

Ciencias Jurídicas y Sociales



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**CONTENT AND LANGUAGE INTEGRATED LEARNING
(CLIL): AN EFFECTIVE METHODOLOGICAL
APPROACH TO TEACH FOREIGN LANGUAGES IN
MAINSTREAM EDUCATION**

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Content and language integrated learning (CLIL):
an effective methodological approach to teach
foreign languages in mainstream education

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Madrid, 2017

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ISBN: 978-84-9148-360-1
Depósito legal: M-34307-2017

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INDEX

INTRODUCTION.....	9
1. THE ORIGIN OF THE ACRONYM CLIL.....	11
2. WHAT IS CONTENT AND LANGUAGE INTEGRATED LEARNING?.....	15
3. CLIL CURRICULAR MODELS.....	19
4. UNDERLYING LEARNING THEORIES IN CLIL.....	29
5. KEY PRINCIPLES OF CLIL.....	35
6. BENEFITS OF THE CLIL APPROACH.....	53
7. A LESSON PLAN TO TEACH ENGLISH FOLLOWING THE CLIL APPROACH.....	61
CONCLUSION.....	67

REFERENCES	71
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APPENDIX

APPENDIX I	81
APPENDIX II. CONSOLIDATION AND EXTENSION ACTIVITIES.....	131
APPENDIX III. ICT PROJECT CHECKLISTS AND RUBRICS.....	137
APPENDIX IV. ICT PROJECT: FOLKTALES FROM OTHER CULTURES	143

INTRODUCTION

The teaching of foreign languages has always been at the forefront of debate. Within the European scenario, it has given rise to reflection, not only by teachers, but also by policy makers of the member states that have undertaken actions aimed at fostering the development of a multicultural society and especially at improving the linguistic level of their citizens.

Throughout history, there have been many methods and approaches used for the teaching of foreign languages. Despite the many changes they have undergone and the continual search by linguists, psychologists, pedagogues and experts in foreign languages to find the perfect method, it has not yet been found.

Generally speaking, teachers working in the field of language teaching can observe that the communicative level that students acquire at the end of the different stages of education is not at all satisfactory, which generates a constant concern that must lead us to reflect on the possible causes that have produced these results. This brings up to the question of why learners do not reach the linguistic level that should correspond to the years of instruction received so that they can communicate in the target language with adequate fluency.

It is a popular belief that Spanish people are not good at languages. Some surveys carried out in Spain, such as the Adult Population Participation Survey (EADA) in 2007 and 2011, the 2013 ADECCO Report, and others realized in Europe, such as the Euro Barometers of 2001 and 2006, and the European Survey on Language

Competence (ESLC) in 2012, support the theory that Spaniards have lower levels in languages when compared with other citizens of their neighbour European countries. The ESLC is the only survey to date that has provided member states with information and comparisons using solid data that helps them to make the necessary adjustments to their respective language teaching and learning approaches. Spain ranked 13 out of a total of the 14 countries that participated in the English test.

In addition, the English level of the students who enter Spanish universities is insufficient (Vinuesa, 2016), despite the fact that they have successfully completed their baccalaureate and have passed the university access test. At the European level, as aforementioned, Spanish students have also failed to position themselves among the countries with a higher level of language proficiency on account of the results they obtained in the study carried out by the Council of Europe in 2012. For example, and according to the levels stated in the European Framework of Reference for Languages, in listening comprehension, 76% of the Spanish students who took part in the survey have only a Pre-A1, A1 or A2 level, and just 24% of them are between levels B1 and B2. In reading comprehension, only 30% have a B1 or B2, the rest being Pre-A1, A1 or A2 and, in writing skills, 71% have Pre-A1, A1, or A2.

Throughout primary and secondary education, foreign language is a compulsory subject in the Spanish education curriculum. This implies a minimum of twelve years of instruction, without considering that many have even started learning a language in pre-primary education. Bearing all this in mind, two questions need to be answered: What is happening in our educational system so that the results in foreign languages are not satisfactory enough? Would it be possible to obtain better results in languages if we used a different methodological approach?

This book/ manual is intended for all those who are interested in the approach known as CLIL. It aims to give a clear overview of what CLIL is, how and why it was created, and where it has been used. Above all, it aims to put forward a proposal that might have a positive impact in the field of language teaching. This approach, despite being applied in bilingual programs, where it has been demonstrated to obtain good results (both in immersion programs in Europe and in the bilingual schools of the region of Madrid)¹, could also be suitable for the teaching of English as a foreign language in mainstream education.

1 See point 6 on different studies that show the benefits of this approach.

I.

THE ORIGIN OF THE ACRONYM CLIL

When referring to the term CLIL, we cannot help thinking about bilingual education and consider it as the best-fit approach for language teaching and learning in the multilingual European context.

Although bilingual education has been present in Europe for a long time, it received the greatest impulse in the 90's, coinciding with the emergence of CLIL. During the 1970s, this type of education was reduced to border regions between countries or to minority groups of students in unusual social or linguistic contexts, and the terms used to refer to it were *bilingual school* or *bilingual education* (Eurydice, 2006), and not to a generalized type of teaching in the European context. However, during the 1980s, because of the popularity and success of bilingual and/or immersion programs that emerged in Canada in the 1960s, as well as those existing in the United States² since the 19th century, this type of instruction began to proliferate.

This aroused great interest in Europe, especially from the point of view of teaching, which led the European Commission to conduct research in this field and to seek new perspectives for the teaching of foreign languages. Although bilingual

² The bilingual programs implemented in Europe have been influenced by the Canadian and North American ones, although the reasons behind the introduction of these programs were due to causes very different from those in Europe, such as the existence of two official languages in Canada and immigration in the United States.

programs already existed since the 1970s, as mentioned above, the first initiatives of the European Community emerged in the 1990s to promote the implementation of an innovative methodological approach that went beyond the simple teaching of a language, and in particular, “the teaching of classes in a foreign language for disciplines other than languages, providing bilingual teaching” (Eurydice, 2006:7-8). This entailed the launching of numerous courses of action such as improving teacher training, both for language teachers as well as for those who should deliver their subject in a language other than their own; promoting university exchange programs for member states, and supporting bilingual programs with language assistants. It will be from this moment when the acronym known as CLIL began to be widely used in Europe in the field of bilingual education.

The term was coined in 1994 by David Marsh, a professor at the Jyväskylä University in Finland and, in 1996 during the Forum on “Mainstream Bilingual Education” held in Helsinki, the EuroCLIC³ Network decided to accept the term CLIL instead of others that were already being used in bilingual and immersion programs in the United States and Canada, considering that it was the one that best suited the integration of content and language by giving equal importance to both concepts.

All the actions carried out by the European Union since the 1990s, which fostered the use of this methodological approach, have made it a major tool for the achievement of the objectives established by the Council of Europe regarding language learning and it has received great support from the institution (See European Commission, Marsh 2002, Eurydice 2006: 8-9, Dalton-Puffer, Nikula, and Smit, 2010: 4-5 European Commission Communication 2003: 8).

According to the Eurydice / Eurostat 2012 report, CLIL is currently used in many schools in most European countries with the exception of Denmark, Greece, Iceland and Turkey. The models that each of these countries follows vary considerably since, in some cases, the programs begin during the stage of primary education, others in secondary, and in some cases in both stages. However, the German-speaking part of Belgium, Luxembourg, and Malta offer CLIL instruction in all schools throughout the entire education system, including higher education. In Belgium (Flemish Community), Cyprus, and Portugal this type of provision is made within pilot projects. But since 2011, in Cyprus, it has become part of the general education and in 2009 Portugal⁴ implemented at the high school level, a language section program in 23 schools, the language of instruction being French. In Italy, since

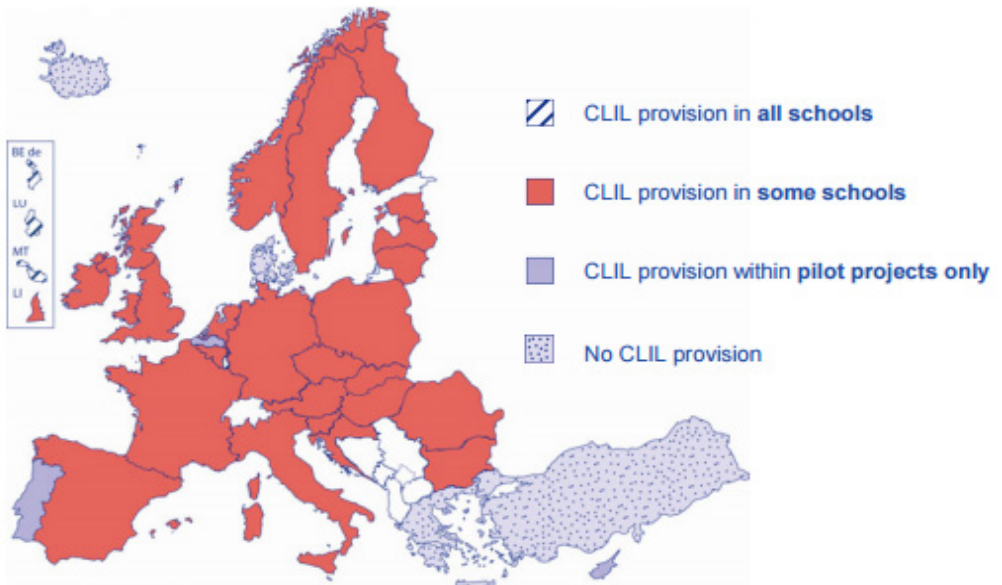
3 The European EuroCLIL Network is a network founded in 1996 by the European Commission consisting of teachers, trainers and researchers interested in implementing CLIL.

4 Portugal SELF Project (*Secções Europeias de Língua Francesa*).

2010, all secondary school students are required to take a non-linguistic subject⁵ in English, which can be any subject in the curriculum, which is determined by each school. The following figure shows the countries that provided this type of instruction during primary and / or secondary education during the academic year 2012, Spain being one of them.

Figure 1. Countries that provide CLIL provision

Source: Eurydice 2012:32



This figure does not take into account the programs of international schools or those that are responsible for the integration of immigrants into the education system, known in Spain as “aulas de enlace”.

⁵ Non-linguistic subjects refer to those disciplines whose instruction does not consist of the teaching of a foreign language *per se*, but to those subjects (science, geography, etc.) that are taught through a language which is not the students’ mother tongue.

2.

WHAT IS CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)?

CLIL (Content and Language Integrated Learning) is a methodological approach that arises from the need in Europe to provide the new generations with the necessary preparation to meet the expectations of the European Community when it proposes for its member states the learning of two languages in addition to the mother tongue. The low levels in foreign languages of the citizens of some European countries and the ineffective methodologies used to teach them, which have not produced the expected results, led to the search, once again, for an integrated teaching method or approach to fulfil the objectives of a world where integration and globalization require knowledge and skills very different from those that were needed in previous times.

In spite of the efforts and investments made by the European Community in the different plans of action and programs, the main objective of which was to promote language learning and to enable pupils in member states to improve their level of language proficiency, the results were still far below expectations.

The findings of a comparative analysis of Member States' foreign language education policies discusses the possible reasons for the disappointing state of students' foreign language competences in the Member States. According to this analysis, there are a fair number of countries, where learning time is considered to be adequate, but achieved

competency levels at the end of secondary education are too low, thus pointing at a problem with the efficiency and quality of teaching (European Commission, 2014: 1).

The European Commission's comparative study "Improving the effectiveness of language learning: CLIL and computer assisted language learning" carried out in the year 2014, shows that it is necessary to implement approaches that allow greater exposure to language in natural contexts and integrated into the curriculum, an approach that has already been tested in some European countries with very satisfactory results.

2.1. EVOLUTION OF THE TERM CLIL

Since it was coined in the 1990s, the definition of the acronym CLIL has undergone numerous modifications. The first definition given by Marsh (1994) is the following: "It refers to situations where subjects, or parts of subjects, are taught through a dual-focused language, namely the learning of content and the simultaneous learning of a foreign language."

He then defines it as: "CLIL refers to situations where subjects are taught through a language which is not the language used in mainstream education, with dual-focused aims, namely the learning of content, and the simultaneous learning of the target language" (Marsh, 2002: 15). That is, it is an inclusive approach insofar as both language and content have the same importance. It does not mean studying a non-linguistic subject in a foreign language, but *with* the language and *through* it.

At a symposium held by the Department of European Languages in Graz in November, 2005, Marsh refocused the approach more precisely: "This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive attitude towards the language learners" (Marsh, 2005: 2).

Other authors such as Graddol (2006) or Dalton-Puffer (2007) have also contributed to the definition of this acronym. For Graddol, this approach also has a dual purpose, which is to learn language and content, but it is necessary that the student receives the necessary support to develop the language skills that they will need to learn the content. According to Graddol, CLIL is not exclusive to excellent students or students with a high linguistic level; what is crucial is that the teacher adopts the appropriate methodology. This places the approach in a wider educational context considering that it can be used to study English through specific contents; that is,

Graddol does not limit the use of this approach to the study of only non-linguistic subjects, but also the possibility of using it to study the English language.

CLIL is an approach to bilingual education in which both curriculum content ... and English are taught together. It differs from simple English-medium education in that the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study. Hence, it is a means of teaching curriculum subjects through the medium of a language still being learnt, providing the necessary language support alongside the subject specialism. CLIL can also be considered ... as a means of teaching English through study of specialist content (Graddol 2006: 86).

Dalton-Puffer (2007: 1) provides the following definition regarding CLIL: “educational settings where a language other than the student’s mother tongue is used as medium of instruction” and “using a language other than the L1 as a medium of instruction.”

Although all these definitions can vary in certain words or length, the objective is the same, that is, the integration and the study of the contents of non-linguistic subjects using a language different from the language of the students as a means of instruction. At present, the most commonly used definition or perhaps the one which has prevailed is: “a dual-focussed educational approach in which an additional language is used for learning and teaching of both content and language with the objective of promoting both content and language mastery to pre-defined levels” (Maljers, Marsh, Wolff, Genesee, Frigols-Martin and Mehisto 2010, quoted in Marsh, Mehisto, Wolff and Frigols-Martin 2010: 11).

If we compare the different definitions to which we have referred, we see that in those provided by Marsh in 1994, when the term CLIL is coined, we speak of a “foreign language” and in 2002 of “a language that is not used in general education” to end up speaking of “an additional language” in the definitions of 2005 and 2011.

3.

WHY IS CLIL CONSIDERED AN “UMBRELLA TERM”?

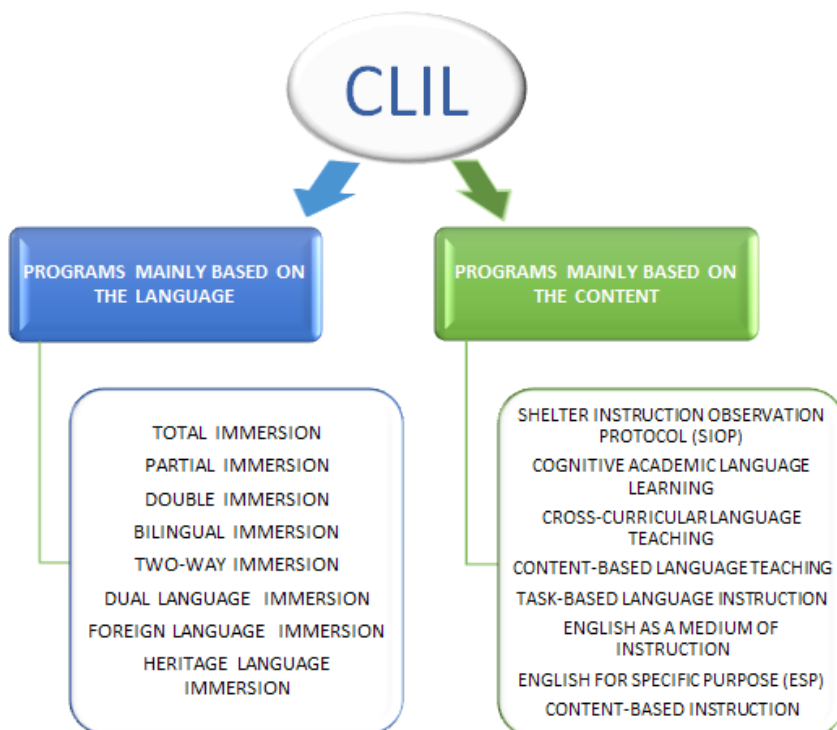
The term CLIL is considered an umbrella covering many different educational approaches, some of them based mainly on the language and others on the content (Mehisto, Marsh, Frigols, 2008).

As an eclectic model, it has used those aspects of each approach proven to be the most beneficial for achieving the objectives pursued, hence its flexibility and ability to be adapted to very different contexts. Examples of these approaches are Language Across the Curriculum (LAC), English for Specific Purposes (ESP), English for Academic Purposes (EAP), and Content Based Instruction (CBI). The immersion programs implemented in Canada and the United States, such as Dual Language Immersion, Partial Immersion, or Language for Specific Purposes (LSP) have been considered by some authors as the germ of this approach (Maljers et al., 2007: 9). Maljers, Marsh, Wolff, Genesee, Frigols-Martín, Mehisto (2007:9).

Figure 2 shows all the programs that CLIL covers and which have been classified according to whether they are based on the language or the content.

Figure 2: Methods the CLIL approach comprises.

Source: Author's own



3.1. TERMS USED TO TEACH CONTENT THROUGH A LANGUAGE OTHER THAN THE MOTHER TONGUE

The teaching of content through a foreign language or a language different from the students' mother tongue may be considered by many as a novel phenomenon; however, civilizations as old as Sumerian or Egyptian learnt other subjects through a language other than their own. For example, the Sumerians taught contents (botany, zoology, etc.) to the Akkadians using the Sumerian language, and, for centuries, Latin, as a lingua franca, was the language to instruct students in law, medicine and philosophy, among other subjects, in schools and universities. There is evidence that in the XVIII and XIX centuries German schools carried out some isolated attempts in which they used a foreign language as a means of instruction for content teaching

(Kelly 1969). Therefore, more than as a revolutionary phenomenon for the teaching of foreign languages, we must consider it as a new orientation within the communicative paradigm, whose main objective is to achieve the learner's acquisition of the linguistic competence necessary to be able to communicate effectively in the target language.

Foreign languages have been used as a means of instruction to teach non-linguistic subjects for many years, which has led to the emergence of a very broad and varied terminology depending on the type of bilingual program and whether more emphasis is placed on language or content. Most of the terms, while different, pursue similar goals, which are to get students to learn both language and content at the same time. Some of these terms are:

Content-based second language instruction: this type of instruction has been used extensively in North America, and while it is intended for students to master content and develop language, more emphasis is placed on language learning (Nikula and Marsh, 1998).

Language enriched content instruction: this term is frequently used to refer to the use of a non-native language as a means of instruction; however, content is given more importance than language (ibid. 14).

Immersion: this term refers to the instruction that is made by means of languages that are not the students' mother tongue. One of the most used definitions to define this type of instruction is that provided by Genesee:

Generally speaking, at least 50% of instruction during a given academic year must be provided through the second language for the program to be regarded as immersion. Programs in which one subject and language arts are taught through the second language are identified as enriched second language programs (Genesee, 1987: 1).

In these types of programs, "one teacher - one language" is important so that there is no code switching; it is important that the teachers in charge of the English subjects always use the target language with their students. These programs are aimed at the whole group of students and the main objective is that they learn both the target language and the culture behind it with the idea of becoming bilingual and bicultural students. The teaching is student-centered and the language is used in real and natural situations (Laurén 1991). These programs are very popular in Canada and have served as a model for the implementation of similar programs in Europe, with Finland being one of the first countries to implement them. A program cannot be considered immersion when only one subject is taught in a foreign language.

These programs are also called “**Dual Language Education**” (DEL) or “**Two-Way-Immersion**”⁶ and have been defined by Genesee and Lindholm-Leary (2012: 2) as “schooling at elementary and / or secondary levels in which one or more languages are used for at least 50% of academic instruction during at least one school year.”

There are different types of programs (Genesee, 2004: 7) depending on the courses, age, or number of years in which they are implemented. Genesee distinguishes, among others, the following models:

- **Early immersion:** Implementation before compulsory education or in the 1st year of primary.
- **Middle immersion:** Implementation in 4th or 5th grades.
- **Late immersion:** Implementation in the equivalent of 1° of ESO onwards.

Programs also vary according to the hours of instruction received in the target language. In partial early immersion, 50% of the instruction is in the target language and the other 50% in the first language of the students for only one year, while in total immersion programs, all instruction is received in the target language and the duration can be from one to several years.

Bilingual Education: The term bilingual education has been considered as a generic concept to refer to the different ways of using a foreign language for instruction, although the drawback is that when speaking of bilingualism we think of people who have grown up in a bilingual environment (father and mother of different nationalities) or when instruction in another language is carried out with minority groups and the aim is to integrate these minorities into the academic context (Nikula and Marsh, 1998).

Mainstream bilingual education: This consists of the instruction of contents in a foreign language for majority groups, which also formally study the language in question as a subject. (Baker 1993, Marsh et al., 1996).

6 Canada has been a pioneer in the implementation of immersion programs due to its Anglo-French context. The development of these programs was mainly due to sociocultural and political factors. In the 1960s there was a great inequality, at all levels, between English-speaking and French-speaking citizens in the Quebec area, even banning the use of this language, with the consequent supremacy of English. Twenty-five percent of the total Canadian population is French-speaking, which resulted in a movement known as the “Quiet Revolution”, from which the government became aware of the importance of French, giving way to the implementation of the first Immersion programs (Seljak, 1996, Igartua, 2006).

Sheltered English Instruction: This approach is mostly used to integrate minority group students into the classroom. It provides limited English proficiency (LEP) students with the necessary grade-level content-area knowledge, or academic skills, and tries to increase English proficiency. Students do not have to compete academically with native students and, to some extent, they are “protected”, hence the name “sheltered” (Freeman & Freeman, 1988).

As we have seen, each model differs according to the status given to the language or the content. In recent years, researchers and teachers have tended to consider the term *integration of language and content* to refer to the different ways in which a language other than the mother tongue is used as a means of instruction, considering it a much broader concept than some of the aforementioned and because both language and content have the same importance (Snow, Met & Genesee 1989, Swain 1996).

3.2. CLIL CURRICULAR MODELS

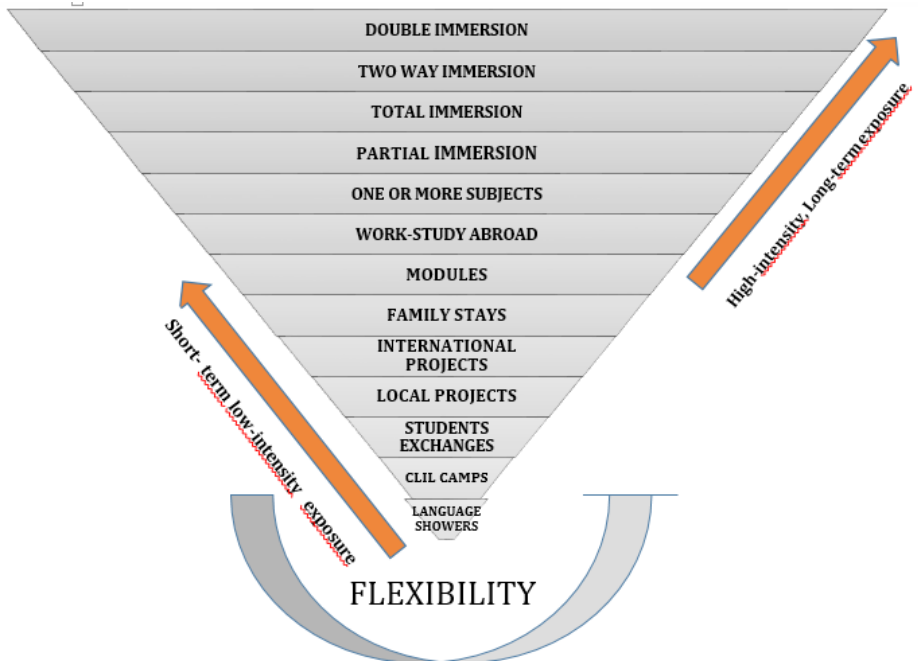
One of the characteristics of this approach is its flexibility. As with the different terms used in bilingual programs, and according to whether more emphasis is placed on language or content, we can also distinguish different types of CLIL programs depending on the time of exposure to the target language and the duration of the program. We will consider two different classifications: one by Mehisto, Marsh, and Frigols (2008), and the other by Coyle (Coyle, Hood and Marsh, 2010: 18-25). (Figure 3).

As we see in Figure 3, this approach offers a wide range of possibilities, each of which pursues different objectives and can be applied to all levels of the education system (primary, secondary, vocational, and university). This variety ranges from what are called “language showers”, where students from four to eleven years old would be exposed to the target language in periods of between half an hour and an hour and a half a week. The activities would include games, songs, and stories, all in a relaxed and fun atmosphere, with the aim of assimilating the sounds of the language, until the total early immersion, which would begin before primary education or in the first year of primary. However, immersion occurs only in the first years since, as the program progresses, much of the curriculum is given in the students’ mother tongue, to pass later to 50% in the mother tongue and 50% in the target language (Mehisto et al., 2008: 13). This last example would be in line with the one that is carried out in the bilingual schools in the Regional Government of Madrid, where although there is not total immersion in the first years, throughout all the primary education (from 1st to 6th grades) the regulations establish that at least a minimum

of 30% of the curriculum must be taught in the target language, although in practice it usually exceeds 50%.

Figure 3. Different types of CLIL provision for Primary, Secondary, Vocational training and Higher Education

Source: Author's own from Mehisto, Marsh, and Frigols (2008: 13)



The last two examples of the pyramid, Two-Way-Immersion and Double Immersion, are programs similar to those aforementioned, implemented in Canada or the United States. They also make reference to family stays, exchange of students, or camps, which are also considered types of CLIL programs, although neither the objective nor the duration is specified nor would it be within the definition proposed by the same authors, since in most of these cases the study of content is excluded, they are developed outside the educational field, and the only thing that can be considered is exposure to the target language.

Coyle (Coyle et al., 2010: 18-26) takes the classification of the different models to a further specification, dividing them by educational stages and specifying which the real objective in each one of them is.

For primary education, she establishes three models which are denominated A1, A2, and A3, five for secondary education B1, B2, B3, B4, and B5, and three for higher education, C1, C2, and C3. Although she uses a denomination that can lead us to think about the levels of the Common European Framework of Reference, there is no relation whatsoever.

Models for Primary Education:

A1: Confidence-building and introduction to key concepts.

A2: Development of key concepts and learner autonomy.

A3: Preparation for a long-term CLIL program.

This classification has been made based on the number of hours that the students are exposed to the target language, the linguistic competence of the teachers, and the support from the educational structures of the school. For level A1, she proposes fifteen hours; however, it is not stated what the temporal distribution is, or if the module consists of a total of that number of hours. It can be done by a teacher with limited fluency in the language as long as the materials used have been designed for that purpose, since it would only be an introduction to the language.

For the second model (A2), forty hours of instruction are advised and again the temporal distribution is not detailed. Ideally, the target language teacher and the subject specialist should work together. In this model, there is a deeper focus on content concepts and some form of evaluation is suggested.

The third model (A3) implies the design of a specific framework as well as the support of the educational leaders so that its implantation is possible.

Models for Secondary Education:

B1: Dual-school education.

B2: Bilingual Education.

B3: Interdisciplinary module approach.

B4: Language-based projects

B5: Specific-domain vocational CLIL.

The B1 model consists of a specific module or course taking place between two schools that are in different countries. The project is done through Skype and the language of instruction is not the native language of the students, but an additional language.

The next model (B2) contemplates the study of much of the curriculum in the target language for several years in order to reach an appropriate level of content and language. Students also receive class with English as a foreign language and, as in the previous one, it can receive institutional or international recognition through formal evaluation systems.

In the model referring to an “Interdisciplinary module approach” (B3), a specific module of a non-linguistic subject—for example, the environment, or global warming—is taught using CLIL by teachers of different subjects (biology, chemistry, sciences, etc.). As in the B2 model, the English language is also taught as a separate subject.

Models B4 and B5 are different from the preceding ones in that in the first one, B4, the English language teacher is responsible for the CLIL module and it is a compendium between content based learning and the development of communicative aspects of the language, so the students see how to use the language in an authentic and natural way. The teacher provides the necessary support for communication to be effective. In the second one (B5), both the target language and the mother tongue are used so that students can perform tasks in different contexts. If possible, the language teacher and the specialist in the field work cooperatively, and the topics to be dealt with would be those specific to the vocational training curriculum of each speciality. So, to some extent, it would be comparable to English for Specific Purposes, but more focused on the teaching and learning of content.

Models for Higher Education

C1: Plurilingual education.

C2: Adjunct CLIL.

C3: Language-embedded content courses.

Model C1 is implemented during different years in some specifically related content programs and students need to have a good level of proficiency in more than one language in order to take it. Models C2 and C3 do not require students to have a very high level of language proficiency so they can be more easily implemented. Both models are intended to master content and learn a second language. For example, the L2 is an auxiliary tool, hence the name “adjunct”, which supports the results of learning the content. This type of provision must be carried out with the collaboration between the specialist teacher and the foreign language specialist. The first one would have similarities with ESP⁷ since it studies the content of subjects and the specific language related to them, whereas C3 focuses mainly on the language and aims to improve linguistic competence. However, in C1, more than one language is

⁷ English for Specific Purposes.

studied for several years in content-related programs. As we have seen, this approach can be implemented in many different ways and in different educational situations.

4.

UNDERLYING LEARNING THEORIES IN CLIL

The influence of Bruner, Piaget, and Vygotsky's studies, which led to the development of new socio-cultural and constructivist perspectives in the field of learning, is evident in CLIL, as well as Gardner's multiple intelligences (Gardner, 1983), Ackerman's integration (Ackerman, 1996), learner's autonomy (Holec, 1981; Gredler, 1997; Wertsch, 1997; Kukla, 2000) or Oxford's learning strategies (Coyle et al.), theories that played an important role in the search for new ways to raise the level of curricula, to activate motivation, and to get students involved in their learning process.

In terms of learning theories, Coyle et al. (2010) consider it paramount that the pedagogical approach followed in CLIL should not be the one that has been used in Western societies, and which has mainly focused on the transmission of knowledge by the teacher—an expert—placing information in the mind of the learner where it is stored. The student is a mere receiver of messages, which does not allow him to develop critical thinking. This type of learning is called the “bench model” and is directed and controlled by the teacher. According to Freire (1972), the main characteristics of this model of education are:

- a. the teacher teaches and the students are taught;
- b. the teacher knows everything and the students know nothing;
- c. the teacher thinks and the students are thinking about;

- d. the teacher talks and the students listen-meekly;
- e. the teacher disciplines and the students are disciplined;
- f. the teacher chooses and enforces his choice, and the students comply;
- g. the teacher acts and the students have the illusion of acting through the action of the teacher;
- h. the teacher chooses the program content, and the students (who were not consulted) adapt to it;
- i. the teacher confuses the authority of knowledge with his or her own professional authority, which she or he sets in opposition to the freedom of the students;
- j. the teacher is the subject of the learning process, while the pupils are mere objects. (Freire, 1972: 73).

As an alternative, they propose the approach to be based on the socio-constructivist theories, such as the Piagetian, where the teacher-student interaction is emphasized; where the student, as an active participant in his learning, builds his own knowledge working with objects of the environment and developing ideas. That is, according to this theory, it is necessary to experiment in order to develop the cognitive aspects: “The child actively tries to make sense of the world [...]. Asks questions wants to know ... Also from a very early stage, the child has purposes and intentions. He wants to do” (Donaldson, 1978: 86, cited in Cameron, 2001: 4).

The social interaction that takes place needs to be supported, especially in the first stages of learning, by an “expert”, who can be the teacher, a partner, or other means. This support, which is called “scaffolding” (Bruner, 1983), is essential for the student to perform the necessary activities with less effort. This entails all of the following: greater student interest in the task, simplifying the task, facilitating the realization process, explaining what the main objectives are, what to do and what not to do, and showing how to do it before the student does it. This will allow him/her to better assimilate the new concepts and likely permit their engaging in an interaction that will lead to their own cognitive development. Nor can we forget Vygotsky, for whom the individual as a social being learns through interaction with the world and the people around him: “Human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them.” (Vygotsky, 1978: 88).

If the scaffolding concept created by Bruner, influenced by the Russian psychologist, was a very useful tool as a facilitator of learning, Vygotsky’s “Zone of Proximal Development” (1978) meant a new way of measuring intelligence through what a child is able to do when he is helped. The most well-known definition of ZPD is that provided by the author himself: “It is the distance between the current developmental level as determined by independent solving and the level of potential

development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978: 86).

For Vygotsky, both the language and the relationship with other people is paramount for the individual’s cognitive development. His theory focused on what an individual is capable of doing on his/her own and what he/she can do with the help of a person who knows more than he/she does. For this to occur, what is to be learnt must be a challenge for the learners, as long as the necessary support is provided, either by demonstrating how to do it, by dividing a task into different steps (scaffolding), or directing the process of carrying out an activity. The more cognitively demanding a task is, the more likely it is for the learner to become involved in it and thus for effective content learning to occur.

It is essential to develop cognitive aspects in students, to teach them to think, and not only provide them with the knowledge established in the curriculum. We also have to teach them how to use and apply that knowledge through creative thinking, problem solving, and providing cognitive challenges; that is, the teacher has to use strategies that offer the necessary tools for students to create or construct procedures that allow them to solve problems on their own. This will modify their ideas and allow them to become active subjects in the process of their own learning.

Considering the importance given to cognitive aspects, the development of higher order intellectual abilities and problem solving, Coyle et al. (2010: 30) consider it essential to integrate these aspects in the teaching of content and proposes a “cognitive curriculum” for CLIL, which would be based on content, language, and cognition.

The theories of learning or acquiring a language that have influenced this approach are numerous, but nowadays we tend towards a more pluralistic view that would cover linguistic, sociolinguistic, and psycholinguistic aspects (Mitchell and Myles, 2004). According to some authors, such as Krashen (1985), there is a difference between learning and acquisition, the first being considered as a conscious process that needs instruction, compared to acquisition, which would be an unconscious process similar to the one we perform when learning our mother tongue. As for CLIL, the development of language has been considered as acquisition: “learning through language acquisition as opposed to explicit instruction” (Dalton-Puffer and Smit 2007: 8; Dalton-Puffer et al., 2010: 6), although in recent years it has been considered important to also take the conscious learning of it into account.

Mohan, Leung, and Davidson (2001), after conducting studies of Canadian immersion programs, criticize the approaches proposed by Krashen and his dichotomy between learning and acquisition. When he speaks of acquisition as an unconscious process, he does not consider language as an inseparable whole where form, message, and functions must also be taken into account. His theories are based on

the acquisition of the grammatical competence of the language without considering the content, considering the language not as a means, but as an end in itself:

They see second language acquisition as a matter of learning the second language code (particularly the rules of sentence grammar) through involvement in language use. The role of language is to provide examples of the language code. A content course, then, is only a source of examples of the language code. However, if code is divorced from message, content is excluded; If form is divorced from function, there is no functional grammar; If language is divorced from discourse, there is no account of larger units of discourse [...] there is no attempt to account for language as a medium of learning, or for content learning (Mohan et al., *Op.cit.*:112).

If we want to consider language as a means of learning we need to focus on the following assumptions: language is both form and meaning, discourse not only expresses meaning but creates it, linguistic development develops throughout life, and, as we learn new things, our language also evolves and is expanded (Mohan and van Naerssen, 1997: 22).

The principles of the communicative paradigm are also present in CLIL, since communication, rather than being a product in and of itself, is a process; it must be meaningful and have a concrete purpose. Assimilating vocabulary and structures is not enough; it is essential that the students know how to use what is learnt in real situations. In CLIL, the language is used as an instrument to learn content, the language is used to learn, and students learn to use the language. Communicative competence is considered as the ultimate goal of language learning (Dalton-Puffer and Smit 2007: 8-9) and importance is given to the context as the framework within which language must be realized.

Similarly, the principles of Krashen and Terrel's (1995) Natural Approach have also influenced this approach, especially the "Comprehensible Input" and "Affective Filter" hypotheses. The Comprehensible Input hypothesis states that: "We acquire language and develop literacy when we understand messages, that is, when we understand what we hear, what we read..." (Krashen 2003:27). The Affective Filter hypothesis claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. However, we cannot ignore the development in the last 25 years of other theories equally important in the field of languages, such as the "Interaction hypothesis" of Long (1980). According to this latter, in order to acquire the L2, it is necessary to receive comprehensible input, and for it to be comprehensible, it will be necessary to make adjustments and modifications in the interactive structure of the conversation (request clarification, repetition, negotiation of meaning, paraphrase, etc.). Results from different studies carried out with native and non-native students in relation to the above hypothesis (Ellis, 1991, 1995), (Pica, Doughty & Young,

1986), (Gass & Varonis, 1994), and (Yamazaki, 1994) showed that simply modifying the input, which simplified the syntax and emphasized semantics, reduced the lexicon, repeated the same words continuously, and shortened the sentences or paraphrased them, did not make it more comprehensible if there was no interaction on the part of the students, which supports Long's hypothesis. This confirms that the mere exposure to the target language is not sufficient for the acquisition of the target language. As stated by Pica et al.: [...] "Availability of the target language in the learner's linguistic environment is not in itself a sufficient condition for second language acquisition. What seems to be essential is not merely that the language is present, but also that the learner understands it." (Pica et. al.1986:121).

In like manner, we cannot forget Swain's (1985, 2000) "Comprehensible Output" hypothesis, which considers this output essential for learning to be effective. Besides receiving comprehensible input⁸, the learner must produce language and try to transmit messages in the target language both orally and in writing. As for the "Schmidt Attention" hypothesis (1990), it is crucial for the student to acquire new structures of the language (input) and to recognize them cognitively and consciously in order to assimilate and process them (intake); they will incorporate those structures and use them later to develop their linguistic competence. This cognitive assimilation will allow the acquisition and effective development of the language.

For many CLIL experts, both theories are important and the "Comprehensible Output" would reinforce the language learning process as it would contribute to the development of fluency (Johnson, 2008), and as production is more difficult than understanding, the mental exercise that is performed when processing the language is greater, which leads to raising the level of linguistic competence (Dalton-Puffer et al., 2010). Additionally, having to convert the input into output gives the student the possibility of becoming an active user of the language and not a mere receiver (Marsh, 1999).

If we take into account some of the considerations made by specialists, such as Marsh, Nikula, Dalton-Puffer or Coyle, among others, the interest that this type of instruction has aroused in recent years is due to the numerous studies carried out in the field of language learning and the need to change the way we act and think about how it is acquired. Although social factors such as internationalization have influenced the search for new procedures and perspectives, Dalton-Puffer and Smit (2007: 8-9) highlight three main points that support the success of CLIL:

- immersion provides conditions for learning in a natural environment;
- the language is used for a purpose and in significant contexts to communicate;

⁸ According to Krashen (1985) the Comprehensible Input is the language that an apprentice understands, but that is slightly above his level of linguistic competence ($i + 1$).

- through the simultaneous study of content and language and exposure to the target language learning is more satisfactory.

From the above considerations, we can conclude that the methodological basis of CLIL is a compendium of characteristics and principles of different learning methods, theories, and approaches, but with a differentiating element that is the integration not only of language and content, but of cognitive and cultural aspects as well, which are the four basic principles of this eclectic approach.

5.

KEY PRINCIPLES OF CLIL

In the previous sections, we discussed different aspects of the CLIL approach, such as the origins, similarities and differences with other approaches and methods used in bilingual programs, as well as the underlying theories of learning. We have also explained that, apart from language and content, the development of cognitive aspects and culture are the four elements that shape it and are the basic pillars of this approach.

Many attempts have been made to generate a conceptual theory of this approach, and numerous projects have emerged, such as “Language and Content Integration: towards a conceptual framework,” founded by the Academy of Finland (2011-2014) and formed by a group of experts from different European universities, whose main objective was to work towards the creation of a conceptual framework of CLIL taking into account the basic notions of language and content and how both are integrated.

The difficulty lies in the fact that it is a generic term that encompasses different educational approaches. CLIL can be understood in many different ways and implemented equally in a variety of situations and models. The theoretical framework of this approach should take into account both the existing theories of language and content study, as well as those concerning learning / acquisition of a second language, without losing sight of its integral nature, which is what differentiates it from other methods (Coyle et al 2010: 3-27).

As it has evolved, and in the same way as the definitions of the term have changed, CLIL has gone from having a double focus (content and language) to a triple one, by introducing cognition as an essential element, and then to a quadruple focus, by including culture. In spite of all the attempts to conceptualize a theoretical framework (the 4 C's) or the initiatives carried out by the European Union to create tools that help the development of good practices (CLIL Quality Matrix)⁹, nowadays, when we refer to CLIL and its elementary principles, we always refer to the four dimensions that constitute the conceptual framework, the triptych of the language and the CLIL Matrix (Coyle et al. 2010).

The key principles that constitute the theory of the 4 C's created by Coyle et.al, (2010) is based, to a certain extent, on the Framework of Knowledge developed by Mohan in 1986 in his work "Content and Language", which provides a conceptual contextualization that integrates language and contents. Researchers in the field of second language learning in a bilingual context suggested that students had difficulties, not in acquiring the social language, but the academic one (Cummins, 1984, Saville-Troike, 1984, Wong-Fillmore, 1983, cited in Early, 1990: 82) and that this process required four to five years (Cummins, 1984; Collier, 1987; Early, 1989). This led Mohan to create a tool that would help students better organize and understand the materials of the different subjects they had to study by incorporating language and content with critical thinking. To do this, he considered the following aspects and the use of visual learning strategies listed below:

1. The prior knowledge of students, making connections and strengthening cognitive skills through reading, listening, and visual support.

⁹ CLIL Quality Matrix is a project carried out from 2004-2007, endorsed by the European Center for Modern Languages of the Council of Europe (ECML) to develop a tool for teachers through the internet with the purpose of reflecting on the skills and knowledge needed to develop quality CLIL programs, as well as investigating what a teacher needs to be able to adequately deliver this approach in their classes. The participants in the project came from different countries and were knowledgeable of or involved in the development of CLIL projects and participated in the evaluation and analysis of the prototype created, as well as sharing good practices and creating activities. The matrix is based on the four key elements of this approach, *Content, Language, Integration and Learning* that would be carried out through four parameters: *Culture, Communication, Cognition and Community*, giving rise to a matrix with 16 indicators that would ensure a quality application for the teaching of both language and content. Each indicator provides information combining always two aspects, such as: Content and Culture, or Language and Cognition. Then they are given an example of what the main characteristics of the union of these two aspects are, to conclude with a series of multiple choice questions that the teacher must answer to check to what extent the activities that he performs in class are adapted to the methodology in question. *The CLIL Quality Matrix (CLILMatrix) Achieving good practice in Content and Language Integrated Learning / bilingual education. ECML medium-term program 2004 - 2007*. It is available at the following link: <http://archive.ecml.at/mtp2/clilmatrix/EN/qMain.html>

2. Graphic organizers as a visual resource to sort the information, relate it, and categorize it, in order to develop the ability to “learn to learn” in the student.
3. The linguistic structures related to the six cognitive competences, which were divided into two groups:
 - a. Generic or theoretical knowledge: classification, explanation and evaluation.
 - b. Specific practical knowledge: description, sequencing and choice or decision (Early, 1990: 83).

This approach also has aspects of the Cummins’ Matrix in terms of language and Bloom’s taxonomy in terms of cognition, aspects that will be developed later.

5.1. THE 4 C’S

The principles on which this methodological approach are centered are four contextualized blocks known as the 4 C’s:

- **Content:** subjects of study (geography, science, history, etc.).
- **Cognition:** everything related to the learning and cognitive processes.
- **Communication:** learning and use of the language through interaction.
- **Culture:** development of interculturality and the individual as a citizen.

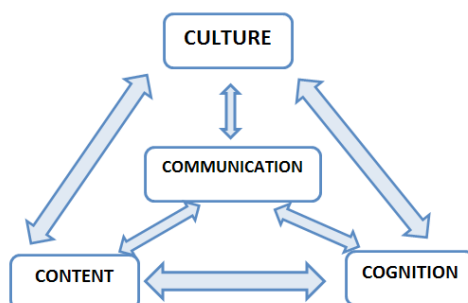
The content of the subject does not only consist of the acquisition of knowledge, but also, through the tools and support provided by the teacher, the students will be able to progress, build their own knowledge and develop the necessary skills so that the learning becomes personalized learning (Vygotsky, 1978; Lantolf, 2000, Met, 1998). Content and cognition are related to the extent that, in order to learn the content, it is necessary to understand it, and to understand it, it is necessary for thought to intervene. For the students to assimilate the content, the language used to explain it has to be understandable. Consequently, the linguistic demands related to the learning and the cognitive aspects must be analyzed so that the students are able to make their own interpretation of the content (Bloom 1984, McGuiness, 1999). The language must be clear and accessible, it must allow interaction between learners, and it has to be learnt within the context of learning. The language they receive (input) and the language they produce (output) are both central (Krashen, 1985; Swain, 2000). Finally, the concept of interculturality and the role that culture plays in language learning will be included (Coyle et al., 2010; Byram, Nicols, and Stevens,

2001). These elements should be the central pillar when designing the didactic units that will be taught.

These four blocks must be interrelated if we want to obtain satisfactory results. This approach, as Coyle et al. (2010: 42) state, implies, “learning to use language appropriately whilst using the language to learn effectively”. Figure 4 shows graphically how the four elements must be interrelated.

Figure 1 : Interrelation of CLIL principles

Source: Author’s own from “The 4 C’s Framework” (Coyle et.al, 2010:41)



One of the most significant changes in this approach, compared to traditional methods of language teaching, is that it is not based on grammar; that is, it is the content itself that dictates what grammatical structure is necessary to develop. For example, if in history the Renaissance is being studied, it will be necessary to use the past, and if a process is being studied in science, such as the water cycle, it will be necessary to use the present. In the following table, we can see examples of which tenses would be used according to the subject under study.

Table 1: Tenses needed according to the subject and the content

Source: “The TKT (Teaching Knowledge Test) Course CLIL Module” (Bentley, 2010)

VERB FORM	SUBJECT	EXAMPLE	MEANING
Present	Art	<i>I'm using</i> water colours in this picture.	An action happening now
	Environment	The climate <i>is getting</i> warmer.	A changing situation
	Mathematics	A triangle <i>has</i> three sides.	A general truth
	Science	Water <i>boils</i> at 100° C.	A process

Past	History	Felipe II <i>died</i> in El Escorial in 1598.	Looking back at a past event
Future	Geography Politics	The hurricane “Alberto” <i>is going to hit</i> the coast in a few hours. The new law <i>will be</i> in force next year.	A prediction from evidence Giving definite information
Modal verbs	PE Science Music	You <i>must</i> throw the ball over the net. I <i>can</i> smell with my nose. We <i>don't have to</i> study wind instruments.	Obligation Ability Not necessary

As we see, content governs grammar and not the other way around. The four elements that are considered in the principles of this approach cannot be considered as independent and, when planning a lesson, we must take all of them into account. The interrelationship of cognitive aspects with content will determine the type of activities to be carried out, so it is necessary to consider not only the language students need to learn the content (CALP)¹⁰, but also the language needed to carry out the activity (BICS¹¹ and CALP). However, we will always have to start from the content and then decide how the interrelation with the other three elements will be realized.

In order for content learning to be effective, it is vital that the teacher knows how to actively involve learners in the learning process: “Effective content learning has to take account not only of the defined knowledge and skills within the curriculum or thematic plan, but also how to apply these through creative thinking, problem solving, and cognitive challenge” (Coyle, Hood and Marsh, 2010: 29). Once again, we conclude that the *how* is paramount if we want to make learning become productive, both from the intellectual and the motivational point of view.

5.1.1 Content and Cognition

CLIL promotes reflection, critical thinking, and problem solving. The more demanding an activity or task is, the more involved the student will be in the

¹⁰ Cognitive Academic Language Proficiency.

¹¹ Basic Interpersonal Communicative Skills.

learning process. When we refer to the development of cognitive aspects, we cannot fail to mention the Taxonomy on Educational Objectives or cognitive taxonomy created by Benjamin Bloom in 1956.

The idea emerged in 1949 when Bloom was Associate Director of the University of Chicago Examining Committee. They wanted to reduce the creation of exams, create a data bank of questions, and facilitate the exchange of questions among faculty members and faculty members of other universities, as well as to create a common framework that would measure the same learning objectives. Although the taxonomy bears his name, he was not the only one who participated in its creation, since it counted on the support of other American specialists such as Engelhart, Furst, Hill, and Krathwohl. In 1956, the work was published with the title “Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain” (Krathwohl, 2002: 212). This taxonomy is a hierarchical classification of cognitive processes that goes from the simple to the complex. It consists of six categories and two organized dimensions: the dimension of knowledge (from the concrete to the abstract) and the cognitive dimension (lower and higher order intellectual capacities)¹².

Usually represented as a pyramid, it is a framework for planning, designing, and evaluating the effectiveness of learning and instruction. It is related to the development of critical thinking and, since its creation, it has been used by educators as a tool to establish different learning objectives. The taxonomy consists of six categories and three psychological domains (cognitive, affective, and psychomotor). Depending on the type of activity performed, one of the domains will be promoted. The cognitive domain is the ability of a person to process and use information in a meaningful way; the affective domain involves the attitudes and feelings that come from the process of learning, and the psychomotor domain implies physical abilities. (Figure 2).

In the 1990s, Anderson and Krathwohl, Bloom alumni, reviewed the taxonomy, which was published in 2001 under the title “A taxonomy for learning, teaching, and assessment: a review of Bloom’s taxonomy of educational Objectives.” One of the most significant changes was the replacement of the names of the categories from nouns to verbs. Although they maintained the two dimensions of the original—one which refers to knowledge and the other that refers to cognition—they added one more dimension to the knowledge (metacognitive knowledge). The cognitive dimension consists of lower-order capacities (*remember, understand, and apply*), known as LOTS, and higher order capacities (*analyze, evaluate, and create*) known as HOTS (Krathwohl, 2002: 214). Each of the categories is based on the previous one, because in order to understand something we must first remember it, and if we

12 These two capacities are known as LOTS and HOTS

want to apply it, it is necessary that we understand it, and so on; that is, the lower-order capacities will be the basis of the higher-order ones. (Figure 3).

Figure 2: Representation of Bloom’s Original Taxonomy

Source: *Taxonomy of educational objectives: the classification of educational goals.* (Bloom, 1956)

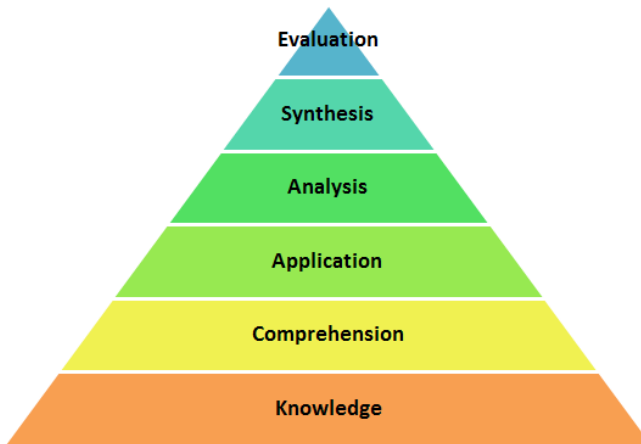
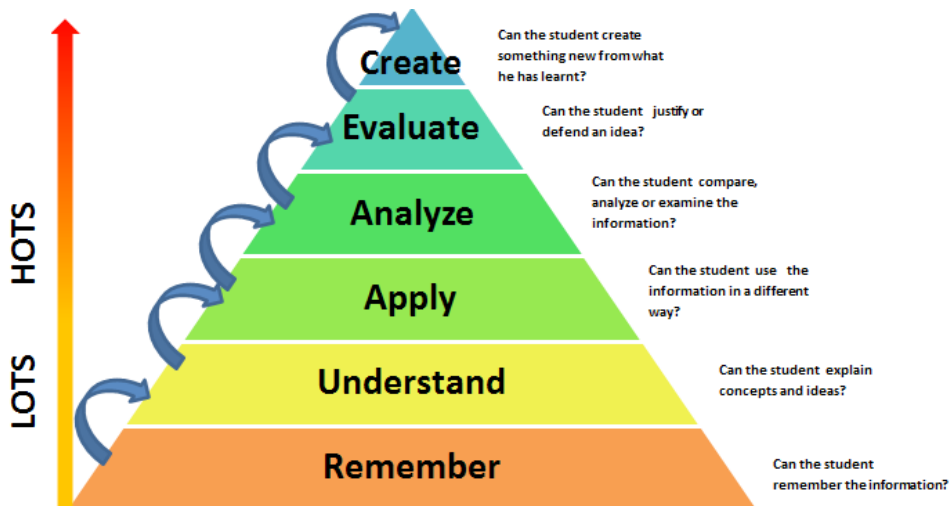


Figure 3: Revised Bloom’s Taxonomy

Source: own elaboration from “A revision of Bloom’s Taxonomy of Educational Objectives” (Anderson & Krathwohl, 2001: 67-68).



The revised taxonomy would be the intersection of both dimensions and each of the categories would be represented by verbs indicative of cognitive processes; that is to say, depending on the type of activity that the student must perform or on the type of question to be answered, he/she will develop different thinking skills. The following table shows the requirements of each of the categories and dimensions.

Table 2: Knowledge and Cognitive Process Dimension

Source: Author's own adapted from: A Revision of Bloom's Taxonomy: An Overview (Krathwohl, 2002:215-216)

KNOWLEDGE DIMENSION			
Concrete knowledge		Abstract knowledge	
Factual	Conceptual	Procedural	Metacognitive
<p>The basic elements that students must know to be acquainted with a discipline or solve problems in it.</p> <ul style="list-style-type: none"> – Knowledge of terminology – Knowledge of specific details and elements 	<p>The inter-relationships among the basic elements within a larger structure that enable them to function together.</p> <ul style="list-style-type: none"> – Knowledge of classifications and categories – Knowledge of principles and generalizations – Knowledge of theories, models, and structures 	<p>How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.</p> <ul style="list-style-type: none"> – Knowledge of subject-specific skills and algorithms – Knowledge of subject-specific techniques and methods – Knowledge of criteria for determining when to use appropriate procedures 	<p>Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.</p> <ul style="list-style-type: none"> – Strategic knowledge – Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge – Self-knowledge

COGNITIVE PROCESS DIMENSION					
Lower order thinking skills			higher order thinking skills		
Remember	Understand	Apply	Analyze	Evaluate	Create
Make use of the memory to produce appropriate information	Ability to create meaning through experiences and educational resources	Application of processes in different situations	Break down a concept into its parts and be able to explain how they relate to the overall structure	Make critical judgments	Being able to reorganize the different parts of an original structure or create a new product
Some of the verbs used to develop the cognitive process dimension					
Choose	Classify	Apply	Analyze	Agree	Adapt
Define	Compare	Build	Assume	Appraise	Build
Find	Contrast	Choose	Categorize	Assess	Change
Label	Demonstrate	Construct	Classify	Compare	Combine
List	Explain	Develop	Discover	Conclude	Compile
Match	Extend	Experiment	Dissect	Criticize	Compose
Name	Illustrate	with	Distinguish	Decide	Construct
Omit	Infer	Identify	Divide	Deduct	Create
Recall	Interpret	Interview	Examine	Defend	Design
Relate	Outline	Make use of	Inference	Determine	Develop
Select	Relate	Model	Inspect	Estimate	Elaborate
Show	Rephrase	Organize	Motive	Evaluate	Formulate
Spell	Show	Plan	Simplify	Interpret	Imagine
Tell	Summarize	Select	Survey	Judge	Improve
Identify	Translate	Solve	Take part in	Justify	Invent
Describe			Test for	Measure	Modify
				Prioritize	Plan
				Prove	Predict
				Rate	Propose
				Recommend	Solve
				Select	Suppose
					Test

As mentioned above, the CLIL approach is driven by cognition. It is very important, when designing a CLIL unit, to analyze and select the activities and the type of questions that we want to ask depending on the thinking skills we want to promote or develop in the students and this must be connected with the content. The questions should generate in the student the possibility of solving problems, hypothesizing, or analyzing aspects of the content; that is, they must be a challenge. The greater the challenge, the more the learner will be involved in the learning process. The following table shows some examples of questions regarding three of the categories, Remember, Analyze, and Evaluate; the first corresponding to lower order thinking skills (LOTS) and the other two to higher order thinking skills (HOTS).

Table 3: Questions that develop different cognitive aspects

Source: Author's own from "A revision of Bloom's Taxonomy of Educational Objectives" (Anderson & Krathwohl, 2001)

REMEMBER	ANALIZE	EVALUATE
What is ___?	How is ___ related to ___?	What changes would you make to solve ___?
How is ___?	Why do you think ___?	How would you improve ___?
Where is ___?	What motive is there ___?	What would happen if ___?
When did ___ happen?	What inference can you make ___?	Can you elaborate on the reason ___?
How did ___ happen?	What conclusions can you draw?	Can you propose an alternative ___?
How would you explain ___?	How would you classify ___?	Can you invent ___?
Why did ___?	How would you categorize ___?	How could you change the plot ___?
How would you describe ___?	Can you identify the different parts ___?	How would you design ___?
When did ___?	What evidence can you find ___?	Can you predict the outcome if ___?
Can you recall ___?	What is the relationship between ___?	How would you test ___?
How would you show ___?	What is the function of ___?	Suppose you could ___; what would you do?
Can you select ___?	Can you make a distinction between ___?	What facts can you gather ___?
Who were the main ___?		
Can you list three ___?		
Which one ___?		
Who was ___?		

Table 4: Example of possible activities according to the categories

Source: Author's own

REMEMBER	ANALIZE	EVALUATE
Make a list of the main events of the story. Make a timeline of events. Retell the story Write a list with the parts of the eye. Identify and classify the elements of a fable. List human traits associated with particular animals in fables.	Analyze the structure of the story. Compare and contrast vertebrates and invertebrates. Make a flow chart to show the critical stages. Make a family tree showing relationships. Conduct an investigation to produce information to support a view.	Prepare a list of criteria to judge... Conduct a debate about an issue of special interest. Evaluate your peer oral presentation. Write a letter to... advising on changes needed. Prepare a case to present your view about...

In order for students to be able to develop the cognitive aspects that are presented to them, it is necessary to provide them with the necessary language to achieve the objectives set by the teacher. Therefore, the role of communication is just as important as that of content and cognition, and the interrelation of the three elements is of vital importance when planning a class. The conjunction of the cognitive elements we want to develop through the content will determine the type of activities we want to carry out. Bloom's taxonomy can be used as a frame of reference that permits us to formulate questions and create activities that stimulate different thinking skills and, at the same time, evaluate the learning outcomes.

5.1.2. Communication

Communication and how it is treated are two other significant aspects of this methodological approach. It is important to see what the connection between content and communication is and what the implications are. Traditional second language teaching is based on grammatical progression, reading and translation of texts, and even on communicative approaches that aim to develop students' linguistic competence. However, we can say that the results have not been successful so far. As we have pointed out, CLIL is not based on grammatical progression; the content is going to determine the language we need to achieve the objectives; both meaning and form have to be taken into account. Students are encouraged to communicate

from the very beginning both orally and in writing. The key is *interaction* and not *reaction* and it is intended to limit the participation of the teacher and increase that of the students. Language should be considered as a meaningful communication tool, as a means and not as an end (Pérez-Vidal, 2009).

One of the basic considerations of this methodological approach is the systematic progression of both content learning and language learning; the key is to use the language to learn and learn how to use the language. It has been proven that the most effective way to acquire knowledge is through experience, when we have opportunities to practice what we learn as we learn it (Kolb, 1984, Lewin, 1951, Jarvis, 1987, Rogers, 1951)¹³. It is no use explaining how to kick a ball if we do not practice; we will never learn to ride a bicycle simply because we have it, if we do not use it continuously we will never be able to ride it. Exactly the same happens with languages; we will never reach a satisfactory level of linguistic competence if we do not have opportunities to practice and experiment with it. Communication is at the core of the class, allowing the interaction of the students with the teacher, and with their peers.

Often, the language that students need to learn the content is complex. Snow, Met and Genesee (1989) identify two types of language; on the one hand, the specific one for the learning of the content, and on the other, the one that must serve as support for the first one, as well as to the cultural and linguistic objectives. Similarly, when we talk about the language the student needs to learn the content, we cannot forget the distinction made by Cummins (1979) between CALP and BICS. The academic language (CALP)¹⁴ is what students need to understand and express both orally and in writing, concepts and ideas related to the content. The conversational language (BICS)¹⁵ will serve to realize other tasks and to relate with each other. This

13 How we learn has been a subject of study that has always raised great interest in the field of psychology and education. However, reaching consensus has been a difficult task. David Kolb created a model of learning based on experiences. For him, learning is: “[...] a process whereby knowledge is created through the transformation of experience” (Kolb, 1984: 38). For Kolb, learning takes place in four stages and it is based on the experiences of the learner: a person learns effectively when he/she has an experience, followed by a process of observation and reflection, which will lead to the formation of new ideas, or will modify existing ones and finally they will be implemented and we will see the results. Peter Jarvis (1987: 164, quoted in Hansen, 2000: 24), head of the Department of Educational Studies at the University of Surrey, also created a learning model based on experiences and felt that learning only makes sense when we relate it to our own experiences. Carl Rogers (1951), creator of Customer-Based Therapy, stated that we only learn when we are motivated to do it and when we do it ourselves. As Einstein put it: “I never teach my pupils; I only attempt to provide the conditions in which they can learn” (quoted in Walter & Marks, 1981: 1).

14 CALP: Cognitive Academic Language Proficiency: “the extent to which an individual has access to and command of the oral and written academic registers of schooling” (Cummins, 2000: 67)

15 BICS: Basic Interpersonal Communicative Skills.

latter distinction is the most used when we refer to the two types of language to which a student in a bilingual or immersion teaching context must face. Cummins makes this differentiation in the field of Canadian immersion programs, taking into account those immigrant students who are incorporated into mainstream education and who should be at the same academic level as their peers.

The difference between BICS and CALP is that the academic language implies a higher cognitive level, as the student needs to interpret or synthesize aspects related to the content and, therefore, it will be necessary to provide him/her with the sufficient support for the academic results to be satisfactory. A student will need five to seven years to reach the same academic level as a native student, while for conversational language, everyday language, he/she would only take about six months, since that is the language they use daily in different social contexts such as the school, when they play games with their peers, or when they practice sports. Social interaction is integrated into a meaningful context; therefore, from the cognitive point of view, it is less demanding and it is acquired earlier. However, although the CLIL approach also distinguishes between different types of language, the context in which this approach is developed is very different since students are not in an environment where the additional language they use to learn the content is not what they use every day, either at home, or in any of the contexts mentioned above, so they acquire both (BICS and CALP) within the school context and the time needed will be longer.

Students in CLIL programs must also express and interpret facts, ideas, and feelings in the target language; they need to discuss, justify, describe and explain topics related to content and, in order to do this, they need communicative functions such as giving examples, describing a process, expressing a condition, defining a concept, expressing agreement or disagreement, or giving instructions. This functional aspect of language would be related to the concept of communicative competence (Hymes, 1972), which has been developed with reference to CLIL by other authors (Brown, 2007: 218-222; Dalton-Puffer, 2009; Davidson, 2005 : 220; Lotherington, 2004: 707; Nunan, 2004: 212; Savignon, 2007).

Taking into account the functional aspect of the language, Coyle (2007, 2010) created a triptych that represents the integration of cognitively demanding content with language learning and use. She considered three perspectives: language of learning, language for learning, and language through learning.

- The **language of learning** is the “WHAT”. It is the specific language of the content students need in order to have access to the basic concepts of the subject or subject in question.
- The **language for learning** is the “HOW”. It is the language they need to be able to work in an environment where the language of study is an additional

language and not the students' mother tongue; it is the language necessary to carry out different tasks such as working in groups, memorizing, asking questions, debating, etc. The language for learning would be related to meta-cognition and to the grammatical system.

- The **language through learning** is the “WHY”. It is the one that we cannot predict in advance and that stems from the different situations that can occur during a lesson, from the cognitive process in which the student actively participates, which gives rise to, for example, questions that require the explanation of new concepts and that are going to serve them to know how to practice and develop those concepts later. It would be related to everything that has to do with cognitive aspects and new knowledge.

Given that they are required to use oral and written language from the beginning, it is necessary to provide students with sufficient support through what Bruner (1983) called “scaffolding”. This term has been defined by Wood, Bruner and Ross (1976: 9) as: “an adult controlling those elements of the task that is essential beyond the learner’s capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.” The objective is that the students, gradually, with the help of the teacher—who uses different strategies to facilitate the completion of a task—will gradually be able to apply those strategies by themselves in order to optimize learning. We could consider “scaffolding” as an interpersonal process through which an active communicative interaction between student and teacher builds a common understanding (Stone, 1993).

There are numerous strategies that can support the student within the field of communication. Some of them are:

- Giving an example.
- The teacher as a model and “thinking aloud”.
- Providing mnemonic strategies to learn the spelling of words. e.g.:
 - Big elephants can always understand small elephants (BECAUSE).
 - Never eat crisps, eat salad sandwiches, and remain young! (NECESSARY)
- Encouraging them to participate.
- Using substitution tables.
- Teaching the vocabulary before doing a reading.
- Asking questions during a reading.
- Have the students ask questions to practice the structures.
- Providing concept maps and graphic organizers for a visual perspective.
- Offering hints or partial solutions to problems.

- Offering a motivational context to pique the student’s interest or curiosity in the subject at hand.

Earlier, we mentioned that students have to know how to give examples, explain a process, or define concepts in the target language. One of the most effective tools is the use of substitution tables, as they will allow them to practice the language easily and effectively.

Some sample tables are shown below. These tables, according to the function that has to be practiced, would facilitate the students’ learning of certain grammatical structures.

Tables 5: examples of substitution tables

Source: Author’s own

GIVING EXAMPLES			
Some human activities	SUCH AS	agriculture	are essential for human survival
Freshwater ecosystems		rivers, lakes, ponds and streams	

TALKING ABOUT PURPOSE		
Birds use their wings	TO	fly
Turtles have a shell		protect their bodies
Whales surface		breathe

DEFINING		
Mammals are warm-blooded vertebrates, human beings included,	THAT	nourish their young with milk produced by their mothers.
Amphibians are cold-blooded vertebrate animals as frogs and salamanders		are able to live both on land and in water.
Reptiles are cold-blooded vertebrates, as snakes, lizards and alligators		usually lay eggs and have the skin covered with scales or bony plates.

Taking into consideration the triptych of the language proposed by Coyle (2007, 2010) and the support that must be offered, lessons are enriched, as students not only discover the grammatical patterns, but have the possibility to put them into practice. In other words, they use the language to learn and they learn to use the language. Communication goes beyond the learning of grammatical structures, which does not mean that CLIL does not address grammar and lexicon. The language is learnt with special emphasis on the use of it and the needs that each moment or situation demands.

5.1.3 CLIL and Culture

CLIL is based on socio-cultural theories that consider that culture and mind are inseparable, that the functions of the mind are acquired and developed through social interaction. In the same way as the language is vital for the development of cognition, culture also plays an important role (Vygotsky, 1978.).

Language always develops in a social context. As Malinowski (1949) said, language cannot exist without culture. A language is not only useful to express sentences linguistically, but, when speaking, we consider very different aspects, such as the status of the people involved in the communication process, what the purpose of the

communication is, the role of the participants, how to greet, how to address people, courtesy formulas, and so on. We teach a language, but also its culture; in other words, it is the context that determines the communicative process. The concept of language within a cultural context has been defended by linguists such as Halliday and Hasan (1989), Bordieu (1990) and Vigotsky (1981) among others, who consider that the interaction between the cultural context, the lexical elements that are linked to it while they are learnt, and the cognitive structures necessary for the learning to take place clearly show the interrelationship between language and culture. To understand a language, we must understand its culture. In general terms, culture determines the way in which we interpret the world around us, and language and thought are the tools we use to make those interpretations.

Providing a definition of the relationship between culture, thought, and language is not an easy task. Brown defined this interrelation as follows: “Language is a channel of communication. It is the most visible expression of culture [...] Second language learning in some respects involves the acquisition of a second identity ... because of the highly social context of language” (Brown 1980: 33 in Valdés, 2001).

Culture is really an integral part of the interaction between language and thought. Cultural patterns, customs and ways of life are expressed in language: culture-specific worldviews are reflected in language: [...] Language and culture interact so that world views between cultures differ, and that language use to express that world view may be relative and specific to that view (Brown, 1980: 45).

The European Community has promoted numerous actions in the field of cultural diversity and intercultural dialogue. The *European Agenda for Culture in a Globalizing World* recognizes the importance that culture has and sets different goals:

Promote creativity in education by involving the cultural sector in building on the potential of culture as a concrete input / tool for life-long learning and promoting culture and arts in informal and formal education (including language learning).

‘Cultural awareness and expression’, ‘social and civic competences’ and ‘communication in foreign languages’, are part of the key competences for lifelong learning identified by the European Parliament and Council (2006: 9).

In the CLIL context, it will be necessary to promote the interaction between the students, the teacher, and the resources in order to produce that cultural understanding of the language of study. It is well known that, for the development of intercultural skills and understanding, it is necessary that the possibility of interacting with

different people and in different contexts occurs, although this is not always possible. It goes without saying that if we want the cultural aspect to have an impact within a CLIL lesson, we must maximize interaction. Students must have the opportunity to contribute orally in the classroom, expose their ideas in different ways, explore the limits of their own understanding, and use the language as a knowledge-building tool.

The importance that culture exerts in learning a foreign language is evidenced in numerous studies that affirm how the study of a language promotes intercultural awareness:

The positive impact of cultural information is significantly enhanced when that information is experienced through foreign language and accompanied by experiences in culturally authentic situations “(Curtain & Dahlberg 2004: 27).

[...] Exposure to a foreign language serves as a means of helping children to achieve intercultural competence. The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language “(Curtain & Dahlberg 2004: 28).

The improvement in linguistic competence of the students who have received instruction following this approach compared to those who have received traditional instruction in learning a foreign language shows that the method used is important. In the following section, we will refer to different studies carried out within the European Community that support the positive results obtained in programs focused on the CLIL model.

6.

BENEFITS OF THE CLIL APPROACH

CLIL has become an increasingly established teaching approach in bilingual programs throughout the European continent, and has proven to be efficient in the language learning scenario. Speaking more than one language has many social, psychological, and lifestyle advantages, and the bilingual experience improves the functions of the brain. Research on the advantages of bilingualism carried out in pioneer countries such as Canada and North America have highlighted the benefits these types of programs provide in the development of students' cognitive skills (Bialystok, & Majumder, 1998; Kessler & Quinn, 1980). Most of them reveal that students in bilingual programs obtain equal or better results than students in monolingual systems, not only in the subjects taught in the target language, but also in other subjects, such as mathematics or language, both in written production and in reading (Barik and Swain, 1978; Cohen, 1974; Cummins, 2001; Genesee, Lambert, & Holobow, 1986); Kessler and Quinn, 1980; Swain and Lapkin, 1981; Thomas and Collier, 2003; Thomas, Collier and Abbott, 1993; Cade, 1997; Turnbull, Hart, & Lapkin, 2003; Bialystok, 1986, 1997). Other studies show that students in bilingual programs obtain better results in official exams such as the Scholastic Aptitude Test (SAT) (Cooper, 1987; Eddy, 1981; Olsen & Brown, 1992; Timpe, 1979; Sotoca, 2013).

The numerous existing myths about bilingual education has turned it into a controversial issue with defenders and detractors, myths that refer to problems related to language acquisition, or acquisition of knowledge, among others. There is

a lot of concern about this; however, it has been proven that there exists a relationship or transfer of the first language to the learning of another. This transfer is what Cummins (1981) calls “interdependence hypothesis”, which has been proven through numerous studies and evaluations of bilingual and trilingual programs in Canada (Lambert & Tucker, 1972) and the United States (Oller & Eilers).

Cummins (1979, 1981, 1991, 2005) formulated and explained this hypothesis as follows: “To the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or environment) and adequate motivation to learn Ly” (Cummins, 2005: 3).

This means that, for example, in a bilingual English-Spanish program where students are Spanish and are taught English literacy skills, they will not only develop those skills in the target language but will also develop cognitive and linguistic skills in their mother tongue. In other words, there is an underlying interdependence between the two languages, not only from a linguistic perspective but also from a conceptual one. In Spanish, French or English, many of the words have a common etymology, either Latin or Greek. If students know the word in their language and understand the concept, they will transfer it to the target language without any problem. Languages are all different on the surface (pronunciation, spelling, etc.), and some of them are completely different (Japanese-English); however, transfers are also made thanks to the underlying common proficiency between languages (Cummins, Swain, Nakajima, Handscombe, Green & Tran, 1984; Genesee, 1979, cited in Cummins, 2005: 4).

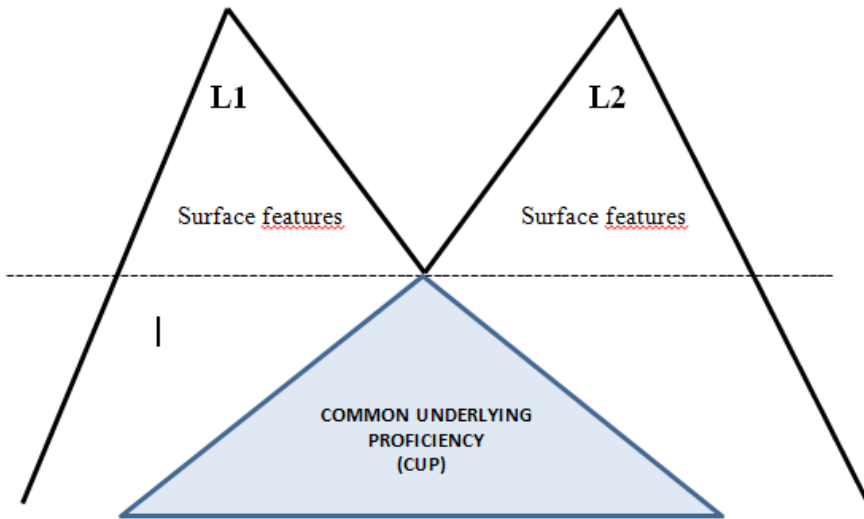
Cummins concludes that there is a Common Underlying Proficiency (CUP); that is to say, although the languages can be seen as totally independent on the surface (SUP)¹⁶, they do not occupy separate parcels in the brain, rather they are interrelated, so there are a series of aspects that both languages share and are therefore reinforced mutually. He illustrated this clearly through the metaphor of the balloons or the well-known “iceberg theory”. (Figure 1)

Once we have put forward how bilingual education can contribute to providing opportunities for the individuals, and in order to demonstrate the effectiveness of the bilingual programs in which the CLIL methodological approach has been implemented, we will focus on studies that show how students who have received instruction following the guidelines of the CLIL approach have not only acquired a higher level of linguistic competence in the target language, but also demonstrate that, in addition to improving all additional language skills, the results obtained in other subjects taught in the mother tongue are also better.

16 Separate Underlying Proficiency

Figure 1: Cummins “iceberg metaphor”

Source: Author's own from Cummins (2005). *Teaching for Cross-Language Transfer in Dual Language Education: TESOL Symposium on Dual Language Education: Teaching and Learning Two Languages in the EFL Setting. Possibilities and Pitfalls.*



These studies have been carried out based on the comparison between students who follow a CLIL program and those who receive standard instruction in a foreign language.

According to Dalton-Puffer (2007), this approach leads to better communicative levels in the target language than traditional ones. Other studies show the positive impact in all aspects concerning the study of the language, such as vocabulary, pronunciation, and written comprehension (Gallardo del Puerto and Martínez Adrián, 2013). A large study realized in Germany (Ergebnisse der DESI-Studie, 2008) concluded that 15-year-olds had higher foreign language proficiency than the control group. In Norway, Hellekjaer (2005: 144) carried out a study with students of upper secondary education in CLIL programs and others who were not in this type of program. The results showed the primacy of the former in reading comprehension with respect to the latter group. 66% of the students that belonged to the CLIL program passed the International English Language Testing System (IELTS) Reading for Academic Purposes, compared to 33% of students who received non-CLIL instruction. Lasagabaster (2008) undertook another comparative study in the Basque Country (CLIL / non-CLIL) among 4th-year ESO students (15 years old) from four

different schools, in all of which students started studying English as a foreign language at the age of 8. These students (198) were divided into three groups. The first group that was taught English as a subject (non-CLIL) three hours per week; another group that had been in a CLIL program for a year and has three hours of English per week and four hours of CLIL, and a third group that had received CLIL instruction for two years for four hours a week. The result was that the CLIL groups outperformed the others in pronunciation, vocabulary, grammar, fluency and content, as well as in all other skills except listening comprehension.

Other authors (Jexenflicker & Dalton-Puffer, 2010; Ruiz de Zarobe, 2010; Zydatif, 2007) have found that students in a bilingual CLIL program have a broader productive and receptive lexicon, use the words better according to the different contexts, and have a superior stylistic range. In recent years, studies have been undertaken to verify the differences in written production between CLIL and non-CLIL groups, and the results show, once again, that the former have not only a higher lexicon, but also morphosyntactic structures that allow them to create more complex and elaborated sentences, as well as a higher level of orthographic correction (Jexenflicker & Dalton-Puffer, 2010; Ruiz de Zarobe, 2010).

These studies prove the success of this eclectic approach and the benefits it provides in improving students' achievement in different language skills. At the same time, they support the results of studies conducted primarily in the United States and Canada.

As shown by the different studies to which we have referred, students in CLIL programs not only have higher levels in linguistic competence than students in non-bilingual schools, but the academic performance in other subjects is superior as well. A publication made in 2010 by the School Council of the Regional Government of Madrid, entitled *The Bilingual Education Programs in the Community of Madrid: A comparative study*¹⁷ gathers in a graph the results obtained in the "Indispensable Knowledge and Skills Test" (CDI)¹⁸ of 2009. In seventeen out of twenty of the districts analyzed belonging to the Territorial Area of Madrid Capital, the results obtained by the students in bilingual schools were superior to those of the non-bilingual ones. Likewise, a recent study (Sotoca, 2013)¹⁹ on the impact of this program on the academic performance of students in bilingual and non-bilingual schools in the Madrid-East area yields the same results.

17 Available in the following link : <http://goo.gl/bCwDcz>

18 CDI stands for "Conocimientos y Destrezas Indispensables". It is a standardized test that the Regional Government of Madrid has been conducting since 2005 to all 6th grade primary students. The test measures Indispensable Skills in Mathematics and Spanish.

19 The study is available in the following link: <http://goo.gl/J3BYn3>.

We might think that the results of students in programs using the CLIL approach are better due to the fact that they are exposed to the target language for longer periods, they are studying non-linguistic subjects through an additional language and, in addition, they also study a foreign language as a linguistic subject. This may lead us to conclude that they have advantages over students who follow a traditional model. Though this is true to some extent, there is research showing that the condition of exposure or longer exposure to the target language is not sufficient for language acquisition to take place. A study carried out on the performance in English in two bilingual programs (Gisbert, Martínez de Lis and Gil, 2015)²⁰, one implemented by the Regional Government of Madrid in 2004 and the other by the MEC²¹/British Council that started in 1996 showed that starting earlier does not necessarily imply better linguistic competence. Based on data from the Cambridge exams, which are taken by 6th-year primary students in the public schools where these programs are being carried out, the study gave some surprising results. Students in the MEC/British Council program had lower results than those in the Community of Madrid, despite having started in the program three years earlier, which may support the fact that longer exposure to the language does not guarantee greater acquisition. Simple exposure to the target language or an early start does not ensure a better level of competence. In other words, quantity is not equivalent to better results. If the input the students receive is not understandable, exposure to the language is not effective, since not all input becomes “intake”; if there is no understanding, there is no acquisition. As Pica, Doughty and Yong put it:

Among the factors which have been subject to investigation, from age to aptitude, to acculturation, none has had a greater impact on second language research than that of input to the learner [...] The primary motivation for input research has been the belief that availability of the target language in the learner’s linguistic environment is not in itself a sufficient condition for second language acquisition. What seems essential is not merely that the target language input be present, but also that the learner understands it (Pica et al., 1986a:121).

In order for acquisition to be effective, students need to be exposed to the target language in a comprehensible way (comprehensible input), and be able to produce (comprehensible output). All this should allow students to communicate and interact spontaneously, put their knowledge into practice, use the language to learn and, at the same time, learn to use the language. Nothing can be learnt without practice.

20 Students in both programs are introduced to KET and PET tests that measure language proficiency in all four skills. The student in the program of the Regional Government of Madrid who passed the tests surpass in nearly 10 points (69.3%) those in the MEC/British Council program (59, 7%) (Gisbert et al.:32). The study is available in the following link: <https://goo.gl/z0ij84>.

21 MEC stands for Ministerio de Educación y Ciencia.

Through interaction, students try to understand their interlocutor and modify their interaction to make themselves understood and negotiate the meaning of the message (Hatch, 1983; Long, 1980) and that will allow them to understand structures and words that they will spontaneously use when communicating in the target language.

The CLIL approach has focused not only on *what* to teach, but on *how* to teach it, obtaining very satisfactory results in all the programs in which it has been applied and proof of it is provided by the studies to which we have referred. If, by using this approach, we are able to develop communicative skills in the foreign language, why limit its application only to bilingual programs when it has proven to be an effective approach?

Learning a language or learning “IN” a language? Thinking and organizing our ideas is a difficult task and teaching them in a foreign language is an even more complicated task. Language and thought are closely related, as is language and culture. There are many generalized misconceptions when we refer to the teaching of a foreign language. As Mohan and van Naerssen note, there are a number of general and specific meanings with regard to learning a foreign language. The general ones are:

1. Consider language as form and not as the union of form and meaning.
2. Consider that a child’s language development in his / her mother tongue is almost complete when he/she arrives at school.

Taking these two considerations into account, what is being done when we instruct our students in a foreign language is the following:

1. Try to get students to apply this code in each of the skills; that is, the simple application of grammatical structures.
2. As they already master their mother tongue, the foreign language consists only of learning vocabulary and grammar. (Mohan & van Naerssen, 1997).

Language is form and meaning; speech not only expresses meaning, but creates it; language continues to develop throughout life and, as we learn new concepts, we also acquire new forms of language.

If we want our students to reach acceptable levels of linguistic competence and, considering that the results obtained so far have proven not to be effective enough, perhaps we should consider shifting the teaching of foreign languages completely and adopt the CLIL approach, which has shown to provide pupils with a satisfactory level of linguistic competence in a shorter time than traditional ones.

As has been previously explained, CLIL consists of the teaching of content through an additional language, but when we talk about content, there is no limit to

learning geography, history or natural sciences. Content may be general themes which are cognitively stimulating for students and interesting and linguistically appropriate to the level of the subject (Genesee, 1984). The variety of topics is extremely broad; all we need to do is to make the interaction real, to combine the four elements (content, communication, cognition and culture), and to apply the strategies that this approach offers us.

For decades, *what to do* has been given much more importance, forgetting *how to do it*. Both are paramount. As teachers, we must be able to get our students to learn how to think and to facilitate access to personal and intercultural communication. It is useless to teach the passive form year after year if they do not know how to use it in a conversation. It is useless to learn words about a topic if we do not know how to use them in a given context. *What* and *how* should be considered as an inseparable tandem and that interrelation is what the CLIL approach offers us.

What really distances the CLIL approach from other methods and approaches is its multidimensional integration and the conceptual framework it is based on. Not only does it take into account content and language, but also the development of cognitive skills and culture. According to Coyle (2002: 45, quoted in Coyle et al. 2010:6): “What separates CLIL from some established approaches such as content-based language learning, or forms of bilingual education, is the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice”.

We can summarize by saying that one of the main objectives of this approach is the importance it gives both to the *what* and the *how*, since in other methods, the language is studied as an end, while in this approach, language is considered a means. It is studied within a context and to be used: “Foreign languages are best learnt by focusing in the classroom not so much on language - its form and structure - but on the content which is transmitted through language” (Wolff, 2009: 546).

If we consider all the positive aspects this approach has brought about in improving linguistic competence and cognitive development, and in facilitating and expanding intercultural contact, perhaps we should consider implementing CLIL for teaching English as a foreign language in non-bilingual schools.

We are constantly facing and adapting to challenges in today’s globalized world and, accordingly, teaching English in the 21st century requires a different model of education, a different methodology, and didactics that suit the demands of the modern age. We must consider the study of a foreign language from a broader perspective because learning a language does not only involve learning its structures, lists of vocabulary, or getting students to achieve a high degree of language awareness. Learning a language does not only mean learning how others express themselves, but it also implies having a global idea of their culture and the vision they have of the world. All this will allow us to explore more intensely our own culture, its

values and its limits (Wierzbicka 1997; Crozet and Liddicoat 1997, 2000). Language and culture are interrelated, and learning one without the other will only provide us with a superficial view. Educating students in the language and culture will broaden their horizons and enable them to develop in a global and multicultural world. As Baker (2002: 75) states:

Much of a culture is enacted and transmitted verbally: the songs, hymns, prayers of a culture, its folk tales and shrewd sayings, its appropriate form of greeting and leaving, its history, wisdom and ideals are all wrapped up in its language. The taste and flavor of a culture is given through its language; its memories and traditions are stored in its language.

In the CLIL approach, content, communication, culture, and cognition are an inseparable compendium. CLIL provides learners with the opportunity to learn to think *in* the language and not just learn *about* the language. Students have opportunities to practice what they learn whilst they learn and they are encouraged to use the language for communication from very early stages and for a variety of purposes, which means that CLIL not only promotes linguistic competence, but it also serves to stimulate cognitive flexibility (Coyle, Hood and Marsh, 2010). Good CLIL practice must be carried out through a series of perfectly planned strategies, which will positively influence the learning process.

If we can promote the interaction of the students with their peers and with the teacher; if they are given enough support to assimilate and practice the necessary structures related to the topic selected; if the learning is not based on grammar, but deduced from the different activities; if we can develop critical thinking through a process of inquiry and by using complex cognitive processes; and if the tasks that are proposed are sufficiently demanding to arouse the interest of the students, we will have gone a long way towards getting them more involved in their own learning.

CLIL offers a new paradigm of teaching and learning and has proven to be effective. If we are able to provide our students with meaningful, challenging, and authentic input, and if we, as teachers, are ready to put this approach into practice in our English lessons, we might contribute to raising foreign language proficiency standards.

7.

A LESSON PLAN TO TEACH ENGLISH FOLLOWING THE CLIL APPROACH

A lesson plan (Appendix I) following the 4 C's of the CLIL approach has been created to be used in a foreign language lesson with students aged 14-15 (equivalent to 3rd year of ESO).²²

The content, which pertains to the literary genre of fables, has been selected as it can be connected with current issues such as the importance of persevering if we want to achieve our goals; bullying, so present nowadays; and social and cultural values such as solidarity and helping others.

As the unit will be used in a language lesson, grammar has to be taught. However, it will be done inductively, that is, from examples and questions from which students will have to find the rules. The content dictates the grammar to be used in each section.

Through the unit and the different activities, learners will develop fluency in English by using English to communicate for a variety of purposes. Exploring text types is ideal since it will provide students with an excellent means to discuss, debate, compare and contrast, express personal opinions, or give oral presentations in the foreign language. In like manner, cognitive and cultural aspects will also be developed, as well as listening, reading, speaking and writing.

²² Enseñanza Secundaria Obligatoria.

The following criteria have been considered to plan this lesson:

1. Using authentic texts.
2. Promoting cognitive development (HOTS and LOTS) and critical thinking through the different activities.
3. Promoting cooperative learning (pair work, group work activities, and ICT project).
4. Including different types of assessment: self, peer and teacher formative assessment (rubrics, games, questionnaires), which will allow both teacher and students to modify and improve the learning during the teaching period, as well as to verify that the objectives have been achieved.
5. Promoting learner autonomy.
6. Scaffolding of content, language and learning skills development.
 - a. Substitution tables (language support) for discussion and debate.
 - b. Guidance frames to develop writing skills.
 - c. Charts, mind maps, diagrams.
 - d. Annotated texts.
 - e. Strategies as shared readings and modelled writing.
6. Making the learning meaningful.
7. Incorporating authentic language and creating authentic communicative situations.
8. Guiding questions for the teacher to develop both lower and higher order thinking skills and a better understanding of all aspects inherent to the texts.
9. Extra activities to consolidate the learning of grammar issues.

The unit can be used in a very flexible way and that is why timing has not been taken into consideration, letting the teacher decide which sessions he/she wants to do. Each of them has specific objectives and all the necessary activities to achieve them.

The importance of self-assessment and peer evaluation has also been taken into consideration, as this will enable students to gain a deeper understanding of their own learning and become more actively involved in it.

We have not neglected the importance of ICTs and cooperative work and, for that purpose, students, at the end of the unit, will have to carry out a project on *trickster tales* (folktales) in which they will have to do some research about the topic and present what they have learnt to their peers. They will receive all the necessary support (checklists, peer assessment rubrics, etc.) to perform the different activities involved in the project

7.1 THE UNIT: FABLES

The lesson plan consists of seven sessions in which the following learning objectives will be covered:

Specific objectives	
Session 1	Identify the features of fables.
Session 2	Analyse the text to look for: Features: <i>Personification, powerful verbs, human traits, teaching lesson.</i> Elements common to every story: <i>Characters, setting, plot, conflict, climax, resolution, timeless.</i>
Session 3	Grammar Identify and revise past tense of regular and irregular verbs and their spelling.
Session 4	Put the events of a story in chronological order and use of time connectors (first, after, then, later, after that, finally).
Session 5	Playing with proverbs.
Session 6	Compare, contrast and connect different versions of the same fable in terms of characters, settings, morals, and themes across text.
Session 7	Write a modern version of a well-known fable and illustrate it.

It begins with the introduction of the chosen subject by means of a PowerPoint in order to activate the students' previous knowledge through questions that will develop cognitive and communicative aspects. The graphic organizers and concept

maps used throughout the unit play an important role in the planning, presentation, and organization of the cognitive process. Both the language and the content that the students are going to acquire have been considered and treated in an equal and balanced way, receiving in each of the activities the necessary support (scaffolding), so that the tasks are do-able and lead to the achievement of the objectives set out in each of them.

7.1.1 ICT Project - Scavenger Hunt - Trickster Tales from different cultures

One of the greatest benefits of using internet in the classroom is to provide educational opportunities for students based on their abilities and interests. As a follow-up activity, once the different sessions of the fable unit have been worked upon, students will be challenged to carry out a project using internet. They will work in collaboration with their peers and they will acquire a deeper understanding and knowledge of folktales from other cultures.

These types of projects are excellent tools to make learning interesting, fun, and meaningful for students and, at the same time, a way of increasing their intrinsic motivation.

Internet-based projects have proven to be excellent for classes with students with different ability levels, as they help them become creative researchers rather than simply “surfing the net”. Students will strengthen their skills on managing information since they will learn to convert information and data into useful knowledge. In addition, by searching for information in the web, students will practice the four skills needed in a language classroom in a balanced way.

The process at hand is an in-class collaborative project and it has been organized as follows:

Students will be provided with web links around the topic preselected by the teacher in a guided and purposeful manner.

Students will be divided into groups and each group will be assigned a part of the search. In order to answer the questions given, they will have to look on the web for the information they need. This implies taking notes, reading texts and stories, watching videos, as well as analyzing and synthesizing the information. Students will also improve their ICT skills because, in order to share their end product, each group will have to create a PowerPoint to tell the rest of the class how much they have learnt on the part they have been working on, so the whole class will have a complete idea about the topic selected “Tricksters tales”. To make the Scavenger Hunt feasible the students are provided with charts that include directions to create a good PowerPoint, as well as DO's and DON'Ts for the oral presentation.

The oral presentation will be assessed by the teacher and by their peers. Two rubrics have been created for that end, so the group will receive feedback from both the teacher and the other groups.

As the project deals with a topic pertaining to the folktale genre, a debate can be opened after the presentations in which students will talk about differences and similarities found in both types of folktales.

This internet project can also be used as a cross-curricular task, since it can be linked to subjects such as geography, science, history, and culture.

CONCLUSIONS

Bilingual education has been present in Europe since the 1970s, although this was confined to minority groups of students in unusual social or linguistic contexts. Starting in the 1990s, the first initiatives of the European Community to promote the implementation of an innovative methodological approach that went beyond the simple teaching of a language emerge. It will be from this point on that the acronym known as CLIL began to be widely used in Europe in the field of bilingual education and, at present, this approach is used in many schools in most European countries within regulated education, Spain among them.

One of the main characteristics of CLIL is that it is an eclectic approach that uses the positive aspects of other methods and approaches, it is inclusive, and both language and content have the same importance. We can define it as an approach that promotes situations in which a non-linguistic subject is studied through a language that is not the students' mother tongue in order to learn both the content of the subject and the language that is used to learn it. It does not mean studying a non-linguistic subject in a foreign language, but *with* the language and *through* it.

It is a flexible model that can be used in very different contexts, such as total or partial immersion, or for the study of one or several subjects. It is an approach that embraces many different educational approaches, some based mainly on the language and others on the content (Dual Language Immersion, Language-based

Language Teaching, Task-based Language Instruction, or English as a Medium of Instruction For Specific Purposes).

There are similarities with many of the Canadian and North American immersion programs; however, the differences are significant. This approach is carried out in bilingual programs within the European context and the aim is not to integrate students with languages different from that of the country in mainstream education; secondly, the language of instruction is a foreign or additional language and not a second language, since it is only used in the educational and not the social context; and, thirdly, CLIL teachers are neither natives nor specialists in a foreign language, but specialists in their field (geography, history, sciences, etc.) and they are required to have a high level of linguistic competence.

In terms of the learning theories, it has received influences from socio-cultural and constructivist theories, from the multiple intelligences theory, from integration, and the learner autonomy theories or Oxford learning strategies. The principles of the communicative paradigm are also present in CLIL since communication, which is a process more than a product, must be meaningful and have a concrete purpose. It is not enough to assimilate vocabulary and structures; it is essential that the students know how to use what they learn in real situations.

The pillar of this approach, summarized in the 4 C's, is content learning, communication, culture, and lower and higher order cognitive skills development. The 4 C's have to be interrelated to meet the set of objectives. The input students receive is as important as the output. The teacher, as a facilitator, must propose challenges to the students, but at the same time he or she has to provide them with the necessary support, both linguistically and for the content, so that, through examples and the correct tools, they are able to create or build procedures that allow them to solve problems on their own, which will modify their ideas and allow them to continue learning; that is, the learners become active subjects in the process of their own learning.

The present manual reflects the characteristics of this approach and of numerous studies that have proven that the CLIL approach not only contributes to improving the communicative competence, but has also a positive effect on the students' overall academic performance.

History shows a continuous search on the part of linguists, psychologists, pedagogues, and experts in foreign languages to find the perfect method. All this has resulted in a proliferation of methods and approaches that have been developed over the years, methods and approaches whose differences have always revolved around the conception of the nature of language and of its learning: correction and structures of the language versus fluency and transmission of meanings.

It is evident that the English level of our students is insufficient. Taking into account that throughout primary and secondary education, foreign language is a

compulsory subject in the curriculum, which implies a minimum of twelve years of instruction, we should revise what is happening in our educational system for the results in foreign language to be unsatisfactory. Therefore, we must reflect critically, take a step forward and modify the models that have been used so far for teaching a foreign language.

The methodology used is undoubtedly one of the factors that influence the low levels of linguistic competence our students have. As teachers, we must strive to improve those levels; perhaps it would be appropriate to consider turning the teaching of foreign languages around. Adopting the CLIL approach for teaching a foreign language in all schools could provide new expectations in the complicated world of language teaching. The content can be constituted by general themes. All we need to do is to make the interaction real, to combine the four elements (content, communication, cognition and culture), and to apply the strategies that this approach offers us. We must not forget that the topics selected have to be cognitively stimulating for the students, interesting, and linguistically appropriate for their level (Genesee, 1984).

For decades, *what* has been given a lot of importance, forgetting *how*. Both are essential but if, as teachers, we are not able to get our students to think and develop linguistic competence, if they can only speak *about* the language and not *use* the language, we will have failed in our objective.

All the above-mentioned allow us to establish future lines that open the possibility of presenting an innovative model but, at the same time, one with proven results, consisting in the application in non-bilingual schools of a methodological approach that, until now, has been used in specific and limited contexts. Besides being used in bilingual programs, we could extend the CLIL approach to the teaching of foreign languages *per se* in mainstream education. This would require specific training to equip English teachers, not with the language competence they already possess, but with the methodological competence, which will allow them to put into practice the teaching of the foreign language not as an end but as a means.

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APPENDIX

APPENDIX I.

CLIL UNIT: FABLES

TEACHING OBJECTIVES

- To introduce the concept of narrative fiction through fables (Folktales).
- To develop students understanding of the characteristics and structure of fables.
- To enable students to compare and contrast fables and ‘tricksters tales’.

LEARNING OUTCOMES

By the end of the unit the learners will be able to:

- Classify and identify the features of fables.
- Understand the plot of a clearly structured story, recognise what the most important events are, and put them in chronological order using time connectives.

- Understand the characters' actions and their consequences for the development of the plot.
- Compare and contrast different versions of the same fable using the language creatively.
- Write an essay on the fables using comparative and contrastive connectives.
- Plan a draft for writing a fable following the structure of narrative stories.
- Ask and respond to questions about their work (*wh-*) which demand lower-order processing.
- Create their own glossaries of unknown words.
- Express personal opinions about others' behaviour.
- Understand the importance of values in life.
- Give an oral presentation and share with peers the information obtained from an Internet project about another type of folktale, "tricksters tales".
- Talk about the differences and similarities between what they have studied about fables and what they have learnt about Trickster Tales

CONTENT

- Introduction of the topic.
- To introduce the concept of narrative fiction (Folktales).
- Characteristics of Fables.
- Understand the structure of a story.
- Organize research and present a mini-project in groups.

COGNITION

- Identifying and classifying the elements of a fable.
- Analyzing the structure of a story.
- Ordering a story in chronological order of events.
- Comparing and contrasting different versions of the same fables.
- Creating a dialogue.
- Evaluating peers and selves.

COMMUNICATION

Language of Learning

- Key vocabulary:
 - Fiction, fable, opening, setting, character, plot, conflict, climax, resolution, moral, personification.
- Time connectives:
 - First, then, after that, shortly after, later, next, finally.
- Grammar:
 - Identify and use of the past tense of regular and irregular verbs
 - to talk about past events.
 - Use of the present tense & Punctuation for dialogues.
 - Spelling of regular (-ed) and irregular verbs.
- Connectives for comparing:
 - like , similar ,as, same ,in the same way, too, both, most important, have in common, the same as, similarly, as well as.
- Connectives for contrasting:
 - Although, yet, whereas, however, but, while, differ, instead, unless, unlike, on the contrary, contrary to, even though, on the other hand, different from.
- Adjectives to describe characters:
 - Hardworking, lazy, cunning, strong, fierce, wise, greedy, etc.

Language for Learning

- Answering the teacher's questions using evidence from the fable:
 - *Who are the characters of the story?*
 - *What is unusual about them?*
 - *In what way are the characters treated as people?*
 - *Why do you think these kinds of stories are short?*
 - *What is the Hare's attitude towards the Tortoise?*
 - *How does the Tortoise react to the Hare's boasting?*
 - *What would have you done in such a situation?*
 - *Have you ever underestimated anybody?*
- Summarizing the plot of a story.

- Discussing: language to build arguments, agreements and disagreements, giving opinion, giving reasons:
 - *I think, in my opinion, I agree, I don't agree, I'm afraid I disagree with ..., the point is that, I don't think so, from my point of view ,the reason for..... is....., that is because..... etc.*
- Sharing and exchanging information with other students:
 - *What do you know about...? Can you tell me something about...?*
- Other:
 - *How do you spell?*
 - *What does.... mean?*
 - *How do you say in English?*

Language through learning

Distinguish language needed to carry out the activities.

- Make use of peer explanations.
- Record, predict and learn new words which arise from activities.
- Use of dictionary to create glossary related to the topic.
- Searching information in the Internet.

CULTURE

- Investigate fables and fable-like stories from different cultures.
- The use of proverbs in daily life conversations:
 - *The early bird catches the worm*
 - *You can't judge a book by its cover*
 - *Birds of a feather flock together*
- To instill moral values in children.
- Discuss behaviours in different situations.
- Address the problem of bullying.
- Consider the importance of respecting each other.
- Be aware of how to help others.
- Understand how Literature helps us better understand the world around us.

PROCEDURE

- Identify and classify the elements of a fable.
 - List human traits associated with particular animals in fables.
-
- Analyze the structure of a story.
 - Retell a fable.
 - Give personal opinions about characters' attitudes and point of views.
 - Order a story in chronological order of events.
 - Compare and contrast different versions of the same fables (Aesop, La Fontaine).
 - Use diagrams for comparison (Venn diagram, charts).
 - Fill in the elements of a story in charts.
 - Arouse learners' curiosity – use of HOTS questions.
 - Understand authentic materials in a non-native language.
 - Summarize the plot of a story (Fables).
 - Comprehend the meaning of morals.
 - Plan writing using charts or frames.
 - Adapt a fable to a modern version keeping the same moral.
 - Create a dialogue between the Ant and the Grasshopper.
 - Evaluate the dialogue of a partner/ group.

ASSESSMENT

- Written reports and written activities.
- Reading tasks in class.
- Listening tasks in class.
- Classroom observation of attitudes and participation in all proposed activities.
- Playing games.
- Classroom speaking tasks and debates.
- Preparing a presentation using Power Point.
- Oral presentations.
- Self and peer assessment.
- Teacher assessment on final task and group oral presentation.

 SESSIONS INDEX. SESSION I

Specific Objective: Identify the features of fables.

ACTIVATING STUDENTS' PRIOR KNOWLEDGE

How much do you know about fables?

FABLES

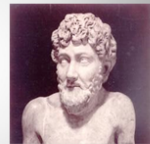
- *Fables are stories that were originally passed down through oral tradition, so they are a very good example of oral storytelling.*



- *Which famous Greek story-teller wrote the best known fables?*

- *The best known are Aesop's Fables.*

• *Aesop was a Greek story-teller who lived in the 6th century (550 BC). He was also a slave. He lived in ancient Rome, in the home of a wealthy Roman family.*

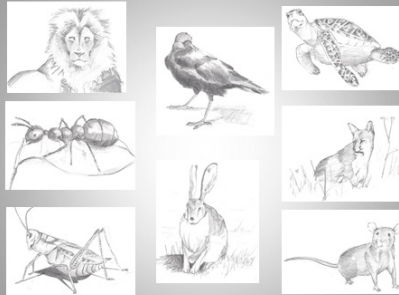


- **Starting the lesson:** Use of PowerPoint to introduce the topic. In order to activate their previous knowledge, the slides will give them information about some of the features of fables as well as the characters that appear in them.

- *Aesop's fables have been rewritten and illustrated and translated into nearly every language in the world.*

- *But Aesop's are not the only fables that exist.*
- *We can find fable-like stories in many other cultures, like for example in India and China.*

- *How much do you know about Fables?*



THE FOX AND THE CROW



The Lion and the Mouse



The Ant and the Grasshopper



The Hare and the Tortoise

- *We cannot prove if he wrote any of these stories, but hundreds of years after they were told, other people wrote them down.*



- *Which languages have Aesop's fables been translated into?*

Guiding questions to identify some of the main characteristics of this genre.

- **What kind of story do you think it is, fiction or non-fiction?** Students discuss and give reasons.
 - **FICTION:** A literary work whose content is produced by the imagination and is not necessarily based on fact.
 - **NON-FICTION:** Written works intended to give facts, or true accounts of real things and events
- **Who do you think these animals represent?** Characters of the stories
- **What do you think the stories will be about?** Animals
- **Do you know any fables?**
- **Think about an adjective to describe each animal.**
- **Would you be able to match them according to the stories where they appear?**
- **Can you guess the title of the stories?**

If learners cannot match the animals and give a title for the story a guessing game can be played.

The teacher will give the learners clues about the animals using adjectives that describe them. It is important to use the same structure to scaffold the language.

- The story is about a very strong and mighty animal and a small one.
- The story is about a very clever animal and a black bird.
- The story is about an animal that runs very fast and one which is very slow.
- The story is about a hardworking insect and a lazy one.

► http://static.abcteach.com/content_preview/c/chinesedragon2rgb1_pw.png

I.1.a. ACTIVITY - SHARED READING

Read “The Hare and the Tortoise” with the class and help students identify the features of fables by asking them questions similar that appear in activity 1.b.



- THE HARE AND THE TORTOISE -



The **Hare** was once vainly **boasting**¹ of his speed before the other animals. “I have never yet been beaten,” said he, “when I run at full speed. I challenge any one here to race me.”

The **Tortoise**, an animal known for her slow pace said quietly, “I accept your challenge.”

“That is a good joke, **sneered**² the **Hare**; “I could dance round you all the way.”

“Keep your boasting till you’ve been beaten,” answered the **Tortoise**. “Shall we race?”

The arrogant **Hare** agreed, so a course was fixed and a start was made. The **Fox**, the **sliest**³ animal in the forest, was appointed the **umpire**⁴ of the race. The **Hare darterd**⁵ almost out of sight at once, but soon stopped.

“What is the point of getting tired on such a hot day, if I can catch up and overtake that slow creature as soon as I wake up?” **bragged**⁶ the **Hare**. And, to show his contempt⁷ for the **Tortoise**, and being so confident of his victory he **squatted**⁸ in the shade of a nearby tree to have a rest.

Meanwhile the **Tortoise plodded**⁹ on and on with a slow but steady motion and when the **Hare** awoke from his nap, he saw the **Tortoise** just near the winning-post and could not run up in time to win the race. Then said the **Tortoise**:

“Slow but steady wins the race.”

1. **Boast:** Talk about oneself with excessive pride. To show off. Exaggerate
2. **Sneer:** To smile or speak in a contemptuous or mocking manner.
3. **Sly:** Clever in a dishonest way
4. **Umpire:** A person chosen to settle a dispute between contending parties. Judge
5. **Dart:** To run or move very quickly.
6. **Brag:** To say something boastfully.
7. **Contempt:** The feeling that a person or a thing is worthless or beneath consideration. Lack of respect.
8. **Squat :** To sit with the knees bent and the heels close to the bottom or thighs.
9. **Plod:** To walk tenaciously and slowly with heavy steps.

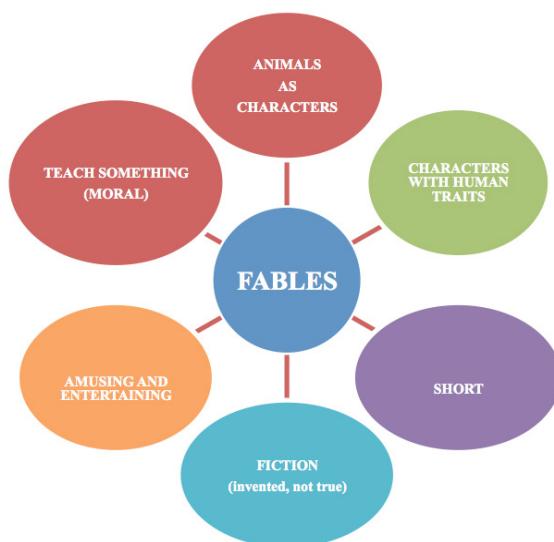
I.I.b. ACTIVITY - PROMOTING LOTS & HOTS (Lower Order & Higher Order Thinking Skills)

After reading Encourage students to identify the different features of the story. They will answer using evidence from the text.

- **Who are the characters of the story?** Answer: they are animals
- **What is peculiar about them?** Answer: The animals are treated as people (personification: use of pronouns he, I, etc...) (use of capital letters and use of common nouns as proper nouns).
- **In what way are the characters treated as people?** They speak and they have human traits (**Hare** = arrogant, bragger, **Tortoise** = tenacious)
- **Is the story short or long?** Short
- **Why do you think these kinds of stories are short?** Because they were told orally and as they were short they could be easily remembered.
- **Does it teach us anything?** Yes, they have a teaching message called “moral”.
- **Do you remember what we call this genre?** Fable
- **What is the purpose of these stories?** To entertain and teach people how to live.

PLENARY (ASSESSMENT)

After reading the story, make a mind map on the board to see what characteristics of a fable they can remember in order to assess and consolidate the learning.



1.2. ACTIVITY

After the students have identified the features of a fable, help them give a definition of what a Fable is taking into account the information in the mind map. As an scaffolding strategy, a **word bank has been provided**, so they can fill in the text.

A **fable** is a short fictional story, in prose or verse, whose characters are animals, plants, inanimate objects or forces of nature which are given human qualities, and that teaches a lesson called “moral”. They try to teach people how to live. The word “fable” comes from the Latin “fabula” that means a “story”, itself derived from “*fari*” (“to speak”) with the *-ula* suffix that signifies “little”: so the meaning is a “little story”. Fables are a type of Folktale.

A **fable** is a short, in prose or verse, whose characters are, plants objects or which are givenqualities, and that teaches a lesson called a “.....”. They try to teach people how to live. The word “fable” comes from the Latin “.....” that means a “story”, itself derived from “*fari*” (“to speak”) with the *-ula* suffix that signifies “.....”: so the meaning is a “little story”. Fables are a type of Folktales.

WORD BANK: *little, fabula , animals, forces of nature, fictional story, human, moral, story, inanimate.*

ASSESSMENT: One minute paper to be collected by the teacher at the end of the lesson. Students anonymously will write on a piece of paper two sentences about what they have learnt using some of the key words from the lesson.

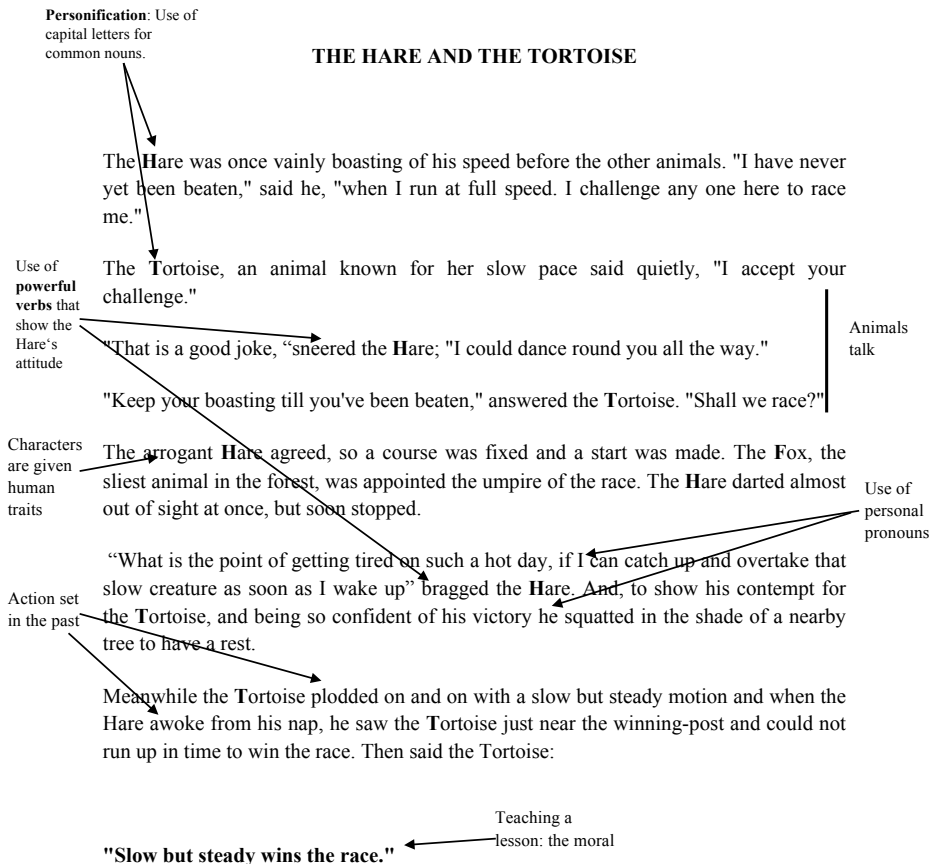
 SESSIONS INDEX. SESSION 2

Specific objective: Students analyze the text with the help of the teacher in order to look for:

Features: *Personification, powerful verbs, human traits, teaching lesson.*

Elements common to every story: *Characters, setting, plot, conflict, climax, resolution, timeless.*

 2.1. ACTIVITY - TEXT ANALYSIS (ANNOTATED TEXT)



ELEMENTS OF A STORY CHART

Author	AESOP
Title	“The Hare and the Tortoise”
Setting	Time: Unknown time in the past Location: Racing course
Character/s	The Hare, the Tortoise and other animals
Plot	Conflict: The Hare challenged the Tortoise to a race Climax: The climax of the Tortoise and the Hare is during the race. The Hare falls asleep, and the tortoise finishes first. The Hare thinks that as the Tortoise is a very slow animal she will not have any problem in catching her up, so she is shocked when she wins.
Resolution	The overconfident Hare took a nap and missed the determined Tortoise passing him by and then winning
Moral	<i>“Plodding wins the race.”</i> This means that determination and perseverance makes you a winner in the end. If you persevere you will succeed.

2.2. ACTIVITY - DEVELOPING THINKING AND LANGUAGE SKILLS

- Discuss with your students the behaviour and values of the Hare and the Tortoise and compare them with ours.
- In order to scaffold the language provide them with the structures and vocabulary they need to perform the activity.

Agreeing and disagreeing with opinions	Explaining something (giving reasons, linking cause and effect)
I believe that..... I think that..... It seems to me that..... I'm convinced that..... In my opinion..... I feel that..... I don't think that..... I think so. I don't think so.	That's because..... The reason for... is..... It is because..... One reason is that..... One of the problems with..... is that..... Consequently..... As a result of..... Because of.....

ADJECTIVES FOR DEFINING CHARACTER		SYNONYMS
Abusive	treating badly	<i>opressive</i>
Ambitious	having a strong desire for fame or success	
Anxious	eagerly desirous, worried	
Audacious	daring	<i>brave, bold, courageous</i>
Belligerent	having an argumentative nature	<i>bellicose, aggressive, argumentative</i>
Benevolent	kind	<i>compassionate</i>
Capricious	likely to change suddenly	
Confident	certain of one's ability	

Enthusiastic	to be filled with interest	<i>ardent, fervent, passionate</i>
Honest	not lying, fair	
Impetuous	to do without thinking	<i>reckless</i>
Insolent	rude	defiant, impudent
Inquisitive	curious	
Meticulous	extremely careful, worrying about details	
Obstinate	not giving in, stubborn	<i>stubborn, resolute, persistent</i>
Sarcastic	a tone used to ridicule	
Sympathetic	a sensitivity to others' emotions	
Unscrupulous	having little regard for what is right	
Vigilant	extremely watchful or careful	attentive, watchful

GUIDING QUESTIONS: Let's think, let's talk!

- **What is the Hare's attitude towards the Tortoise?** Contempt. He shows an intense feeling of dislike and lack of respect towards the Tortoise.
- **How does the Tortoise react to the Hare's boasting?** Very calmly and feeling confident about herself.
- **What do you think about people who boast?** Students' own answers.

- **Did the Hare deserve to lose the race?** Students' own answers.
- **What would have you done in such a situation?** Students' own answers.
- **Why is it important to persevere (moral of the story)?** Students' own answers.
(If you are determined and you persevere, you will be a winner at the end.)
- **Why did the characters behave as they did?** Students' own answers
- **How do these characters symbolize the way humans act sometimes?**

CONNECTING THE STORY WITH STUDENTS' OWN EXPERIENCES

We sometimes overestimate ourselves and underestimate others as the Hare did with the Tortoise. Students' own answers.

- **Have you ever underestimated anybody?** Explain.
- **Have you ever been bullied?** Explain
- **What do you think about "bullying"?**

SESSIONS INDEX. SESSION 3

Specific Objective: GRAMMAR

Identify and revise past tense of regular and irregular verbs and their spelling.

3.1. ACTIVITY - INDEPENDENT READING

Provide students with a copy of different fables. Students read the fables independently and underline the verbs. The two first ones have been done as an example.

- The lion's share -

The Lion **went** once a-hunting along with the Fox, the Jackal, and the Wolf. They **hunted** and they hunted till at last they surprised a Deer, and soon took its life. Then came the question how the dead animal should be divided. "Quarter me this Deer," roared the Lion; so the other animals skinned it and cut it into four parts. Then the Lion took his stand in front of the carcass and pronounced judgment: The first quarter is for me in my capacity as King of Beasts; the second is mine as arbiter; another share comes to me for my part in the chase; and as for the fourth quarter, well, as for that, I should like to see which of you will dare to lay a paw upon it."

“Humph,” grumbled the Fox as he walked away with his tail between his legs; but he spoke in a low growl.

Moral: *“You may share the labors of the great, but you will not share the spoil.”*

- The north wind and the sun -

The North Wind and the Sun disputed as to which was the most powerful, and agreed that he should be declared the victor who could first strip a wayfaring man of his clothes. The North Wind first tried his power and blew with all his might, but the keener his blasts, the closer the Traveler wrapped his cloak around him, until at last, resigning all hope of victory, the Wind called upon the Sun to see what he could do. The Sun suddenly shone out with all his warmth. The Traveler no sooner felt his genial rays than he took off one garment after another, and at last, fairly overcome with heat, undressed and bathed in a stream that lay in his path.

Moral: *Persuasion is better than Force.*

- The ant and the dove -

An ANT went to the bank of a river to quench its thirst, and being carried away by the rush of the stream, was on the point of drowning.

A Dove sitting on a tree overhanging the water plucked a leaf and let it fall into the stream close to her. The Ant climbed onto it and floated in safety to the bank.

Shortly afterwards a bird catcher came and stood under the tree, and laid his lime-twigs for the Dove, which sat in the branches. The Ant, perceiving his design, stung him in the foot. In pain the bird catcher threw down the twigs, and the noise made the Dove take wing.

Moral: *One good turn deserves another.*

Once students have underlined the verbs, they will have to differentiate between regular and irregular verbs and work out their spelling rules by answering the teacher's questions.

GUIDING QUESTIONS

- **Do all the fables we have read take place in the present?** No, they talk about past events.
- **What tells us when they happened?** Verbs.
- **What is a verb?** A verb is a word which describes the action in a sentence (the doing word).
- **What tense do we use to talk about past events?** Simple Past tense.
- **What is the difference between them?** Some end in **-ed** and others don't.
- **What do we call verbs ending in -ed?** Regular verbs.
- **What do we call those that do not follow the -ed pattern?** Irregular verbs

3.2. ACTIVITY - CLASSIFYING AND PEER REVIEW

Students divide the verbs that appear in the three excerpts according to whether they are regular or irregular. After finishing the exercise students will compare their classifications in groups.

The Lion's share		The North Wind and the Sun		The Ant and the Dove	
<i>Regular</i>	<i>Irregular</i>	<i>Regular</i>	<i>Irregular</i>	<i>Regular</i>	<i>Irregular</i>
Hunted	Went	Disputed	Blew	Carried	Went
Divided	Came	Agreed	Shone	Plucked	Was
Roared	Cut	Declared	Felt	Climbed	Came
Skinned	Took	Tried	took	Floated	Stood
Pronounced	spoke	Wrapped			Laid
Grumbled		Called			Sat
walked		Undressed			Stung
		bathed			Threw

3.3. ACTIVITY - SPELLING RULES REGULAR AND IRREGULAR VERBS

3.3.a. ACTIVITY

Can you spot the rule for the following regular verbs?

Look at the examples given and write the right spelling rule under each group.

Cook - cooked play - played jump - jumped work - worked

Carry - carried cry - cried marry - married try - tried

Decay - decayed Obey - obeyed stay - stayed play - played

Drag - dragged drop - dropped stop - stopped hug - hugged

Save - saved note - noted explore - explored receive - received

- A) When a single-syllable verb ends with a consonant preceded by a short vowel you double the final consonant when adding - **ed**.
 B) If a word ends in a vowel plus **y**, just add -**ed**.
 C) If a word ends in **e**, you just add **d**.

D) Most regular verbs simply add - **ed**.

E) If a word ends in a consonant plus **y**, change **y** to **i** before adding - **ed**.

3.3.b. ACTIVITY - IRREGULAR VERBS PATTERNS

Tell students that irregular verbs do not follow the - ed pattern of regular verbs, but there are some patterns to discover with some irregular verbs.

Copy some of the examples given in the boxes on the board and encourage the students to work out the spelling rules.

Blow –blew Grow-grew Throw - threw	Send – sent Bend- - bent spend - spent	Creep- crept Keep – kept Sweep - swept	Cut – cut Hurt – hurt Put - put
--	--	--	---------------------------------------

What happened to –ow verbs? –ow became -ew

What happened to –nd verbs? –nd became -nt

What happened to –ee verbs? –eep became –ept

- ▶ See appendix for consolidation activities and board game on regular and irregular verbs.

3.4. ACTIVITY - SPELLING OF IRREGULAR VERBS

GROUP ACTIVITY

Divide students into pairs for the next activity. This will encourage learner's interaction with a partner, and at the same time they will be able to help each other in case of difficulty.

Match the infinitive and past tense of the following verbs and group them according to their spelling patterns.

weep wear hit sell go shake wind bear bet split tell take
bind meet be tear know shut throw swear grind sleep fall

shook swore ground wore threw fallen bound tore told took
was split wept wound slept hit met bore sold bet knew shut went

ake-ook	ear-ore	ell-old	no pattern
do not	ind-ound	ee-ept	

SESSIONS INDEX. SESSION 4

Specific objectives: Put the events of a story in chronological order and use of time connectors (first, after, then, later, after that, finally)

Explanation: Chronological order with literary stories involves the sequence of events that occur in the story. In literary texts, it is important to be able to identify the story structure, to summarize, and to retell stories chronologically.

4.1. ACTIVITY - LISTENING

- Put events of a story in chronological order. (Fable “The lion and the Mouse”)
1. Teacher reads students the fable .

2. Students are given worksheet with the events in a random order.
3. Students put events in chronological order while listening to the fable.
4. Students decide which moral goes with the Lion and the Mouse story.



- THE LION AND THE MOUSE -



One day a **Lion** was sleeping and a little **Mouse** was running up and down upon him; this soon woke up the **Lion** who trapped the **Mouse** with his huge paw and opened his powerful jaws to swallow him. “Sorry, oh King of all the Beasts” squeaked the little **Mouse**: “Let me go this time, and I promise I will never forget what you did for me: who knows what one day I could do for you in return?”

The **Lion** laughed at the idea of the **Mouse** helping him in the future, and decided to lift his paw and let the **Mouse** go. Shortly after the **Lion** was caught in a net by some hunters who wanted to offer him alive to the King as a present. They tied him to a tree while they went to look for a cart to carry him on. The **Mouse** passed by and heard the **Lion**’s roar in despair and at that very moment he remembered his promise and gnawed through the net with his sharp teeth freeing the **Lion**. Was I not right? Squeaked the little **Mouse**.

“Little friends may prove great friends”

4.1. ACTIVITY - STUDENTS’ WORKSHEET

Students put the “Lion and the Mouse” events of the story in the correct order as they listen to the story. Once they have done it, provide students with the story (see appendix). They read the story and correct with the teacher.

Lion caught in trap

Mouse annoyed Lion

Lion agreed and let Mouse go

Lion was sleeping

Mouse decided to free the Lion

Mouse saw Lion in difficult situation

Mouse pleaded for mercy

Lion trapped Mouse and wanted to eat him

SPEAKING (using the language creatively)

Choose the moral that should go with the fable. Explain the others using your own words.

1. No one can be a friend if you know not whether to trust or distrust him.
2. We must make friends in prosperity if we would have their help in adversity.
3. Little friends may prove great friends.
4. It is wise to turn circumstances to good account.

CHRONOLOGICAL ORDER OF EVENTS (KEY)

Lion was sleeping Mouse annoyed Lion Lion trapped Mouse and wanted to eat him Mouse pleaded for mercy	Lion agreed and let him go Lion caught in trap Mouse saw lion in difficult situation Mouse decided to free the Lion
--	--

1. No one can be a friend if you know not whether to trust or distrust him. **A friend is a friend if we can always trust him.**
2. We must make friends in prosperity if we would have their help in adversity. **We know who our real friends are in moments of adversity.**
3. Little friends may prove great friends. **We must not underestimate anybody. It does not matter whether they are small or big, when they are honest and grateful, they will fulfil what they promised.**
4. It is wise to turn circumstances to good account. **We can take advantage in a bad situation if we know how to use our wisdom properly.**

4.2. ACTIVITY - GROUP GUIDED READING

After organizing chronologically the “Lion and the Mouse” story with the help of the teacher students, in groups, will read the Indian fable “The Lion and the Rabbit” and will fill in the chronological order of event chart.

- THE LION AND THE RABBIT -

In a certain forest a greedy Lion was killing all the animals and eating them. The animals made an agreement with the Lion. They promised to send him one animal a day to eat, if he would promise not to kill any of the other animals. The lion agreed.

The Rabbit's turn came. The Rabbit seemed unafraid. He was even late to the lion's **den**¹ and the Lion was furious. “Why do you dare to come late?” the Lion **roared**².

The Rabbit explained that on his way to the den, he'd been stopped by a mighty Beast - another lion. The Rabbit went on to say that the other lion had claimed to be the King of the forest.

He'd said, “That **numskull*** of a lion to whom you are going is a sneak thief. Whichever of us proves the stronger shall be King.”

When the Lion heard this he told the rabbit to lead him to the other lion. The Rabbit led him to a well and told the lion that the other lion was hiding in the well.

The Lion, being a dreadful fool, looked in the well and saw his own reflection in the water and gave out a great roar. From the well came a roar twice as loud, because of the echo. This the lion heard. He decided that his rival was very powerful, **hurled**⁴ himself down the well and met his death. And that is why I say:

“Intelligence is power.”

But where could power and folly make a pair?

The rabbit played upon his pride. To fool him: the lion died

1. Den: cavern

2. Roar: The sound made by a lion

3.Numskull: a stupid person; these words are used to express a low opinion of someone's intelligence.

4.Hurl: make a thrusting forward movement.

[*The Panchatantra*. Trans. Arthur W. Ryder.Chicago: University of Chicago Press, 1925]

* Panchatantra: The Panchatantra is a legendary collection of short stories from India. Originally composed in the 2nd century B.C, Panchatantra is believed to be written by Vishnu Sharma. The purpose behind the composition was to implant moral values and governing skills in the young sons of the king. The Panchatantra is the best guide to enroot moral values in children since each tale has a moral lesson in its end. The Panchatantra is a great book where plants and animals can speak and converse with human beings too. Source: <http://www.culturalindia.net/indian-folktales/panchatantra-tales/>

PLENARY : CHRONOLOGICAL ORDER OF EVENTS CHART (KEY)

Correct activity with the whole class

TITLE	The Lion and the Rabbit
CHARACTER/S	Lion and Rabbit
First	Lion was killing and eating all the animals
Then	Animals made an agreement with the Lion
After that	The Rabbit's turn came
Shortly after	The Rabbit tricked the Lion
Later	The Rabbit took the Lion to a well to look for the other lion
Next	The Lion roared and because of the echo he heard a stronger roar
Finally	The Lion thought his rival was very powerful, fell into the well and died

 SESSIONS INDEX. SESSION 5

Specific objective: Playing with proverbs

 5.1. ACTIVITY - WHOLE CLASS SPEAKING ACTIVITY

- Proverbs are simple and concrete sayings popularly repeated. We can learn many lessons from proverbs, and there is almost always a proverb for a certain situation. A moral (fables) is a proverb, for example, “a friend in need, is a friend indeed” (We know who our friends are in moments of adversity).
- Encourage learners to tell you some proverbs in their mother tongue:
 - “A quién madruga, Dios le ayuda”
 - “Más vale pájaro en mano, que ciento volando”
- Explain to the learners that they are going to play a game on proverbs. The aim of the game is to encourage them to communicate and speak creatively interacting with their peers since they will have to tell proverbs to each other.
- Every student is given a card in with a proverb and its explanation. They will have a few minutes to memorize what is on the card given, and then they will go around and talk to other students to exchange information. They must explain the meaning of the proverb using their own words (in other words...) to do so, or give an example (for example.....).

SCAFFOLDING THE LANGUAGE

- Provide learners with an activity sheet, so they can record the proverbs and explanations given by their peers. Give them the language they need to carry out this activity (scaffold)

A: Do you know any good proverbs?

B: Yes, sure. How about Birds of a feather, flock together

A: Where does it come from?

B: It's an *English* proverb.

A: What does it mean?

B: It means that those who have the same interests go in the same group

ACTIVITY SHEET

LANGUAGE:

A: Do you know any good proverbs?

B: Yes, sure. How about

A: Where does it come from?

B: It's an *English* proverb.

A: What does it mean?

B: It means that

PROVERB	MEANING

<p>Proverb: When it rains, it pours.</p> <p>Meaning: When bad things happen, they happen all at once. In other words, if you have some bad luck, more bad luck will follow shortly.</p>	<p>Proverb: Easy come, easy go</p> <p>Meaning: If we get something (like money) easily and without effort, we can lose it easily too.</p>	<p>Proverb: Many hands make light work</p> <p>Meaning: The more people work together, the easier the work is and the shorter the time we need to finish it.</p>
<p>Proverb: The early bird catches the worm</p> <p>Meaning: Often success depends on how quickly you act in order to get what you desire.</p>	<p>Proverb: Make hay while the sun shines</p> <p>Meaning: We should make good use of any opportunity while it lasts.</p>	<p>Proverb: No news, good news</p> <p>Meaning: If we are waiting for news about someone, but hear nothing, it's probably good. If we hear news, it's probably bad because "bad news" arrives quickly.</p>
<p>Proverb: One swallow doesn't make a summer.</p> <p>Meaning: A single satisfactory event does not mean that all the others will be as good.</p>	<p>Proverb: A stitch in time saves nine</p> <p>Meaning: It's better to deal with a problem in its early stages, because if you don't, it will get worse.</p>	<p>Proverb: Once bitten, twice shy.</p> <p>Meaning: After an unpleasant experience, people are careful to avoid something similar.</p>

<p>Proverb: Don't count your chickens before they hatch</p> <p>Meaning: Don't rely on something that hasn't happened yet. For example, you shouldn't spend money that you haven't earned yet.</p>	<p>Proverb: One good turn, deserves another</p> <p>Meaning: If someone does you a favor, you should do a favor for that person in return.</p>	<p>Proverb: You can't judge a book by its cover</p> <p>Meaning: You should not judge things only by their appearance, because things are not always what they seem.</p>
<p>Proverb: Necessity is the mother of invention.</p> <p>Meaning: If you really need to do something you will find a way. In other words, people can be very creative when they have to be.</p>	<p>Proverb: A bird in the hand is worth two in the bush</p> <p>Meaning: It is better to appreciate what you have than desire many things you cannot reach.</p>	<p>Proverb: All that glitters is not gold</p> <p>Meaning: The attractive exterior of something is not a good indicator of its real nature. It may look valuable, but not be valuable.</p>
<p>Proverb: Barking dogs seldom bite</p> <p>Meaning: Don't be afraid of dogs that bark or people that threaten you (say they will do something bad to you) - in both cases they rarely take action.</p>	<p>Proverb: Look before you leap.</p> <p>Meaning: You should carefully plan things before you do anything. In other words, don't be hasty because if you act rashly, you might get hurt.</p>	<p>Proverb: Too many cooks spoil the broth.</p> <p>Meaning: If too many people are managing something, it will fail. In other words, it's better to have one person directing a project than many people.</p>

5.2. ACTIVITY – ASSESSMENT QUIZ

We can assess students' learning about proverbs by playing a competitive game to see how well they have communicated the information. Tell them in advance about this game, so they will focus more intensively on the first activity.

Children will be divided into groups of 4 or 5 and the teacher will ask questions such as:

- What do many hands do?
- What shouldn't you count?
- What flock together?

Each group will be provided with a buzzer. The first group to press it will answer the question. If it is not correct another group will have the chance to do it.

PROVERBS QUIZZ

1. What should you do before you leap?
2. What shouldn't you judge a book by?
3. What can a leopard not do?
4. What do too many cooks do?
5. Who catches the worm?
6. What shouldn't you count?
7. What does a good turn deserve?
8. Where should you not put all of your eggs?
9. What do many hands do?
10. What animal can be skinned in many ways?
11. What is the mother of invention?
12. What happens when it rains?
13. What can't you make a horse do?
14. What do you have to do while the sun shines?
15. What saves nine?
16. What doesn't make a summer?
17. What do barking dogs hardly ever do?
18. Which is not gold?
19. What happens once you have been bitten?

 SESSIONS INDEX. SESSION 6

Specific objectives: Students will compare, contrast and connect different versions of the same fable in terms of characters, settings, morals, and themes across text.

 6.1. ACTIVITY – WHOLE CLASS ACTIVITY

Explain to the students that they are going to work with two different versions of the same fable, one by Aesop, and one by La Fontaine, a French fabulist, and they are going to compare and contrast both of them.

Scaffolding the language: Provide them with examples of sentences for comparing and contrasting as well as with the kind of connectives used.

Comparing Connectives	Contrasting Connectives
<p><i>like , similar, as, same ,in the same way, too, both, most important, have in common, the same as, similarly, as well as.</i></p>	<p><i>although, yet, whereas, however, but, while, differ,instead, unless, unlike, on the contrary, contrary to, even though, on the other hand, different from.</i></p>

Explain the students that:

- **When we compare one thing/person to another, we show how the two are alike, or similar.**
 - **Example:** Dogs, like cats, are mammals.
- **When we contrast two subjects, we show how they are different.**
 - **Example:** Dogs, unlike cats, don't see well at night.
- **Sometimes, comparison and contrast is used in the same sentence.**
 - **Example:** Both dogs and cats are pets; however cats are more independent than dogs.

*Encourage learners to provide you with some more examples.

6.2. ACTIVITY – SHARED READING AND WRITING

The teacher and the students read both versions of “The Ant and the Grasshopper”



- THE ANT AND THE GRASSHOPPER -



One summer day, in a field a very hardworking Ant woke up very early in order to start collecting grains. She was carrying with great effort a big grain of corn to her nest when she ran into a Grasshopper in high spirit, hopping around **chirping**¹ and singing **to its heart's content**².

“Why not come and chat with me”, chirped the Grasshopper, instead of **toiling**³ and **moiling**⁴ in that way?

“I am just helping to stock food for the cold days of winter” said the Ant, “and you should do the same”.

Who cares about winter? said the Grasshopper, “now we’ve got plenty of food”. But the Ant continued with her **chore**⁵ of collecting grains.

When the winter came the Grasshopper, who had only thought about enjoying himself during the warm summer days, was starving to death. Meanwhile he saw the ants distributing the corn and grain they had gathered during the summer. At that moment the grasshopper knew that:

MORAL: “It is best to prepare for the days of necessity”

1. **To its heart's content:** As much as somebody wants.
2. **To chirp:** When a bird or an insect such as a cricket or grasshopper **chirps**, it makes short high-pitched sounds
3. **To toil:** verb 1. Work extremely hard or incessantly. 2. Move somewhere slowly and with difficulty.
4. **To moil:** verb 1. Work hard 2. Move around in confusion
5. **Chore:** task

- THE ANT AND THE GRASSHOPPER -

The grasshopper having sung
The whole warm summer,
Found herself with no food
When the wind of winter blew.
Not even a little piece
Of fly or worm
To put into her mouth,
She begged for some grains
To her neighbour the ant.
Asking for a loan of wheat
Which would help her to eat
Till the new season came,
"I will pay you "she says
Before the harvest comes, animal's **oath**¹
Interest and **principal**³.
Asked the Ant who is not a **loaner**² and
This is the least of her faults,
What were you doing last summer?
I sang to please you all.
Did you sing? I'm really glad
So now madam you must dance.

1. - **Oath**: a solemn usually formal calling upon God or a god to witness to the truth of what one says or to witness that one sincerely intends to do what one says.

2. - **Loaner**: Someone who lends money or gives credit in business matters

3. - **Principal**: The amount borrowed, or the part of the amount borrowed which remains unpaid (excluding interest).

* Adapted and translated by V.Vinuesa from "La cigale et la fourmie" (La Fontaine).

6.3. ACTIVITY – SPEAKING (LANGUAGE SCAFFOLDING)

Whole class activity:

After reading both versions, the teacher will give the students the following substitution tables, and will encourage them to make sentences using the language they need to compare and contrast the fables.

LANGUAGE FOR COMPARING				
In both fables	the Grasshopper the Ant	Is (not)	very quite rather	responsible irresponsible hardworking lazy
Both	the Grasshopper and the Ant	behave		in the same way similarly alike
	the Ant	treats	the Grasshopper	

LANGUAGE FOR CONTRASTING						
La Fontaine's fable	starts takes place begins	in winter	but however on the contrary unlike while whereas	Aesop's fable	starts takes place begins	in summer
	is a	poem			is	prose

6.4. ACTIVITY – GUIDED WRITING WITH GRAPHIC ORGANIZERS AND CHARTS

After working on the language needed, divide students into groups of four and provide them with either a Venn diagram or the compare and contrast chart. They will have to look for differences and similarities between both versions of the fables. Once they have completed the charts, they will write a short essay to show how the stories are similar or different and will compare it with peers.

SIMILARITIES	DIFFERENCES	
<ul style="list-style-type: none"> - Same animals. - Ant works (responsible) - Grasshopper sings (irresponsible). - Ant does not care about Grasshopper's fate (selfishness) - Ant refuses to help Grasshopper - Ant greediness. Does not share what she has. - Action set in the past 	<p style="text-align: center;">Aesop</p> <ul style="list-style-type: none"> - Grasshopper male - Starts in summer - The Grasshopper wants the Ant to stop working and chat with him 	<p style="text-align: center;">La Fontaine</p> <ul style="list-style-type: none"> -Grasshopper female - Starts in winter - The Grasshopper begs the ant for some food

What similarities and differences have you found?

Examples:

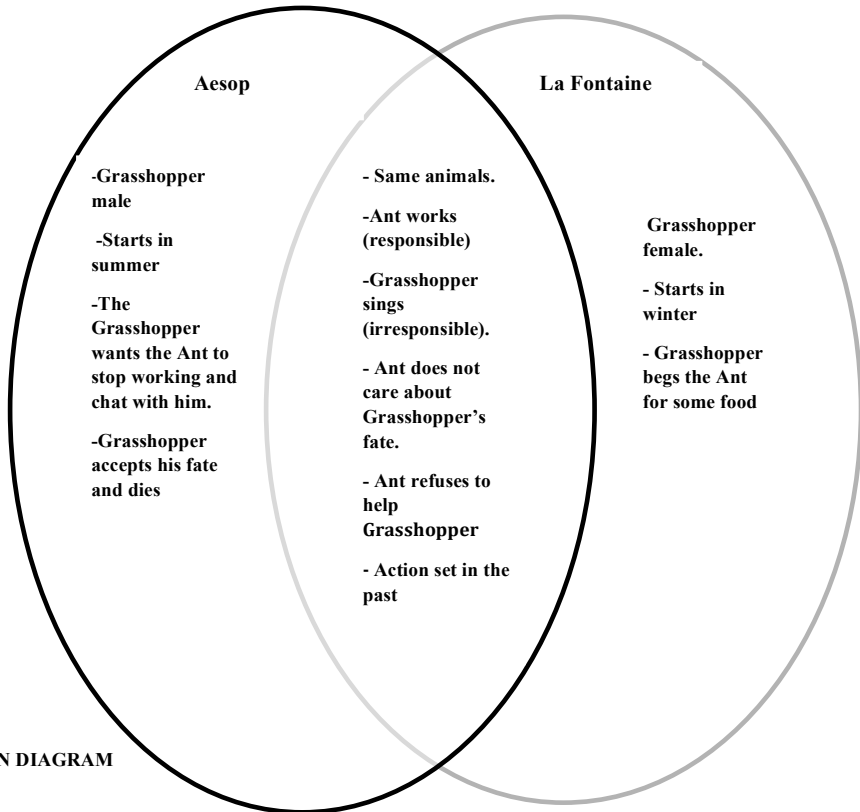
- In both fables the animals are the same.
- The Ant's attitude is similar in both fables.
- The Ant treats the Grasshopper in the same way.

Examples:

- In Aesop's fable the Grasshopper is a male whereas in La Fontaine it is a female (ex: found herself).
- Aesop's fable starts in summer, but La Fontaine's starts in winter.

- In La Fontaine's story the Grasshopper asks the Ant for help unlike the Grasshopper in Aesop's that accepts his fate and dies.

COMPARE AND CONTRAST VENN DIAGRAM



COMPARE AND CONTRAST CHART

1

2

HOW ARE THEY ALIKE?

--

HOW ARE THEY DIFFERENT?

 SESSIONS INDEX. SESSION 7

Objectives: Students will write a modern version of a well-known fable and illustrate it.

 7.1. ACTIVITY - INDEPENDENT WRITING

Imitating Aesop's style, students draft a brief story that conveys a lesson about life. The students' version can be based on any of the fables they have worked with or a new one. They can use animals or other characters but they have to keep to the features of a fable and the moral. Students will have to illustrate their fables.

To help them, they can watch and read some modern versions in the following link: <http://www.umass.edu/aesop/fables.php>

Remind students the steps they have to follow to write a fable. Each paragraph must include the following:

1. Introduce your characters. Describe them (use of adjectives). Determine their personality traits and how they will act.
2. Describe your setting. When and where the story takes place. Tense: past tense usually. Present (dialogue).
3. Develop a plot. Decide what happens, what the problem is and who learns the lesson and how. What is the surprise or unexpected element in the story?
4. End the story. Determine how the characters solve the problem and learn their lesson.
5. Choose a moral or lesson that you want your characters to learn.
6. Use colloquial language and powerful verbs (*brag, sneer, squeak, and plod*).
7. Put speech marks around the words being spoken (“*!*”, *?*).
8. Punctuate the speech before closing speech marks.
 - “I have never yet been beaten,” said he, “when I run at full speed.”
 - “Was I not right?” squeaked the little Mouse.

STUDENTS' CHECKLIST AND PEER EVALUATION

Students will use the checklist as a guide to write their own fables, and then they will evaluate peers' fables by reading their work and ticking the features they have used.

STUDENTS' CHECKLIST



- In order to write my Fable, **I have to...**
- Introduce the characters. Describe them (use of adjectives). Determine their personality traits and how they will act.
- Describe the setting. When and where the story takes place.
- Use past tense usually. Present (dialogue).
- Develop a plot. Decide what happens, what the problem is and who learns the lesson and how.
- Determine how the characters solve the problem and learn their lesson.
- Choose a moral
- Use colloquial language and powerful verbs (*brag, sneer, squeak, plod*)
- Put speech marks around the words being spoken. (“ , !, ?)
- Punctuate the speech before closing speech marks.
 - “I have never yet been beaten,” said he,
 - “when I run at full speed.”
 - “Was I not right?” squeaked the little Mouse.



REMEMBER !!

- ▶ Make it a complete story
- ▶ Don't make it too long
- ▶ Make it clever/amusing
- ▶ Make sure the plot can be understood
- ▶ Use capital letters for the characters' names

PLANNING A DRAFT FOR A FABLE**TITLE:****Paragraph 1. Introduce characters and set the scene.****Who:****Where:****When:****Paragraph 2. Problem that sets off the events.****Paragraph 3. Sequence of events.****First****Next****Later****Paragraph 4. Resolution (determine how the characters solve the problem).****Moral (lesson you want your characters to learn).**

SELF- ASSESSMENT

CAN-DO	MARKING LADDER
Student	I CAN
	Identify the main features of a fable.
	Use a graphic organizer to analyse the structure of a story.
	Re-tell a fable.
	Use sequence connectives to put the events of a story in chronological order.
	Compare and contrast different versions of the same fable using linking words
	Talk about past events (past tense)
	Plan a draft to write my own fable
	Prepare a power point for my presentation
	Give an oral presentation based on the information obtained in the internet about "Trickster Tales"
What could I do to improve my work next time?	

(appendix 1: "Teacher 's Fable Rubric. pg 128-129)

ASSESSMENT: PAIR WORK AND PLENARY

Match each of the words that have been studied throughout the unit with its correct definition.

FABLE GLOSSARY	
Aesop was a lesson about right or wrong that can be derived from a story or experience, taught by a fable.
Allusion is.....	... stinginess resulting from a concern for your own welfare and a disregard of others
A fable is a literary term that attributes a personal nature or human characteristics to something non-human, for example animals.
Greediness is an indirect reference to something.
A moral is a slave and story-teller who lived in ancient Greece between 620 and 560 BC.
Oral tradition is..	... a good or useful quality of a thing.
Personification	... a fictitious short story, typically with animals as characters, that conveys a moral.

Proverb	1. ...a particular form of something differing in certain respects from other forms of the same type of thing. 2. ... an account of a matter from a particular person's point of view.
Selfishness is an excessive desire for wealth (usually in large amounts);
A version is a short saying stating a general truth or piece of advice.
Virtue is	... the handing down of stories from generation to generation through the spoken word.

Source: <http://www.thefreedictionary.com/UK>

FABLE GLOSSARY	
Aesop	A slave and story-teller who lived in ancient Greece between 620 and 560 BC.
Allusion	An indirect reference to something.
Fable	A fictitious short story, typically with animals as characters, that conveys a moral.
Greediness	An excessive desire for wealth (usually in large amounts)

Moral	A lesson about right or wrong that can be derived from a story or experience, taught by a fable.
Oral tradition	The handing down of stories from generation to generation through the spoken word.
Personification	Literary term that attributes a personal nature or human characteristics to something non-human, for example animals.
Proverb	A short saying stating a general truth or piece of advice.
Selfishness	Stinginess resulting from a concern for your own welfare and a disregard of others
Version	<ol style="list-style-type: none"> 1. A particular form of something differing in certain respects from other forms of the same type of thing. 2. An account of a matter from a particular person's point of view.
Virtue	A good or useful quality of a thing.

Source: <http://www.thefreedictionary.com/UK>

USEFUL LINKS TO WORK WITH FABLES FROM OTHER CULTURES

- **Aesop's fables**
 - <http://www.umass.edu/aesop/>
- **Traditional and modern versions of Aesop's fables**
 - <http://www.pacificnet.net/~johnr/aesop/>
- **Aesop's fables online some of which can be listened to)**
 - <http://allaboutfrogs.org/stories/fables.html> (Fables about frogs)
 - <http://www.pitt.edu/~dash/jataka.html>
- **Jataka tales (fables from other cultures)**
 - <http://panchatantra.org/> Tales from India
 - <http://chineseculture.about.com/library/extra/story/blyrh.htm>
- **Chinese fables**
 - <http://www.primaryhomeworkhelp.co.uk/interactive/literacy/index.htm>

CROSS-CURRICULAR SUBJECTS

Social Science – Living beings (insects, mammals, etc...); habitats, climates, etc...

FILMS: A Bug's life, Antz

SONG: Leon Rosselson and Roy Bailey - The Ant and the Grasshopper

Appendix 1: "Teacher 's Fable Rubric

TEACHER 'S FABLE RUBRIC			
	4	3	
Title	Title is clearly related to all of the fable main ideas	Title is clearly related to most of the fable main ideas	
Characters	Characters are described with much detail (physical and personality traits). Each character is personified	Good description. Character traits are evident and many characters are personified	
Setting	Readers can create a mental picture because setting has been clearly and vividly described	A good description of setting is given	
Plot	Fable contains a logical beginning, middle and end. It strongly supports the moral which is clearly stated at the end of the story. Story is clear and makes sense	Fable contains a logical beginning, middle and end, but a part of the story is missing. It has a moral at the end of the story. The story is easy to understand	
Conflict	Conflict well described and effective resolution	Conflict is introduced and/or resolution is made	
Grammar Spelling Punctuation	Sentences well- constructed with varied structures. Good use of vivid words and phrases. Very few or no errors in capitalization, punctuation and spelling	Most sentences well- constructed with varied structures. Use of some vivid words and phrases. Few errors are made in capitalization, punctuation and spelling, but they do not interfere with the reading	
Resolution	The resolution closes the story correctly by stating the moral, lesson and theme	Adequate ending to finish the story	
Moral	Moral fits well with the action of the story. Teaches a clear lesson and it is well developed	Moral is implied in the fable. It teaches a moral lesson, but it is not well developed	

	2	1	TOTAL
	Titles is partially related to some of the ideas of the fable	Title has nearly no relation with the ideas of the fable	
	Basic description about the characters is given and some of them are personified	Characters traits are not evident. Description limited except for the names. A few or none are personified	
	Fable contains minimal information about the setting	No description of the setting is contained in the story	
	Fable is incomplete, either missing animals with human characteristics or does not teach a moral. The moral is not stated at the end of the story. The story is difficult to follow	Fable has no story. Beginning, middle and end missing. Does not teach a lesson. No moral stated. The story makes no sense	
	Conflict is not well introduced and there is no resolution of the conflict	No conflict present in the story	
	Sentences lack structure and appear incomplete. A few vivid words or phrases. Errors may interfere with the reading. Quite a few capitalization, punctuation and spelling errors	Filled with errors that interfere with communication	
	Story is left unfinished due to an inadequate ending	There is no ending	
	Moral is stated at the end of the fable, but does not fit the story	Fable does not include a life lesson or moral	

APPENDIX II.

CONSOLIDATION AND EXTENSION ACTIVITIES

These activities can be done as homework in order to consolidate what they have learnt about regular and irregular verbs

I. ACTIVITY

Change all the present tense verbs underlined into the past tense.

- THE HARE AND THE TORTOISE -

One day a Hare **is making** fun of the short feet and slow pace of a Tortoise. The Tortoise **challenges** the Hare to a race. They **choose** the Fox as the judge. On the day appointed for the race they both **start** at the same point. The Tortoise **does not stop** for a moment and **goes** on with a slow but steady pace saying as he **jogs** along, "little by little **wins** the race". The Hare that is sure of her speed **lies** down for a moment and **falls** deep asleep. She **sleeps**, and **sleeps** through the heat of the day. When she **wakes up**, she **leaps** and **runs** as fast as she **can**, but she **realizes** that it **is** too late because the Tortoise **has** already reached the Finishing Post and **is** the winner of the race.

- THE HARE AND THE TORTOISE -

One day a Hare..... fun of the short feet and slow pace of a Tortoise. The Tortoisethe Hare to a race. They the Fox as the judge. On the day appointed for the race they both at the same point. The Tortoise for a moment and on with a slow but steady pace saying as he jogs along, "little by little wins the race". The Hare that sure of her speedfor a moment anddeep asleep. She....., andthrough the heat of the day. When she....., sheandas fast as she....., but shethat ittoo late because the Tortoisethe Finishing Post and is the winner of the race.

2. ACTIVITY

A. Match up the present and the past tenses of the following verbs. Write them like this: *break-broke*

Present tense (Today I...)	Past tense (Yesterday I ...)
break	left
catch	paid
creep	drew
dig	dag
draw	held

fight	taught
grow	crept
teach	caught
shake	grew
hold	shook
leave	fought
pay	broke

B. Write some sentences using the verbs in the chart. They can either be affirmatives, interrogatives or negatives.

- 1.-
- 2.-
- 3.-
- 4.-
- 5.-

ACTIVITY 4

Write Wh- questions to which the words **in bold** are the answers.

1.- **The Fox** flattered the Crow in order to have the cheese.

2.-The Grasshopper died **because he had been singing instead of collecting food.**

3.-**By walking slow but steady,** the Tortoise won the race.

4. - The Mouse freed the Lion **when he saw him trapped in the net.**

5.-**La Fontaine** wrote many of Aesop's fables in verse.

6. - Thurber is an American cartoonist and writer who was born **in Ohio.**




7.-Thurber published "Fables of our time" **in 1940.**

8.-The Panchatantra is **a legendary collection of short stories from India.**

9.-Fables are short stories that were **orally transmitted.**

10.-The Dove did not eat the Grasshopper **because she felt sorry for him.**

PAST TENSE BOARD GAME

START	Go hunting	Blow wind	Take off clothes	Walk park	Dance all night	Catch the bus
	Run fast	Win a race	Go back 2			Run fast
	Read a story	Shine the sun	Quench my thirst		Call Jenny	Fix bike
	Be tired	Sting bee	Sleep well	Visit granny	Hug mum	Go Ahead 2
	Tell a lie	Sit under a tree	Pluck a leaf	Throw party	Make omelet	Go Ahead 2
	Throw ball	Sting bee	Fall down stairs	Catch in a net		Go Ahead 2
	Wake up early	Go Ahead 2	Come home	Sing cheerfully	Draw picture	Do homework
			Climb mountain	Get up early	Find money	END
				Use time expressions to make your sentences: <i>Yesterday</i> <i>Two days/weeks/years ago</i> <i>Last week/month/year</i>	Take picture	
						

APPENDIX III.

ICT PROJECT CHECKLISTS AND RUBRICS

GROUP WORK

POWER POINT PREPARATION CHECKLIST	
▶ The power point presentation should be attractive, well organized and structured	<input type="checkbox"/>
▶ There should be bullet points as an outline	<input type="checkbox"/>
▶ There should be a title that summarizes the topic	<input type="checkbox"/>
▶ The explanations must be clear and accurate	<input type="checkbox"/>
▶ Do not write too much on each slide	<input type="checkbox"/>
▶ The pictures and graphics should clarify the explanations	<input type="checkbox"/>

TIPS FOR A GOOD ORAL PRESENTATION	
DO'S	DON'TS
Be organized!	Don't try to cover too much material. You just have 10 minutes
Speak clearly and slowly	Don't read your presentation. Use short notes or bullet points as a guide. Reading is unnatural
Use vocabulary that is appropriate. Explain the words the audience don't know	Don't stay still. Move around
Make eye contact	Don't turn your back on the audience.
Use hand gestures	Don't put your hands in your pockets
Allow the audience to ask questions at the end of your presentation	
Practice your presentation beforehand	
Thank your audience and introduce the next speaker	

ORAL PRESENTATION: PEER ASSESSMENT RUBRIC			
	Very Good	Satisfactory	Poor
	3	2	1
POWER POINT			
Aspects of slides organized and easy to follow			
Texts big and easy to understand			
Pictures and graphics made the presentation clear			
DELIVERY			
Gave an interesting introduction			
Clear explanation of topic			
Information presented in acceptable order			
Used complete sentences			
Spoke in a clear, correct, and confident way			

Clearly audible			
Free from hesitation			
Good pronunciation			
Used fluent and natural expressions			
Good use of stress and intonation			
Good use of eye contact and body language			
Used visual/audio aids well			
Handled questions and comments from the class very well			
Presentation was interesting. Gave examples and reasons			
A concluding summary was given			
Total _____ (of 54)			

TEACHER'S ORAL PRESENTATION RUBRIC				
Criteria	1	2	3	4
Group participation	Only 1 or 2 group members participate.	Some group members participate.	All group members participate.	All group members participate equally.
Subject Matter Knowledge	The group does not feel confident about the information, and cannot answer audience questions.	The group feels uncomfortable with information and can only answer basic questions.	The group is comfortable with information, and answers questions briefly, but well.	The group has full knowledge of information, and handled questions and comments very well.
Structure	Difficult to follow. Information is presented in a disorganized way.	Difficult to follow as information is only partially organized.	Information presented logically, easy to follow.	Information presented logically, in an interesting way, easy to follow.
NonVerbal Communication	Minimal eye contact. Gestures missing. The speakers depend heavily on the written speech or notes.	Eye contact some of the time/some of the audience, turns back, reads notes.	Eye contact, interaction with aids and body language are natural.	Good use of eye contact and body language.

Verbal Communication	Only 1 or 2 group members speak in a clear, correct and confident way. Poor pronunciation. Hesitation.	Some group members speak clearly, but are difficult to understand and be heard.	Most of audience can hear and understand all members of the group. They speak clearly. Good pronunciation and intonation.	All group members speak in a clear, correct and confident way, using fluent and natural expressions, complete sentences, good stress, intonation and pronunciation.
Use of Visual Aids, Graphics and Support Material	No supporting visual aids, graphics or support material to increase audience understanding.	Visual aids, graphics or support material do not increase audience understanding.	Relevant use of visual aids, graphics and support material, increasing audience understanding.	Confident use of quality visual aids, graphics and support material, furthering audience understanding.
Accuracy	Multiple mistakes, incorrect explanations, mis-use of terminology.	Quite a few mistakes: mis-spelling, incorrect explanations, mis-use of terminology.	No obvious mistakes.	Audience mis-understandings well clarified or explained.

**Adapted from Teacher Resource Manual, Senior High Social Studies 10/20/30, Alberta 1990*

APPENDIX IV.

ICT PROJECT: FOLKTALES FROM OTHER CULTURES

TRICKSTERS OF THE WORLD

INTRODUCTION

Fables are a type of folktales.

Folktales are short stories that form part of the tradition of a culture.

They began with oral storytelling, were passed down through the ages, teach a lesson and explain why things are the way they are.

Now let's investigate another kind of folktales called "**TRICKSTERS**", and see whether they are similar or not to the fables we have studied.

Click on the links that appear below to find out all you can about them!²²

- What are trickster tales?
- What are its main characteristics?

²² Links that belong to the images below:

<http://keypass.weebly.com/>

<http://keypass.weebly.com/characteristics.html>

- Who is a trickster? How would you define a “Trickster”?
- What are the elements of a trickster tale?
- How were these stories passed down?



Trickster tales” are short, imaginative narratives that usually use **anthropomorphic animal** characters to convey folk wisdom and to help us understand human nature and develop proper human behavior.

TRICKSTERS FROM OTHER CULTURES

- What does **anthropomorphism** ²³ mean?
- Where does the term derive from?
- Name some famous tricksters around the world, the countries they come from, and what they are like. Create a table and fill in the table with the information obtained.
- How many names can you give for Ananse? ²⁴
- What is quite a common feature about all these tricksters?
- Who were the Greek tricksters?
- Name the most famous American²⁵ tricksters and tell what they are like.
- Who is the most famous African trickster?

ANANSI, THE AFRICAN TRICKSTER

Many of anansi’s stories tell us why things are the way they are.

So let’s know “IT” a little bit better.

- Get as much information as you can about Anansi by clicking **here** ²⁶. Make a profile.

²³ Links to the images: <https://goo.gl/pz9ZeY>.

²⁴ <http://goo.gl/Lp81o9>.

²⁵ <http://goo.gl/f4Fz16>.

²⁶ <http://anansistories.com/>

- What do we learn from Anansi?
- How did he become a **spider**?
- Who are the main **characters**²⁷ in Anansi's stories?



HOW ANANSI BECAME KING OF ALL STORIES?

***Watch the video²⁸ and answer these questions:**

- Where did the king keep the stories?
- What did the king ask Anansi to bring him in exchange for the stones?
- How did Anansi trick the leopard, the bees and the fairy?
- Did Anansi get what he wanted?

COYOTE THE AMERICAN TRICKSTER

The “Coyote” is the traditional Native American Trickster figure and a symbol in Native American culture and oral tradition.

- What is one important role²⁹ given to Coyote?

According to the Yokut tribe:³⁰

- How did Coyote create the world?
- Who helped him?
- How is he described?
- Does he teach us anything?
- Is Coyote always an **animal**?



How did Coyote bring fire to the people?³¹

27 http://anansistories.com/Anansi_Spider_Man.html

28 <https://www.youtube.com/watch?v=H3nlBytZy00>

29 <https://faculty.gcsu.edu/custom-website/mary-magoulick/trickster.htm>

30 <http://www.firstpeople.us/FP-HTML-Legends/Coyote-The-Hawk-And-The-Condor-Yokut.html>

31 <http://www.firstpeople.us/FP-HTML-Legends/The-Theft-of-Fire-Yokut.html>

Facts about coyotes

Fill in the fact sheet about coyotes that appears below. Use **the links** ³²to find all the information you need.

COYOTE FACT SHEET	
Name of animal:	
Habitat:	
Geographic distribution:	
Description: Classification:	
Vertebrate or invertebrate:	
Coloring:	
Shape:	
Gestation period:	
Number of puppies	
Food Sources:	
Warm or cold-blooded?	
Natural enemies	
Endangered?	
Other interesting facts:	

³² : http://thamesriver.on.ca/wp-content/uploads/Coyote_factsheet.pdf

<http://www.ct.gov/deep/cwp/view.asp?a=2723&q=325992>

<http://www.worldanimalfoundation.net/f/coyote.pdf>

CLIL UNIT TEMPLATE
TEACHING OBJECTIVES
<ul style="list-style-type: none"> • Objectives or goals that the students will achieve in this unit or part of the unit.
LEARNING OUTCOMES
<ul style="list-style-type: none"> • By the end of the unit the learners will be able to.....
CONTENT
<ul style="list-style-type: none"> • Specific content/topics that will be covered during this unit or part of the unit.
COGNITION
<ul style="list-style-type: none"> • Cognitive skills (HOTS & LOTS) that the students should accomplish in order to perform the different activities proposed in the unit (identifying and classifying, analyzing, comparing and contrasting, creating, types of questions).
COMMUNICATION
<ul style="list-style-type: none"> • Vocabulary, grammar and discourse structures that will appear in the unit and that the students should learn, as well as the communicative language skills that will be developed throughout the unit (listening, speaking, scaffolding strategies, etc.)
CULTURE
<p>Connecting the content with cultural aspects, such as society, students' life and own experiences:</p> <p>e.g:</p> <ul style="list-style-type: none"> – Consider the importance of respecting each other. – Be aware of how to help others. – Understand how Literature helps us better understand the world around us.

PROCEDURE
<p>The activities or projects the students will carry out in order to achieve the setting objectives for the unit.</p> <p>How they are going to be organized (group work, individual work, etc.).</p> <p>The number of sessions that each activity will take or the time it will take.</p> <p>Resources and materials needed.</p>
ASSESSMENT CRITERIA
<p>Skills that will be assessed or evaluated and how you will carry it out (rubrics, tests, oral assessment, oral presentations, etc.)</p>