy: <i>Does everybody see your photos or information?</i> <i>Do people copy and share your things?</i> <i>Is your password easy or difficult?</i>

As homework, students have to write a guided composition using their imagination. They have to create a social network taking into account also the privacy. In Majorca, students can write it in Spanish, English, Catalan and German. In Jaén, they can write it in Spanish, English and French. This activity will be checked by me and by the teachers of the different languages. This is one manner of fostering the coordination among subjects. Language teachers can do related activities to correct it in the appropriate lessons, at the same time that we teach contents of the non linguistic areas like geography or technology in that case.

SESSION 4 AND 5: STEREOTYPES OF LANGUAGES						
TASKS	ACTIVITIES	MATERIALS	INTERACTION	COMPETENCES	SKILLS	TIMING
<b>Pre-Task: LET'S WATCH A VIDEO</b>	Pre-activity: Discussion	iTools	WC	LC	OI	10'
	While-activity: Write your impressions		S, S, S...	LC	R, W	
	Post-activity: Comment your opinion		WC	LC, LLC	OI	
<b>Task: ORAL PRESENTATION</b>	Discuss and Organize your ideas Look for information Rehearse and Practice		S, S, S... SS↔SS WC	LC, LLC, API, SCC, DC	OI, R, W	45'
	Present it to your classmates					30'
<b>Post-Task: CHOOSE THE BEST ONE!</b>	Vote the best presentation		B, SB	S, S, S...	LC, LLC, API	W
	Give reasons	WC		OI		
	Teacher's feedback (correction)	T↔WC		LC	L	
<b>Possible Problems</b>		<b>Possible Solutions</b>				
Fast/Slow students Translation Problems		The group who finishes the first will start Students will be free to use translators recommended by the teacher				

1 Think on the following question. Then, watch the video and talk about your opinion.

- Do you speak German? How do you think it sounds? Hard or not?



<https://www.youtube.com/watch?v=ZIATOHGj9EY> TASK

In this session, students start with a debate about the stereotypes. They have to think on languages that sounds "good" or "bad". They will watch a video about how German sounds compared to other languages. In Majorca, students who speak German can confirm or not that the language is so "hard" and to speak in German to show the students that it is only a myth. In Jaén, the teacher can use another video that it is available and shows the opposite. The idea is to create a good environment and to encourage them to look for the same word in different languages.

2 Prepare and oral presentation similar to the video. Follow the instructions. Pay attention to the rubric to get the highest mark!

1. Present yourself
2. Tell the number of languages you are going to use
3. Which languages
4. Which word are you going to translate?
5. Reflect about the topic: what have you learnt in this unit?

As a summary of the unit, they have to do an oral guided presentation in which they use different languages, English as the vehicle of communication and new technologies. They are going to prepare everything in two lessons. I have decided to prepare it in class because I want to evaluate how they work in groups and to make sure that they use reliable sources. For that reason, in the first hour they will have time to choose the languages, translate a word and to prepare the presentation. If they do not have time, they can finish at home and think on the things they need for the presentation. Students have a rubric to know what the teacher is going to evaluate. This helps to the organization of the task and to the improvement of the results.

CATEGORY	0	1	2.5
Instructions	Students don't follow the instructions	Students follow some instructions	Students follow correctly all the instructions
Creativity	The topic or presentation is boring.	Some parts have been funny and curious but not all of them.	Students have done a creative work using their imagination.
Presentation	There is not organization and not all the students speak.	It is more or less organized and not all students have talked the same time.	It is well organized and all the students speak the same time.
Information	The translation of words is wrong.	There are some mistakes in the translation.	All the words are correct and are well pronounced.
English	Students don't speak correctly.	There are only some mistakes in structure or pronunciation.	Everything is understood, the pronunciation and structure is OK.
Politeness	Several times the students interrupted the person of their group or the person who is doing the presentation.	Students rarely interrupt the person who is doing the presentation or another group.	Students never interrupt the person doing the presentation or another group.
Group	The group is not working as a team.	The group is organized but some members are not participating.	The group is well organized and does not talk with other groups. All members have a role

As it can be seen in the picture, it is important to follow the instructions, to be creative, to do the presentation correctly, to use reliable information, to speak English in a correct way, to be polite and to work in teams. This is a very objective way to evaluate them and they can perform it feeling self-confident.



After the oral presentations, students have to vote the best one individually taking into account the rubric. The opinion of the teacher is also very important and one group will receive a certificate. In that way, they will finish this unit reflecting on topics they are interested in and in a comfortable atmosphere.

### 3.14. Evaluation

After two units there will be an exam to have more written instruments about their learning process. It is very important to give much importance to the everyday work and to the different tasks, but it is essential to know if they really are learning by doing a test. It will include a vocabulary part, a grammar section, one reading, one writing, a short listening and a part of reflection. It is also important to mix different types of activities to create a reliable test. Moreover, students have to complete a self-evaluation sheet (and also the teacher) that will be added in the annexes section. Nevertheless, in this unit, the evaluation criteria will be the following:

CRITERIA	DIDACTIC OBJECTIVES					INSTRUMENTS	PORCENTAGE
	1	2	3	4	5		
	1. Whether or not students are able to extract general and specific information about technological and language vocabulary	X			X		
2. If students can express everyday habits using Present Simple and frequency adverbs		X	X				
3. If students are able to recognize the stress or intonation of specific vocabulary			X				
4. Whether or not students can understand the importance of languages and the danger of social networks	X	X		X		Creation of a language dictionary Creation of a Social Network using different languages	15%
5. If students can elaborate an oral presentation in groups		X		X	X	Rubric (elaboration and presentation)	35%

# SECTION 4

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CONCLUSION

## 4.1. A general reflection

After studying the use of languages of the world and to learn the meaning of being plurilingual in a multilingual world, there is no doubt that languages have to be taught in all the places. It does not matter if the community is monolingual or bilingual; if the aim is to speak several languages (at least two foreign languages as the policies promote) in order to create a connected globe and to facilitate things, it can be possible with much effort and constancy.

On the one hand, in the Balearic Islands there are more possibilities of using languages because it is a tourist place where there is a big variety of cultures living together. For that reason, citizens are in contact with other accent, languages and most of them need to communicate in other languages to work. On the other hand, in Andalusia, it is less common to see this diversity (except in touristic cities) and for that reason most of people do not speak foreign languages. Perhaps, the "problem" is that teachers have to send students the message of the importance of learning languages to travel, to understand other cultures, to facilitate the information exchanges, and so on. In that way, they will have a reason to learn them. It is more significant to understand the cause than to do it for obligation.

The didactic unit "Language Network!" has been designed to show how English teachers can foster the learning of other languages and to be adapted to the islands or Andalusia only taking into account the languages they know or the languages they need and to take advantage of the possibilities of each place. In Majorca, we have the chance of inviting people of different languages to the class whereas in Jaén, we have to use more online resources. But what there is no doubt is about the development of traditional grammar-based lessons, to a more communicative approach, developing all the skills and competences.

In fact, if we compare the current generation versus past generations, we can perceive many noticeable differences. For instance, CLIL programs are helping to develop this plurilingual competence in students. The fast development of the world is mixing languages and bringing us foreign words in games, computers, internet, social networks, and so on. The globalization is one of the reasons why people use international words. The change cannot be immediate but, little by little, the European policies and the evolution of the education systems are promoting the improvement of the coexistence between people of the entire world, by using different languages but, what is more important, by preserving our own tongue, as a mark of identity, history and value, and, fortunately, we, language teachers, have the power to provide a bit more.

# **SECTION 5**

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# **SECTION 6**

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**ANNEXES**

**ANNEXE I**

**STUDENT'S SELF-ASSESSMENT CHECKLIST**

**1. Complete the self-evaluation by crossing the boxes that best refer to your level of competence.**

		I CAN	NOT YET
<b>Speaking</b>	<i>I can do oral presentations and talk about topics I like</i>		
<b>Reading</b>	<i>I can understand written texts about New Technologies or languages</i>		
<b>Listening</b>	<i>I can listen to getting the gist from a video.</i>		
<b>Interaction</b>	<i>I can debate with my partner and the class about the importance of languages and the new technologies</i>		
<b>Writing</b>	<i>I can express ideas in Present Simple and use frequency adverbs</i>		

**2. Complete.**

What I remember:

**Something I have enjoyed:**

.....

**Something I won't forget:**

.....

**Some useful words:**

.....

**Something I didn't like:**

.....

Objectives:

**One thing which I need to improve and how I can do it:**

.....

**One thing that the teacher could do to improve the lessons:**

.....

Learning strategy:

**What I do during listening and for writing:**

.....

**ANNEXE II**

**EVALUATION RUBRIC FOR THE TEACHER**

**-Observation**

**-Notes**

**-Delivered exercises**

**-Things that have gone as expected / Things that have not gone as expected**

*In Session 1...*

*In Session 2...*

**- About the teaching**

*Was the lesson successful?*

*Did students enjoy?*

*Did I get the didactic objectives?*

*Was the level of the lesson at the appropriate level?*

*Did students participate?*

*Do I need to explain again something?*

*Will I teach the lesson in the same way next time?*

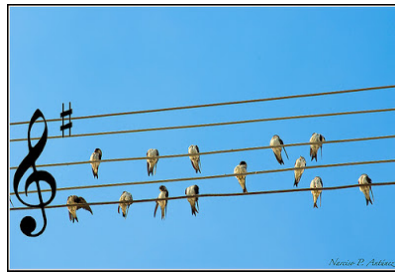
**ANNEXE III**

**EXTENSION ACTIVITIES**

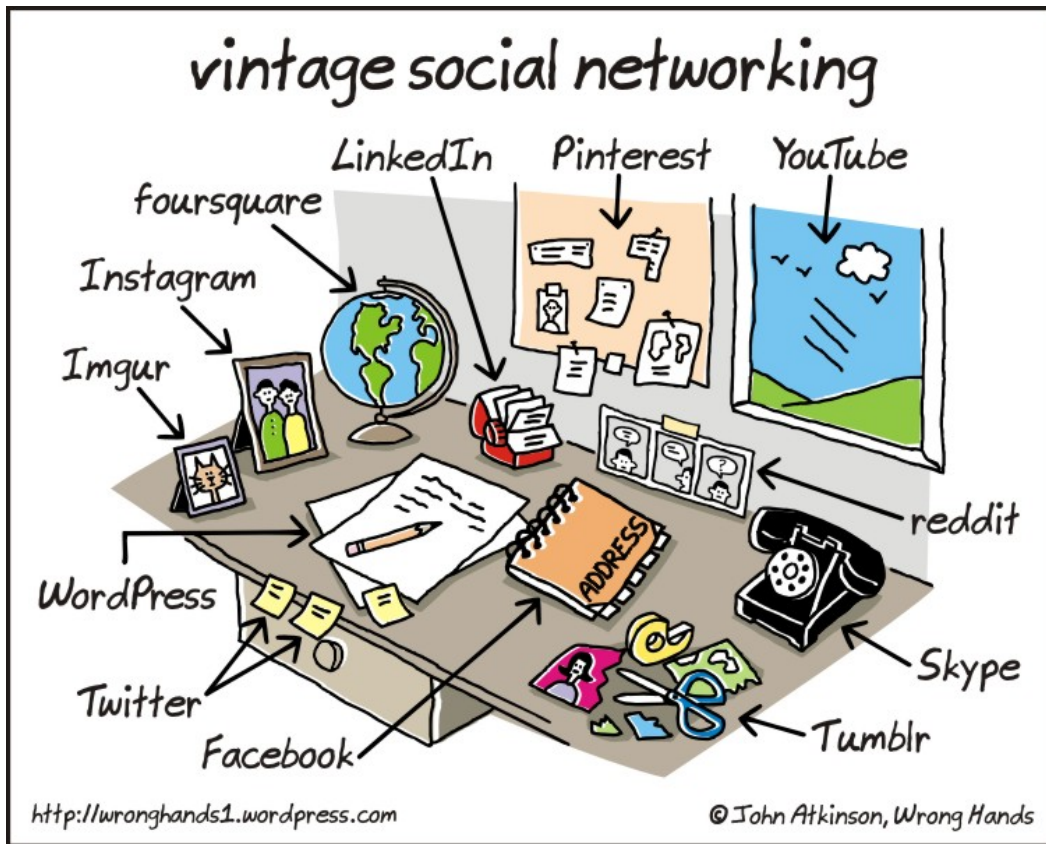
Do you really know the meaning of these English words? Relate the words with the pictures.

FACEBOOK - TWITTER - WHATSAPP - GOOGLE - YOUTUBE

INTERNET - SNAPCHAT - INSTAGRAM



Look at the following pictures and reflect about the relation between Social Networks and real objects.



Write some advantages or disadvantages of using Social Networks.

.....

.....

.....

.....

Add frequency adverbs to make the sentences true for you

- ✚ I ..... use Twitter.
- ✚ My mum ..... have a look at Facebook and Whatsapp.
- ✚ In the school, we ..... work with computers.
- ✚ My brother/sister ..... uses Tuenti!

## ANNEXE IV

### REINFORCEMENT ACTIVITIES

Fill in the gaps with the correct form of Present Simple:

- ✚ I ..... (to live) in Godella.
- ✚ Charlie ..... (not play) golf.
- ✚ You ..... (to look) great.
- ✚ ..... you ..... (to play) tennis?
- ✚ Andry ....(to drive) too fast.
- ✚ I ..... (not like) hamburgers.

Put the following adverbs of frequency in the correct order from the most often to the least often:

OFTEN - USUALLY - ALWAYS - NEVER - SOMETIMES



Write a sentence with the following words:

Laptop - Social Network - Internet - Instagram - Password - Privacy



Visit this websites to practice English:

<http://www.myenglishpages.com/>

<http://learnenglishkids.britishcouncil.org/es/>

<http://gamestolearnenglish.com/>

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