

CLIL APPROACH: A WAY TO ENHANCE CITIZENSHIP COMPETENCE IN THE
ENGLISH CLASS.

Research project to the Faculty of Education in partial fulfillment of the requirements for the
degree of Master of Education with Emphasis on Didactics of Foreign Languages

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Abstract

This research summarizes the process and findings of an action research study that involved CLIL approach. The participants were upper secondary school students (15-18 years old) with lower intermediate English proficiency. The research emerged from school needs and pretended to offer students and teachers a new way of sensitizing the school community to a better way of living and sharing values and citizenship competences inside and outside the school. The results were showed a great impact on students who could improve their English Language acquisition at the same time they learnt citizenship competences to act constructively. Qualitative data resulting from teacher and students' interviews was also examined to support interpretation and discussion of the findings. The conclusion drawn from this study is that CLIL approach is a good way to innovate in the teaching practices of Colombian context.

JUSTIFICATION

According to UNESCO (2006) one of the four pillars to the education is: “Learning to live together” which tries to promote the practice of values and competences to live in peace. Taking into account this, we consider necessary to develop this research, in order to contribute through pedagogical practices in the education of citizens who practice moral values and citizenship competences in different contexts and from the different content areas, in this case the English class, generating an impact in their integral formation and contributing to the peace process in Colombia from the educational field.

As English teachers, we can see and face every day different co-existence problems which affect the teaching and learning process. Students live difficult situations not only at homes but also in the school. Consequently as English teachers, we intend to implement not only the development of communicative competence, but also to integrate the reflection and practice of the moral values and citizenship competences through a pedagogical proposal.

According to Arcudi (2005,P,7), “the educational policy of the MEN (Ministerio Nacional de Educación) is based on promoting education and citizens with ethical values, exercising the human rights, fulfilling their social responsibilities and living in peace. This policy implies to think from our exercise of teaching in the inclusion and analysis of those values and competences from the real praxis with students.

As Savater clarifies (2005), “We don’t educate in the abstract, we educate to try to improve society and create people able of living in it. The aims of education should be a public concern. The teacher should be the agent that implements what others have proposed or theorized”.

In addition the Decree 1860 of August 3rd of 1994, by which Act 115 of 1994 is partially regulated, in the article 41, it is described that in order to achieve the integral development of students, as teachers we must guide "The educational activities related to education for the exercise of democracy and the human values”.

From this reflection, we found that as teachers we are invited to understand the possible methods and didactics which allow to integrate to English classes the teaching of the citizenship competences to encourage our students to be better citizens and in that way to get the path to achieve peace.

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TITTLE	CLIL APPROACH: A WAY TO ENHANCE CITIZENSHIP COMPETENCES IN THE ENGLISH CLASS.
AUTHORS	Diana María Holguín Gómez Patricia Sanabria Cristancho
KEY WORDS	Methods and post methods, CLIL approach, Citizenship competences.
DESCRIPTION	This research summarizes the process and findings of an action research study that involved CLIL approach. The participants were upper secondary school students (15-18 years old) with lower intermediate English proficiency. The research emerged from school needs and pretended to offer students and teachers a new way of sensitizing the school community to a better way of living and sharing values and citizenship competences inside and outside the school. The results were showed a great impact on students who could improve their English Language acquisition at the same time they learnt citizenship competences to act constructively. Qualitative data resulting from teacher and students' interviews was also examined to support interpretation and discussion of the findings. The conclusion drawn from this study is that CLIL approach is a good way to innovate in the teaching practices of Colombian context.
SOURCES	The authors present 78 references related to Method and post- methods in English teaching, CLIL approach and Citizenship competences.
CONTENT	This document presents three chapters. The first chapter is entitled” Some considerations about English classes, practices and citizenship competences” in which it possible to see the theoretical framework about, methods, post-methods, CLIL approach and citizenship competences. The second chapter is entitled “CLIL approach: a way to enhance citizenship competences in the English class”; there is possible to see the four phases of action research mentioned by Madrid (2000). It also describes the background, policies and the data analysis of each stage of the research. Finally, the third chapter was entitled: “PEDAGOGICAL INTERVENTION: CLIL APPROACH, A WAY TO ENHANCE CITIZENSHIP COMPETENCES IN THE EFL CLASS”: it explains the proposal of three didactic units following Coyle, Hood and Marsh’s model.

<p>METHODOLOGY</p>	<p>This project follows a Qualitative paradigm according to Merriam (2009)</p> <p>It is an action research project based on Madrid's model's which presents four phases that are:</p> <p>Phase 1: Develop a plan of action to a) improve what is already happening or b) identify and examine a "puzzle" or problem area in your teaching;</p> <p>Phase 2: Act to implement the plan;</p> <p>Phase 3: Observe the effects of action in the context in which it occurs, and</p> <p>Phase 4: Reflect on these effects.</p>
<p>CONCLUSIONS</p>	<ol style="list-style-type: none"> 1. It is possible to conclude that Kumaravadivelu's parameter of possibility is important for the teaching and learning process as it invites to empower students to critically reflect on the social and historical condition they live. In that way it is possible to for them to read and transform their real contexts with those aspects learnt during the different classes. 2. CLIL approach allows students to learn life skills through the content of citizenship competences. CLIL opens new horizons in the curriculum, fusing different learning styles, interests, learning strategies, components and technology. 3. Teachers need to continue their professional development as it is a possible way to recognize new theories that have emerged and change the traditional practices. 4. It was possible to determine through the empirical methods and after the data analysis in the diagnosis that fifth cycle students have different coexistence problem at Marco Fidel Suarez School. Students have to live situations such as: drugs, guns` fighting, robberies and bullying. These situations caused the interruption of the normal development of the classes as teachers have to solve this kind of social problems. For that reason, it is possible to conclude that public schools need to implement actions from the different subjects to motivate students in the good practice and reflection of citizenship competences in their academic process. 5. Through this research and after data collection and analysis, and a pedagogical proposal it was found that there is a big coexistence problematic

	<p>in the majority of the public schools in Bogotá. Drugs consume, violence, and bullying among others are faced every day by students and teachers according to the dean Rafael Rodriguez, for this reason it is absolutely necessary that values and citizenship competences have to be included in all areas in the curriculum</p> <p>6. This study contributed to the teachers and education to understand that it is absolutely necessary to work in citizenship competences, teaching them from kinder garden to eleventh grade students.</p>
Date	April 11th 2016.

Introduction

“Educating the mind without educating the heart is no education at all”

-Aristotle

English language has become one of the central teaching areas in Colombian education. For that reason different schools have implemented diverse approaches in order to have successful results in proves like ICFES. However public schools still continue doing syllabus centered on grammar. In addition public schools are facing different problems related to co-existence that do not allow the regular development of the syllabuses. Then it becomes necessary to research about feasible approaches that integrate the development of communicative competences in English Language and the situations lived in the real contexts where students learn.

Nowadays, in a challenging society with different problematic, language teachers need to recognize those approaches that integrate not only the development of a specific knowledge but also the development of critical thinking and co-existence skills to live in a globalized world.

For Kumaravadivelu (2003), language educators are challenged with the task of **helping students to be aware of how they are positioned in various contexts, and also to help them become aware of the possibilities and strategies for transformation.** In that way it is necessary to have teachers able to recognize different approaches, methods and didactics to locate the student as the central part of the learning process in their real cultures.

In the same line of thought, the authors of this research as English Language teachers consider that Colombian students have to be educated not only to be able to communicate in

English with international standards but also to be citizens able to change their realities, to be and to live values that could help in the construction of a peaceful society.

In that way the National Education Ministry (M.E.N.), through the document entitled “Estándares básicos de Competencias ciudadanas”, have done efforts to ensure that our children improve their learning and transform their own reality and work together for the welfare of all. This document included the tools they need to interact with others in an increasingly comprehensive and fair manner and to be able to solve everyday problems.

However the real situation is that Public schools in Colombia are facing everyday problems such as: physical and verbal aggressions, drugs consume, bullying, low self- esteem among others. According to the local news “El Espectador”, “the statement recognizes that currently they are intervening 27 institutions in aspects such as the micro trafficking, common criminals and street aggressions”. These problems were also observed by the researchers of this thesis in the daily classes as teachers of a public institution.

Marco Fidel Suárez School, where this research was piloted with 24 students in the afternoon work day, is located in the neighborhood Tunjuelito. There students are facing co-existence problems like those mentioned above. Every day teachers have to face different situations in the classes like physical and verbal aggressions. Another problem faced during the English class is the type of grammar centered syllabus that do not allow the development of communicative skills.

Those situations motivated the researchers to observe and inquire about how teachers at public schools perceived and described the main problems inside the institutions and if the Citizenship Competences proposed by M.E.N were practiced inside Marco Fidel Suárez School.

This document was organized following the Cuban logic and its stages that according to Hernandez & Rodriguez (2012) are: una pregunta de partida que emerge de la experiencia, de la práctica pedagógica. El Segundo paso consiste en el diagnóstico y determinación del problema científico. La exploración problemática se hace a través de la aplicación de métodos científicos. La segunda etapa nos conduce al establecimiento de: problema científico, objeto de investigación y campo. El objetivo se refiere a los aspectos que se desea estudiar, y siguen las tareas científicas que responden a demanda cognitivas para alcanzar los resultados deseados.

In that way the first action was to apply research methods in order to do a diagnosis. Thus, it was designed an interview (annex 1) to the Dean of the education faculty at Universidad Libre, to coordinators and teachers at Marco Fidel Suarez School. Likewise, it was necessary to observe mass media documents (Annex 2), to interview school coordinators(Annex 5), official documents (Annex 5) at the school and it was essential to design a survey (Annexes 6 and 7) to see if the Citizenship competences were practiced and lived inside the institution. This was applied to both students and teachers of the institution where the research was conducted in order to see how they perceived the co-existence practice in their daily lives; the analysis will be done in chapter 2.

After this diagnosis it was possible to detect that in general students at public schools were facing the same **problems: bad coexistence habits, physical and verbal aggression during and**

after the classes, micro trafficking and low self-esteem. In addition it was possible to perceive from the teachers and students opinion that the basically citizenship competences were not lived and practiced at Marco Fidel Suárez school.

For that reason it was necessary to think in an action to develop during the classes, as the researchers perceived that those coexistence situations also affected the English class. So in order to help students to practice co-existence trough the practice of the Citizenship competences proposed by the M.E.N and with the purpose to help them learn and practice communicative skills in their English class, the following research problem was posed: **Which could be the student's impact when they are exposed to citizenship competences in the English classroom?**

In that way the **research object** is the citizenship competences in the English class, and **the field** was stated as possible approach to promote citizenship competences in the English class to fifth cycle students at Marco Fidel Suárez School.

From the previous observations the formulation of the **objective** of this research was: To describe the impact on the students in the fifth cycle at Marco Fidel Suárez School when they are exposed to citizenship competences in the English class.

To address the underlying problem and its possible solution the following **scientific questions** were raised:

1. What are the main constructs that support a research proposal to enhance citizenship competences in the English class?

2. Which is the current situation of the citizen competences on fifth cycle students at MFS according to the requirements proposed by the National policies, the general Minister of Education (M.E.N.) and the citizenship competencies standard?
3. What is the current and the ideal situation of the coexistence and the citizenship competences in the fifth cycle students at Marco Fidel Suárez School?
4. Which could be a methodological proposal whit a feasible approach to enhance citizenship competences in the EFL classroom?

In that way the next research **tasks** were performed:

1. Identification of the main theoretical constructs of citizenship competencies and the pedagogical approaches that will allow the inclusion of the coexistence and the citizenship competences during the English class.
2. Analyzing the current situation of the citizen competences on fifth cycle students at MFS according to the requirements proposed by the National policies, the general Minister of Education (M.E.N.) and the citizenship competencies standards.
3. Defining a methodological proposal to integrate citizenship competencies in the English class.
4. Describing the impact on students when they are exposed to Citizenship competences during the English class.

The research **methods** used from the **Cuban logic** for this research were:

Empirical methods:

- ♣ **Official document “observador del alumno”** to analyze the main **coexistence situations** faced during the classes, specifically the English class, by teachers and **students of fifth cycle at Marco Fidel Suárez School**
- ♣ **Interview** to the coordinator, Jorge Cano to know his voice related to the **main student’s problems at Marco Fidel Suárez School.**
- ♣ **Interview** to the psychologist, Sonia Guayacán Ardila to know her perception and opinion about related **main student’s problems at Marco Fidel Suárez School.**
- ♣ **Mass media document** to see the real situation of **student’s coexistence** in public schools that had been observed by the researchers and portrayed by the National and local news.
- ♣ **Survey to 5 teachers** of the school day afternoon at Marco Fidel Suárez School, adapted from the basic Citizenship Competences proposed by the MEN, in order to see how teachers perceive **main student’s coexistence problems at Marco Fidel Suárez School** and their practice at school.
- ♣ **Survey to fifth cycle** students of the school day afternoon at Marco Fidel Suárez, adapted from the basic Citizenship Competences proposed by the MEN, in order to see how they perceived and live their practice at school perceive **main student’s coexistence problems at Marco Fidel Suárez School** and their practice at school.
- ♣ **Interview** to the Dean at Universidad Libre about public school magister candidate’s perception in front **of common students’ problem in public schools**, after a colloquium made at Universidad Libre entitled “La Investigación en Educación”, in June 2014. It was considered to take into account the results to portrait a general voice about everyday student’s problems that could be worked through the research.

- ♣ Class recordings to analyze the impact of the proposal on the students with whom the research was piloted.
- ♣ Students Self-assessment to check the learning progress of the 4C's (Content, Communication, Cognition and Culture) proposed by Coyle, Hood and Marsh (2010).

Theoretical methods:

- ⊗ Historical and logical to deepen with regard to the feasible approach to develop a proposal that integrated the English language with the content of the citizenship competences.
- ⊗ Analysis and synthesis to consider the theories related to the of the citizenship competences in the English class, and **the field** of a possible approach to promote citizenship competences in the English class to fifth cycle students at Marco Fidel Suárez School.
- ⊗ Induction and deduction to identify the appropriate pedagogical approach to the development of a proposal that includes the practice of citizenship competencies in English class.

As innovation this project focuses on CLIL approach and finally the citizenship competences as the content to work according to the research problem. After that, it was considered necessary to implement a proposal that included an approach that allowed the practice of co-existence in the English Class, helping students in the apprehension of basically competencies to live as citizens and at the same time promoting the development of the communicative competences in the English class.

In order to answer the research question, it was necessary to consider new pedagogies and methodologies to implement a plan. The authors of this document considered that CLIL approach was a possible way to solve the problem mentioned in the introductory paragraph of this document.

Consequently and continuing with the research process, it was necessary to search existing studies, that will be described in chapter 2, that have been done at different levels. The international, national and local researches that addressed the coexistence and citizenship competences in the English class were reviewed.

Starting from the international field, it was possible to find that in Latin America exists researches done by Paulo Freire (1970) and Bearne (1998). In Colombia, Vasco (2004), Díaz (2007), Ramirez (2007), Castiblanco, Díaz and Laverde (2007), Echavarria (2008), researched about the inclusion of moral values and competences to the English class, through different strategies. In addition, after the national and international background search, it was also considered for this research to analyze regulation of norms about the citizenship competences and coexistence.

In that way this document is formed by this introduction, three chapters, conclusions, pedagogical implications, bibliography and annexes. The first chapter provides the theoretical framework of this research, specifically: an overview of methods and post methods applied in English Language teaching, from Kumaravadivelu's perspective (2003) who classified them into Language centered methods, Learner centered methods, and Learning centered methods.

After that it gives a definition of CLIL, its perspectives, its pedagogical and theoretical support and its implications for the proposal. CLIL has been studied by different authors like Coyle, Hood and Marsh and different perspectives. The researchers have studied Coyle, Hood and Marsh (2010) because the way they presented this approach could help to develop the proposal of this research. CLIL approach (Content and Language integrated Learning) was regarded as one of the post methods that allowed the opportunity to integrate the content of the co-existence and the citizenship through an additional language.

Finally, it connects CLIL with the citizenship competences giving a definition from UNESCO and the MEN perspectives, it also defines the standards proposed for our context by the MEN (Ministerio Nacional de Educación), making a specific emphasis on the first group of competences: Co-existence and peace.

The second chapter describes the methodological design of this research. It describes the research paradigm followed by the researchers and the research categories emerging from the data analysis. According to Madrid actions research has four phases (2003):

- ✓ Phase 1: Develop a plan of action to a) improve what is already happening or b) Identify and examine a problem area in the teaching.
- ✓ Phase 2: Act to implement the plan.
- ✓ Phase 3: Observe the effects of action in the context in which it occurs.
- ✓ Phase 4: Reflect on these effects.

The third chapter provides a description of the proposal based on CLIL approach, explaining what is the teaching unit according COYLE, Hood and MARSH, and explaining the design of each of the three teaching units applied during the research. Finally this document includes conclusions and pedagogical implications.

CHAPTER 1

1 Some considerations about English classes practices and citizenship competences.

During this chapter is intended to show the main theoretical contributions regarding methods that have been used during the English classes, as well as a review of the post methods from Kumaravallidevu's perspective. In addition this chapter offers a review about CLIL theory as the innovation of this project focuses on CLIL approach; this description takes into account CLIL advantages and disadvantages, its basis, definitions, description, implications, pedagogical and theoretical support. Finally, it defines citizenship competences establishing its relation with CLIL, explaining how they are divided and proposed by UNESCO and MEN.

In that way, this chapter is organized in three sections that are divided and entitled in the next order: First, Some considerations about English classes, second, CLIL: a pedagogical alternative to integrate citizenship competences in the English class and third, citizenship competences for a better environment in the English classroom.

1.1 Some considerations about English classes.

In Colombia through the years many approaches have been applied in public schools without the best results. As a consequence schools and institutions have increased their awareness to seek the appropriate methods especially in the Teaching of English as a foreign language. It is possible to say that the English teacher in Colombia has been focused on preparing students to pass standardized tests like ICFES (now a days called: Saber 11), leading to assort competition for a high score.

According to ICFES (2010), the main objectives of this prove are:

- To be mandatory requirement for admission to higher education (college).
- To be Criteria for self-evaluation of educational establishments based on their educational projects and improvement plans.
- To be criteria for awarding educational benefits (scholarships).

Additionally, the characteristics taken into account for the English prove are listed in the next way:

- 2006: Ministry of Education formulate the basic standards of competence in foreign languages.
- English and these standards are aligned with the Common European Framework.

Consequently Schools have been doing their best efforts to achieve a high level of proficiency in order to reach high rank amongst other schools that make part of the educational system. As a result, schools have adopted, as part of their curriculum, methods that extend from traditional methods to post methods in order to encourage guide teaching and didactics in English classes. Nevertheless, these kind of proves do not take into account real cultural aspects such as the research problem stated in this document.

Taking into account this, the authors of this research go from the general to the particular, that is, from a review of the concept of method, types of methods and post methods. This in order to arrive to a feasible approach which integrates the student's current position in our culture, the content of the citizenship competences, and the development of communicative competences in the EFL class.

1.1.1 Methods.

The term method has been defined by different specialists in different ways and it comes from Ancient Greek μέθοδος (méthodos, “pursuit of knowledge, investigation, mode of prosecuting such inquiry, system”). In pedagogy, it refers to the general principles, pedagogy and management strategies used for classroom instruction. Some specialists have defined the term methods in Language teaching.

To Kumaravadivelu (2003) “the method refers to what different experts have conceptualized through their experience in language teaching field, the techniques used to teach language”. He also defines method like “an overall plan for the orderly presentation of language material”, and

defines technique as a particular trick, stratagem or contrivance used to accomplish and immediate objective.”

Experts like Larsen- Freeman (1986) and Richards and Rogers (1986) defined methods “as the coherent set of links between actions and thoughts in Language teaching. Actions are techniques and thoughts are principles. During the last decades, several methods have guided the language teaching process. Larsen- Freeman (1986) also describes the most common methods used around the world to teach language. Some of them are: Audio-lingual Method, Communicative Method, Community Language Learning, Direct Method, Grammar Translation Methods, Natural approach, Oral approach, Silent way, Situational Language Teaching, Suggestopedia and Total Physical Response.

In addition authors like Richards (2002), Celce-Murcia (2001) and Kumaravadivelu (2003) have summarized the ELT approaches arriving on the important conclusion in which the learner is not only seen as a producer of language but also as a social agent, a point of view that the authors of this document share taking into account the need to include in the English classes student’s cultural and social aspects.

Taking into account this statement, the researchers consider important to describe three categories about Language Teaching methods that Kumaravadivelu (2003) states, according to the purpose, they are: Language Centered methods, Learner Centered Methods and Learning Centered Methods. The first methods are concerned with linguistics forms (grammar structures) being one of the main methods used in the EFL teaching in Colombia. The second ones are learner-centered methods based on the learners needs, they seek to provide opportunities for learners to practice preselected, pre sequenced grammatical structures as well as communicative functions (i.e., speech acts such as apologizing, requesting, etc.) through meaning-focused activities. The last set of methods is the learner centered methods, which are those that are based on the learning process.

Language Centered Methods which are based on grammatical structures and vocabulary, they are regarded as a “lineal process, this one worked in linear way, it means from simple to complex, in this methods teacher explain the rule and guide to the students to practice it in order

to students assimilate the rule, the goal in this method is the linguistic form. This method induce intentional learning.

The second methods are the Learner Centered Methods are those based on the language use and learners needs, it means grammatical rules and communicative methods, here grammatical rules are taught in a sequential way through activities that allow to students communicate ideas while assimilate the rule, in that way this method is about form and function. Teachers help learners to practice and demonstrate linguistic abilities Induce intentional learning.

The third methods are Learning centered methods that according to Kumaravadivelu (2003) “are those that are not centered in the rules or communicative function, it is based on learning process, the most significant goal in this kind of methods is to allow to students solve problems through communicative activities. Different to others two methods Learning centered methods are not linear, the focus is in understanding for this reason is centered in all aspects of learning: the syllabus design, material production, classroom teaching, outcome assessment and teaching education have a significant role in learning centered methods.

In spite of this list of possible methods, in Soto’s words (2010) “ Teachers no longer need to rely on a fixed set of procedures and can rely on their own beliefs and assumptions regarding language teaching and learning, by relying on data gathered in the classroom, teachers are able to make informed choices that involve an understanding of the learners needs, of their linguistic strengths and weaknesses, as well as an insightful knowledge of the possible variations in the learners socio-economic and cultural milieu”. In that way, the researchers of this document agree with this stamen, for that reason is necessary to describe the advantages that the era of post methods bring to the English Language Teaching practices.

1.1.2 Post methods.

Nowadays exist innovative teaching methods entitled by Kumaravadivelu (1994): post methods. He identified what he called the 'post method condition', a result of “the widespread dissatisfaction with the conventional concept of method”. Rather than subscribe to a single set of

procedures, post method teachers adapt their approach in accordance with local, contextual factors, while at the same time being guided by a number of 'macro strategies'.

Developing his theory, Kumaravadivelu (2003) says that “the post-method condition incorporates the pedagogic parameters of particularity, practicality and possibility. The parameter of particularity, requires that any language pedagogy must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu. Whereas the second parameter – practicality – relates theory and practice, the main goal of the parameter of possibility is to empower classroom participants so that they can critically reflect on the social and historical conditions contributing to create the cultural forms and interested knowledge they encounter in their lives”

To summarize Post method pedagogy allows to go further and bring the methods proposed so far to the social and cultural reality of student. Some of them, Mentioned by Soto (2010) first with the advent of the communicative approach, and later with Communicative Language Teaching (CLT) methodology, umbrella term that encompasses an array of closely related methods, such as Task Based Language Teaching (TBLT) or Content and Language Integrated Learning (CLIL).

Introducing the idea of teaching Languages and a specific content at the same time (in this case the citizenship competences), Crandall (1992) presents a few different methods used for teaching content in a second language, it is possible to say that he pays attention to the methods as they are what helped creating the foundation for CLIL. Integrated language and content instruction offers a means by which English as a second language (ESL) students can continue their academic or cognitive development while they are also acquiring academic language proficiency.

Crandal (1992) defines some program models, but for the purposes of this document, it is paid special attention to CONTENT-BASED LANGUAGE INSTRUCTION. “In this approach-- also called integrated language and content instruction--ESL, bilingual, or foreign language teachers use instructional materials, learning tasks, and classroom techniques from academic

content areas as the vehicle for developing language, content, cognitive, and study skills. The second language is used as the medium of instruction for mathematics, science, social studies, and other academic subjects. Instruction is usually given by a language teacher or by a combination of the language and content teachers”.

This kind of programs integrate a variety of strategies and techniques used in content-centered second language instruction. Here, the discussion will be limited to four types of strategies--cooperative learning and other grouping strategies, task-based or experiential learning, whole language strategies, and graphic organizers--that increase attention to academic language learning, contribute to content learning, and encourage development of thinking and study skills.

Most of the techniques in relation to CLIL are based on helping the teacher to think in a more student-centered direction. The idea is to gain an understanding on how a Content-Based Approach works and why we use it. After that, it is intended to understand how to incorporate CLIL to English classes.

1.2 CLIL: a pedagogical alternative to integrate citizenship competences in the English class.

Considering new pedagogies and methodologies, the authors of this document consider that CLIL approach could be a possible way to solve the problem mentioned in the introductory part of this document. CLIL has been studied by different authors and different perspectives. The researchers have studied Coyle, Hood and Marsh’s point of view because the way they present this approach could help to develop the proposal of this research. For that reason this chapter offers an overview of CLIL (Content and Language Integrated Learning) approach from its pedagogical basis to its components and main features.

Defined by Gradol (2006) CLIL is "an approach to bilingual education in which both curriculum content (such as science or geography) 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".

CLIL approach was implemented in the European context where teaching and learning took place in an additional language. For example, art and history course could be taught in French. The term was adopted in Europe during 1994 to help professionals explore the types of good practice and sometimes very significant outcomes being achieved where scaffold methodologies were used to learn both language and authentic content (COYLE, 2010)

According to Coyle, Hood and Marsh (2010), CLIL is an educational approach in which various languages-supportive methodologies are used which lead to a dual focused on style of instruction where attention is given both to the language and the context. Therefore, the real challenge is how to integrate the content of citizenship competencies in a way that facilitates students understanding and the use of the English.

In Mehisto's words, (2008) CLIL is an umbrella term covering a dozen or more educational approaches, it synthesizes and provides a flexible way of applying the knowledge learnt from these various approaches. The essence of CLIL is on integration. The methods used in the classroom depend on a set of core variables. These are interwoven into the curriculum and realized through classroom practice. They revolve around the type of subject learnt, the cognitive demands involved, and the pupils' linguistic competence and learning load, in order to teach a content that allow to get results in the learning process.

In Coyle et al. words (2010) "CLIL is not a "new" form of language instruction. CLIL includes educational practices that have been in use for many years. They also point out that the main difference between CLIL and other methods is that CLIL is content-driven and language is integrated. CLIL is not a new way of teaching languages or a new way of teaching content, but "an innovative fusion of both".

Also Marsh, Marsland & Stenberg (2001) state that "CLIL is about using languages to learn. It is about installing a 'hunger to learn' in the student. It gives opportunity for him/her to think about and develop how s/he communicates in general, even in the first language".

CLIL can be seen as a possible solution, which includes different methodologies and language during the EFL classes. According to Coyle and Frigols (2012) Educational convergence leads to the creating of innovative approaches and methods that help teachers and learners adapt to the needs of the communities in which they live and work. CLIL has emerged as one example of educational convergence. From this perspective, CLIL offers the possibility of thinking about the problems we need to be working on, by integrating civic values and English teaching.

1.2.1 Why CLIL?

If schools want to get students ready for the future, they need adaptable skills. Teachers can only help to develop critical and creative thinkers that can adapt and use their skills for any situation. This is why teachers have to rethink how to teach. If we need to cover these skills and we need students to learn foreign language, why not combine them? CLIL seem to have a system that allows students to learn life skills and language through content.

CLIL gives the students the chance to use the language in an authentic and meaningful context. The student's attention is focused on the content and language is seen as a mean, as an instrument to reach an end. According to Marsh (2005), a learning context of this kind increases not only the student's exposure to the additional language, but also develops the student's cognitive abilities.

According to San Isidro (2009), CLIL opens new horizons for languages across the curriculum, working upon the different key competencies and fusing different learning styles in a brand new space brought about by the digital era we are living in. CLIL integrates languages and at the same time allows the designing of a content based that takes into account learning styles, competences and materials that include technology as the web 2.0 and 3.0.

As a result in order to find the principles involving the development of socio-cultural skills, content and language integrated learning, it is relevant for this research to examine the theory that underpins CLIL approach.

1.2.2 How is CLIL supported pedagogically?

Furthermore it is important to point out that CLIL is grounded in constructivism. Constructivism is a position shared by different trends of psychological and educational research. Cited by Coyle, Hood and Marsh (2010), these include the theories of Jean Piaget (1952), Lev Vygotsky (1978), David Ausubel (1963), Jerome Bruner (1960). Content and Language Integrated Learning (CLIL) came from different socio-cultural, constructivist perspectives on learning.

According to Hanesová (2014) the contribution of constructivism is that it emphasizes the process of language acquisition in learner's minds especially due to interaction with other people. It investigates the learner's own construction of a new concept based on previous knowledge challenged via the provision of a rich learning environment offering authentic incentives connected to the life of the learner. Learning 'happens' by considering new information, comparing it with previous. Experience, knowledge and schemes, adapting and transforming them so that they make sense in terms of what the world already knows.

The idea of viewing CLIL as a kind of constructivist learning is based on the assumption that CLIL methodology requires an active construction of one's own knowledge and personal meanings for the learner. "Constructivism views learning - teaching as a process where learning comprehension is achieved more effectively through relevant practical experience.

Piaget (1936) was the first psychologist to make a systematic study of cognitive development. His contributions include a theory of child cognitive development, detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities. One of the main components of CLIL is Cognition. Piaget was the first psychologist to make a systematic study of cognitive development.

According to McLeod, S. (2009). Piaget concept of assimilation and accommodation require an active learner, not a passive one, because problem-solving skills cannot be taught, they must be discovered. His contributions include a theory of child cognitive development, detailed

observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities.

By the other hand another important contribution was Vygotsky's theory which according to Coyle "played a key role in examining ways to raise levels of curricular relevance, motivation and involvement of learners in education". Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning."

In McLeod's words, Like Piaget, Vygotsky believes that young children are curious and actively involved in their own learning and the discovery and development of new understandings/schema. However, Vygotsky placed more emphasis on social contributions to the process of development, whereas Piaget emphasized self-initiated discover social interaction involving cooperative or collaborative dialogue promotes cognitive development.

Vygotsky (1978) sees the Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given - allowing the child to develop skills they will then use on their own - developing higher mental functions. Vygotsky also views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development. Also, Vygotsky is relevant to instructional concepts such as "scaffolding" and "apprenticeship", in which a teacher or more advanced peer helps to structure or arrange a task so that a novice can work on it successfully.

Vygotsky's concern was mainly focused on higher mental thinking, rational thought, problem-solving, planning, meaning-making. Vygotsky proposed that "human beings possess two different levels of biological foundations. One was lower-level activities and the higher-level abilities, which include consciousness. Similarly the purpose of this research is to develop a method to drive learners to build meaning through citizenship competencies during the EFL class and reflect about their attitudes to become problem solvers by giving effective solutions to their daily life actions as citizens.

Furthermore Ellis (2000) cited in Mansoor (2012) argues that “sociocultural theory is based on the assumption that learning emerges not through interaction but in interaction, referring to tasks that will later be discussed in the methodological proposal. She argues that when learners get involved in doing certain tasks with the help of another learner or the teacher, they internalize the way to carry out the same task by themselves, giving the level of autonomy and consciousness they need to live in a society”. Hence, students are able to learn and practice the content taught that is citizenship competences, through CLIL approach because social interaction is a facilitator or a mediator in the learning process, it means that students learn citizenship competences, living them in EFL class.

About the theory Ausubel, one of the main parts of the theory focuses on meaningful learning rather than rote learning. Ausubel is the theorist that gave us the concept of *advance organizers*. They are techniques that teachers use to activate prior knowledge while previewing or introducing new material and carefully “hanging” the new material, concepts, or language on prior knowledge. Ausubel also uses the term “subsumption” to describe the process by which new information is mixed with prior information and creates a connection and helps the prior information to have new meaning.

Also scaffolding is a term coined by Jerome Bruner. There are different types of scaffolding and some are based on the different learning styles. For example, manipulatives are great to use with kinesthetic learners. Techniques for visual learners are *Look, Say, Cover, Write, Check* (you can easily find this technique on the Internet) and the use of graphic organizers. Both of these help the pupils to handle information visually. For verbal learners, you could use *Think-Pair-Share* (a cooperative structure) which gives the pupils time to think about the answers and share their ideas with a partner.

1.2.3 Components of CLIL

Content and Language Integrated Learning (CLIL), is understood as a way to teach subject contents while another language is taught. According to Coyle et al. (2010) CLIL develops four

important points in the class: Content which allows knowing specific points in the subjects, Communication, using language in order to develop communicative skills, Cognition, developing cognitive skills and Culture in order to learn the respect of other and own cultures. These four principle of CLIL were the key point to design a proposal as they serve as a reference for lesson planning.

Mehisto, Marsh and Frigols Stated that in Do Coyle's approach to CLIL, the 4Cs of content, communication, cognition and culture are seen as a useful guide to defining teaching aims and learning outcomes. Culture is also linked to citizenship and to community. Four main areas that need to be addressed before attempting to create a CLIL unit plan. All four areas are related to the standards and competences that need to be integrated: CLIL 4 C's, general learning standards, LOMCE, and CEFR. CLIL approach presents four important components, they are: Content, communication, cognition and culture.

CONTENT: "Progression in new knowledge, skills and understanding."(Coyle, 2010).

Content means academic subjects such as science, history, art, or music. However, anyone can use CLIL and it can be adapted to any topic or subject. Contents are the curricular subjects taught in CLIL. It is useful to think in content as skills, understanding and knowledge, rather than a simply acquisition of this last one.

In addition content refers to any material that will used to teach the key vocabulary, facts, and concepts from. This typically comes from the textbook, articles, videos, listening activities, projects, pupil research (online, library, questionnaires etc.), and projects. All of this should be decided and carefully chosen before planning the unit.

When we choose our content, we must also think about using a multi-modal approach. Students will need a lot of support in understanding the content material. This means we need to think about how we can incorporate the *Multiple Intelligences* and when possible an *Interdisciplinary Approach* (applying concepts or skills from math, science, art, music and so on). Obviously, it would be easier to include these with the support of teachers from other subjects.

The second “C” in CLIL is Communication. It is important to remember is that all 4C’s work together. When we speak about communication in CLIL, we have to divide it in three: communication related to the content (concepts language corpus from the reading and listening tasks in our units.is called “of”), interpersonal communication (this language is called ‘For.’), and spiral communication. The three intertwine and rely on each other to produce meaningful communication.

The Coyle also defines language “of, for, and through.” Language of learning is the use of the basic contents to ensure students are able to understand the content without forgetting the linguistic rules of the vehicular language. Language for learning is the development of skills in order to learn and language through learning is the use of language in order to obtain information about the content.

Communication defined by Coyle (2010) is “Interaction, progression in language using and learning.” Language is the key for communication and for learning, it is possible to say that in CLIL lessons students learn to use language and use language to learn. Pérez-Vidal adds that “By using the language for learning content, communication becomes meaningful because language is a tool for communication, not an end in itself”.

An important term when activating the Language for, is Scaffolding. Scaffolding is anything the teacher does to help the pupils in acquiring language more easily. Scaffolding is not only for language classes. It is a technique used in all academic classes. It can be used for helping pupils with other skills such as reading and doing math problems.

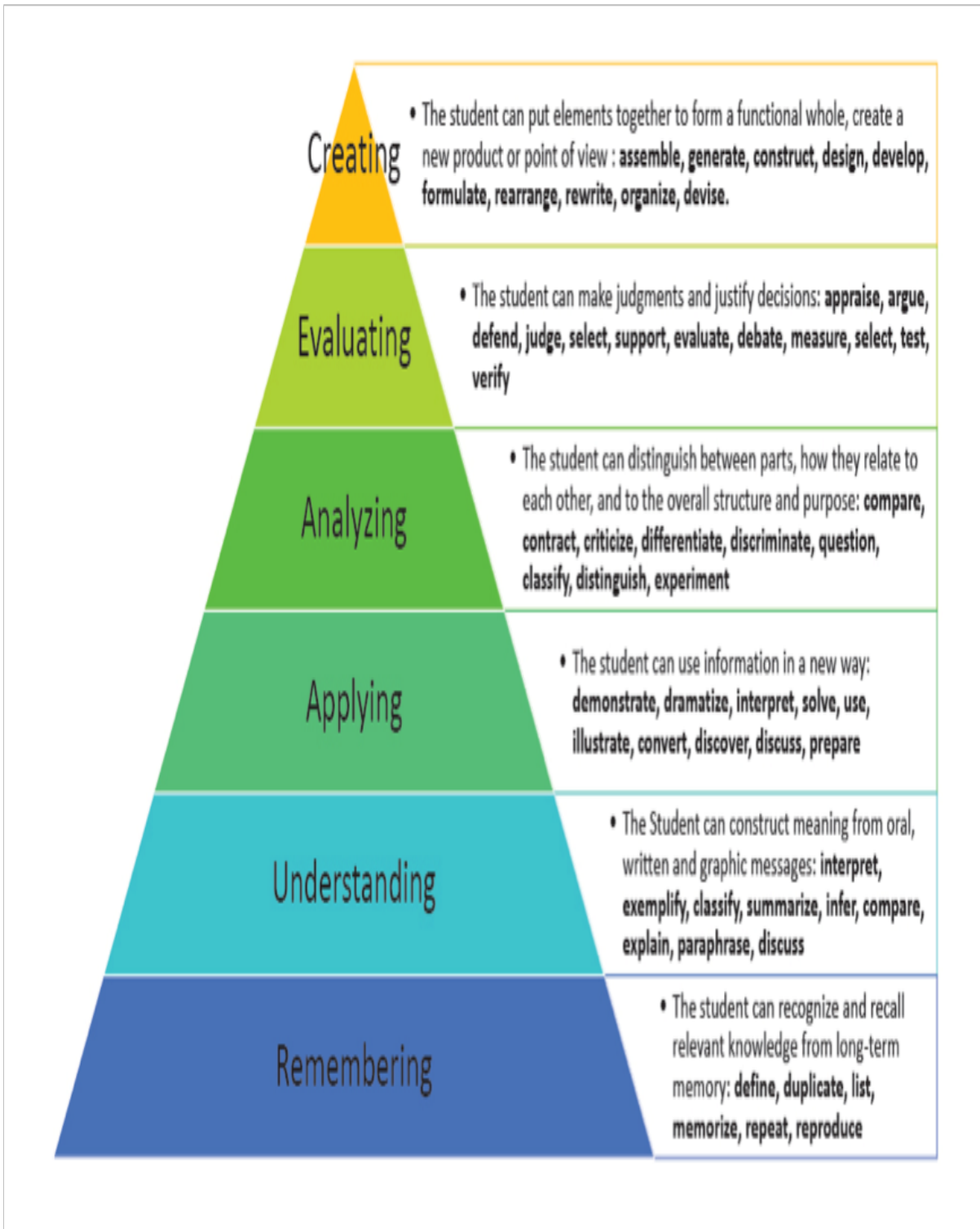
Scaffolding is a term coined by Jerome Bruner. There are different types of scaffolding and some are based on the different learning styles. For example, manipulative are great to use with kinesthetic learners. Techniques for visual learners are *Look, Say, Cover, Write, Check* and the use of graphic organizers. Both of these help the pupils to handle information visually. For verbal learners, *Think-Pair-Share* (a cooperative structure) which gives the pupils time to think about the answers are share their ideas with a partner.

The third “C” in CLIL is Cognitive. This is a very important component in CLIL. None of the other components of CLIL means anything if the cognitive has not been activated and no real skills, concepts, or information has been acquired. In order to activate the cognitive, teachers must be trained in Cognitive Learning Theory.

It is essential to say that skills must relate to real life. Benjamin Bloom created a taxonomy for educational objectives and goals that can help us to better categorize the skills. The taxonomy is divided into three domains: cognitive, affective, and psychomotor. The action verbs in the taxonomy are used for writing student objectives. The taxonomy is also used to divide the thinking skills into two categories called HOTS –Higher Order Thinking Skills and LOTS – Lower Order Thinking Skills.

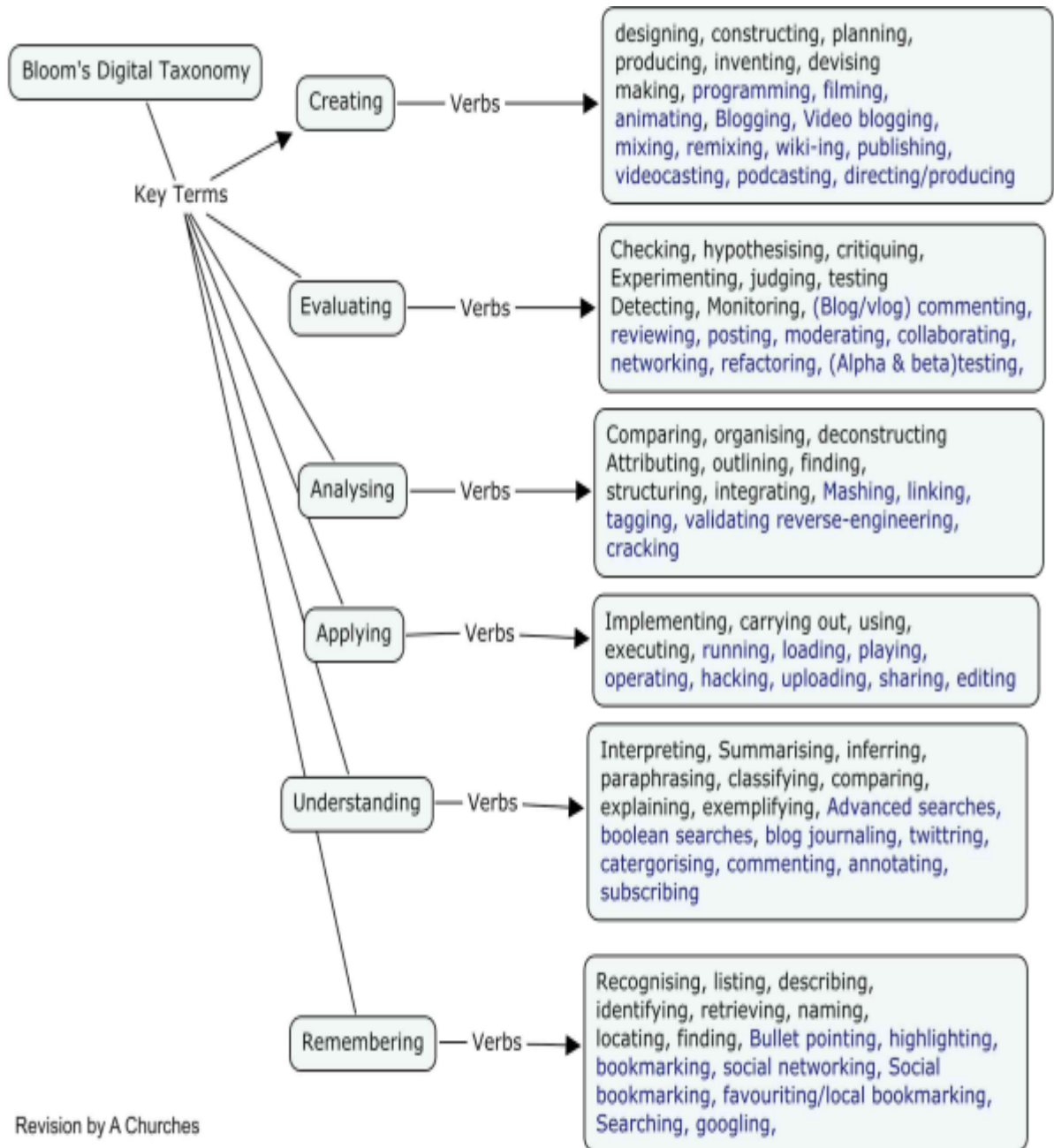
In Coyle’s words (2010) cognition is “Engagement in higher-order thinking and understanding, problem solving, and accepting challenges and reflecting on them.” CLIL promotes cognitive or thinking skills which challenge learners “to create new knowledge and develop new skills through reflection and engagement in higher-order as well as lower-order thinking”. Students construct their own understandings rather than the teacher transmits all knowledge. Some of these skills are reasoning, creative thinking and evaluating.

Churches attempts to explain the new behaviors and actions brought about by technology advances. Bloom's Revised Taxonomy (See graphic 1) by Anderson and Krathwohl describes many traditional classroom practices, behaviors and actions, but “does not include the new processes and actions associated with Web 2.0 technologies, info whelm (the exponential growth in information), increasing ubiquitous personal technologies or cloud computing” (Crocket, Jukes and Churches, 2011).



Graphic 1: Source: Bloom's revised Taxonomy. By (Anderson and Krathwohl 2001).

Bloom's Digital Taxonomy is about using technologies to facilitate learning. Rubric-standardized criteria or standards are measured by competence of use and by the quality of the process or product. Besides cognition and technology-related cognition, the Digital Taxonomy includes language literacy, the sphere of communication related to the digital component. Let us have a look at the concept map of this Digital Taxonomy. (Graphic 2).



Graphic 2. Source: Bloom's Digital Taxonomy Churches et al. (2011)

In the concept map above, we can see three different parts:

- The first one contains the key terms, Bloom's six cognitive categories.
- In the second part, we find exemplifying verbs (ranging from Lower Order Thinking Skills. to Higher Order Thinking Skills.) related to every category. The ones in bold type are cognitive verbs related to the traditional taxonomy: recognizing, implementing, comparing, designing... The ones in normal type are the ones more specifically related to technology: bookmarking, hacking, video-blogging, podcasting.
- In the third part, we find the communication spectrum, for instance, verbs related to digital communication –although some of them can be interpreted in the traditional way–: posting, blogging, texting, e-mailing.

It is important to adjust this Taxonomy model to this research as one of the main resources are the T.E.L.L technology-enhanced language learning .TELL is defined by Bush (1997) as technology-enhanced language learning refers to the use of the computer as a technological innovation to display multimedia as a means of complementing a teaching method language teachers. This term is taken into account as the classes' time is shot and through technology it is possible to extend the class barriers.

Otherwise, CLIL also promotes community and citizenship. The four c, refers to culture. According to Coyle (2010), this CLIL block is related to the question of the “self” and “other” awareness, identity, citizenship and progression towards intercultural understanding. CLIL is a good tool to develop notions of intercultural citizenship and global understanding some of its dimensions are:

- *Community*: learning becomes collaborative through the creation of learning communities. The digital component becomes a key aspect.
- *Connection*: through CLIL, schools make use of collaboration networks with schools from other countries. CLIL develops through web 2.0 and 3.0 possibilities.

Understanding ourselves and other cultures is an important role of CLIL. Culture adds values to CLIL context as tolerance and understanding, it is essential due to our pluricultural and plurilingual world. The use of materials and intercultural linking may contribute to an

understanding of similarities and differences between cultures but it need to be taught through meaningful connections. According to Bentley (2010). We can encourage learners to have positive attitudes in this sense and to be aware of the responsibilities of global and local citizenship.

1.2.4 CLIL's Advantages, disadvantages and implications.

After a studying the theory, the researchers found in CLIL different advantages. Some of them were cited by Wielanderare (20113): it is context embedded, it has clearly defined learning outcomes for both content and language, it makes creative use of language as learning tool (linguistic scaffolding), it connects learners to language use for different purposes at different times, it also develops linguistic confidence and competence and promotes spontaneity, it is localized and carefully adapted to fit specific context

In addition, Hanesová (2014) lists that: CLIL offers such a learning environment where learners get a chance to use their cognitive skills and to construct their own knowledge. They are intellectually challenged to transform information, to solve problems, to discover meaning using creative thinking.

Also, one principle of CLIL methodology is ts learner-centeredness, the CLIL curriculum presents a synergy of the teacher's plan with the learners' authentic needs. Thus the aims of CLIL are multiple as it focuses on learning a foreign language while simultaneously learning specific subject content as well as on other important life skills all the time respecting the individual learning styles and intelligences of the learners.

Additionally CLIL offers the possibility establishing a link between language and culture in Coyle (2010) words "CLIL opens an intercultural door" According to Mehisto (2008) using CLIL demands creating meaningful connections between the learner's lives and the content taught in the school. For instance bringing to class reflections about those problems that are faced everyday inside and outside the class, is a way to replicate, analyze and learn the best approach for conflict resolution providing a significant impact while working and practicing with others.

Cano (2013) argues that “Los beneficios de CLIL radican en su sentido práctico: el alumno aprende una lengua a través de unos contenidos propios y cercanos a su vida real que puede aplicar o en los que encuentra un uso directo y cercano de lo aprendido. CLIL ofrece una serie de mecanismos adicionales al currículo, que facilitan el desarrollo de las capacidades lingüísticas con un efecto perdurable en los alumnos”.

Finally, CLIL goes beyond aiming for the development of types of lower-order thinking skills (Bloom 1984) towards higher-order skills and it can be seen as a practical application of the ‘Knowledge Triangle’, which integrates education, innovation and research. This includes forms of immersion, content-based language teaching, and language across the curriculum. In a CLIL context, the focus shifts from language to achieving, or otherwise learning about, some other goal, so that the language learning falls into the background, and learning becomes more incidental

However, it could be very difficult for one teacher to implement CLIL if other teachers are not involved, but completely possible. So why do we say that it would be difficult for one teacher to implement CLIL alone. This biggest reason is related to content.

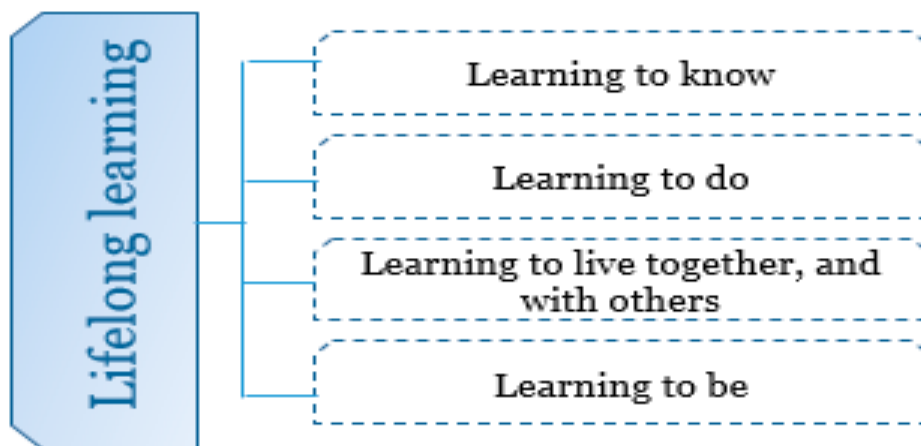
CLIL could be a possible alternative to the problem founded in the way that researchers resolve would be able to link English and values and develop citizenship competences. As seen during this theory analysis, CLIL can be easily integrated into classroom practice. It integrates all the elements to live and practice coexistence in and English classroom. This is the reason why the cultural component fixes to the objectives proposed in this document as the concept of pluricultural citizenship and global understanding help to go beyond the classroom and to understand the world.

1.3 Citizenship competences for a better environment in the English classroom.

Data collected showed that students need to live and practice coexistence, that is why the authors of this research consider CLIL and citizenship competences go well with in the proposal of this thesis. For that reason, it is important to define the citizenship competences; to start with it, it is important to consider that MEN in 2004 established “the citizenship competences standards that served as an important reference to this research.

In order to know what is the relevance of the Citizenship competences in the English classes it is necessary to explain that UNESCO (United Nations Educational, Scientific and Cultural Organization) established four pillars in education, ”, these pillars are: Learning to know, Learning to do, Learning to be, and Learning to live together. Agreeing with Kumaravadivelu (2003) when explains that is very necessary to take into account the learning environment, curriculum, teaching methods, materials, among others.

According to Delors (1996), lifelong learning can be defined as learning that is pursued throughout life in a flexible, diverse and available fashion, at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult education. In that way it is important to recognize the four ‘pillars’ of education for the future:



Graphic 3. The four pillars of education. (Delors 1996).

As it was stated by UNESCO (2006) learning to know consists of giving general knowledge and teaching other languages in order to generate communication. Learning to do consists of developing skills and competences to “find a place in society”. Learning to live together consists of teaching “values of pluralism, mutual understanding, peace and cultural diversity”. Finally learning to be is defined as the possibility to develop the personality as an individual agent in the society.

In line with UNESCO, is absolutely necessary to learn to live under differences, and respect other people, this project is based on ethical values, respect, empathy responsibility and reconciliation, it means that in every classroom is possible to teach values and competences the most important reason to use this theme like the content in this research, English and content are taught while students learn to live together.

The researchers consider that one of the most important goal of education is to educate better citizens, and people with values in order to live in a society more than teaching a subject in a classroom. For this reason the pillar of UNESCO Living together is a motivation to continue trying to teach values in spite of the difficult situations presented in public schools in Bogotá.

As stated by Zhou (2004) competence could be defined as ‘the ability to meet complex demands successfully or to carry out an activity or task. This demand-oriented or functional definition is supplemented by an understanding of competencies as ‘internal mental structures of abilities, capacities and dispositions embedded in the individual’’. The term competence denotes a complex action system encompassing cognitive skills, attitudes and other non-cognitive components.

According to Chaux (2004) Citizenship competences are the knowledge and skills that allow people to act in a society; when teachers want to teach them, it is necessary to apply some principles, as including all the necessary skills for the action: such as the communicative integrators, cognitive and emotional competences, to give many opportunities in order to practice the competences.

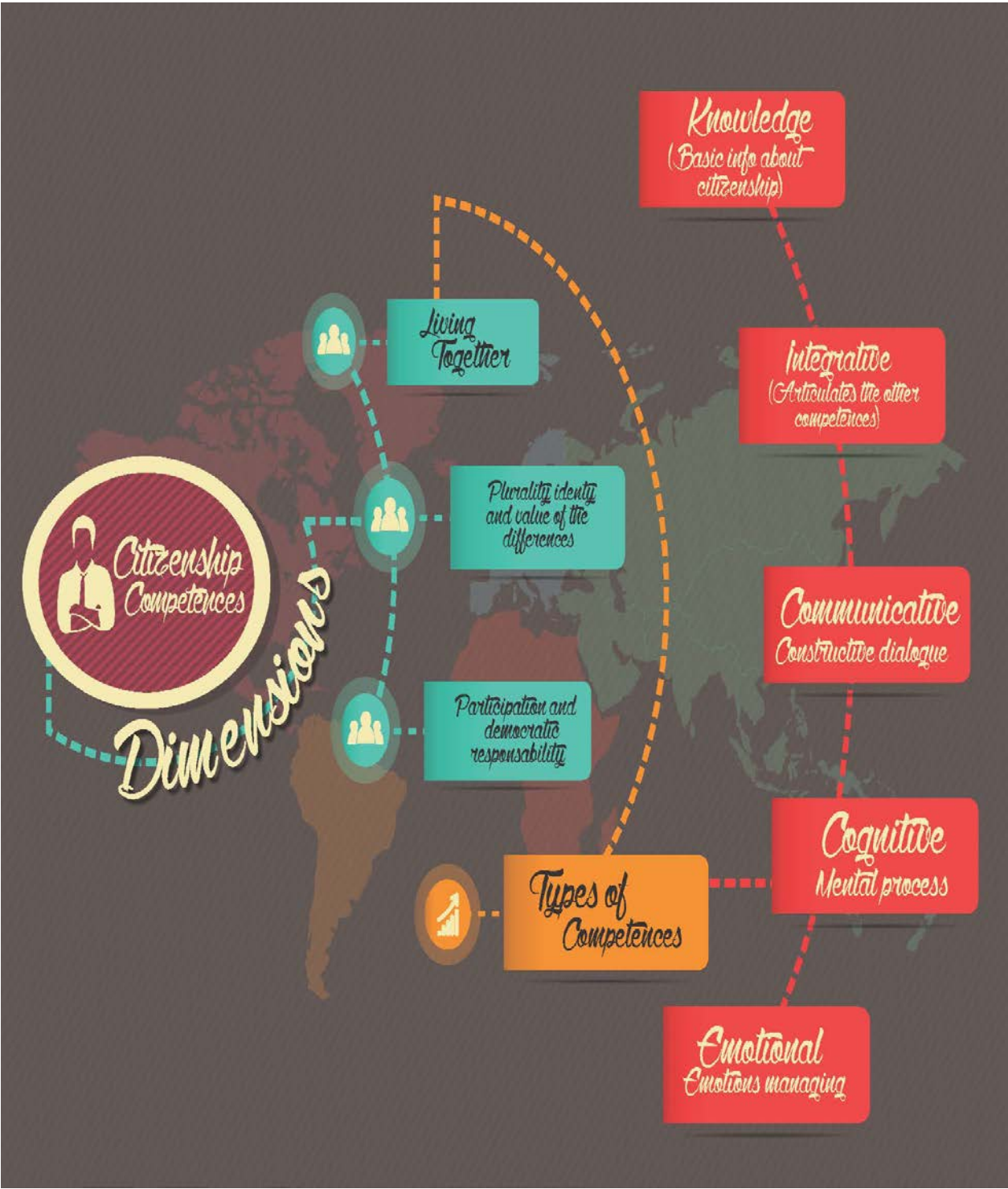
It is necessary not only to teach the theory about citizenship competences, but also practice them everywhere and every moment through pedagogical activities, to integrate citizenship formation in the curriculum. From this point of view communication, practice, integration to the curriculum and community and evaluation of citizenship competences has to be included in all the subjects. This allows the inclusion of this content in the English class, connecting these steps with CLIL approach.

In addition, according to the Basic standards of citizenship skills proposed by the M.E.N, “Citizenship competencies are the set of knowledge and cognitive, emotional and communicative skills that hinged together, enable the citizen to act constructively in a democratic society”. They stated that, “Training for citizenship is not an isolated subject, but a shared responsibility through all areas and levels of the institution and the entire educational community , made by directives, teachers, students, families, administrative staff and others who interact in it. Chaux (2004) invites English teachers to contribute in the training process of the citizenship competencies.

The standards of citizenship competencies are proposed in three groups: Co-existence and peace, Democratic responsibility and participation, 3. Identity and appreciation of differences. Moreover, each group presents five dimensions; they are cognitive, emotional, communicative, and integrative and knowledge based.

The Cognitive skills refer to “the ability to perform various mental, fundamental processes in the exercise of citizenship. For example ,the ability to identify the various possible consequences of a decision , the ability to see the same situation from the point of view of the people involved , and skills of reflection and critical analysis , among others” The most relevant aspect of this research regards to dimension is the developing of critical analysis.

Emotional skills are “the skills needed to identify and construct response to the self-emotion and other people ‘emotions. For example, the ability to recognize the feelings and have empathy, that is, to feel what others feel, Example: your pain or anger. In other words: emotion managing.



Graphic 4. From: Estándares Básicos de Competencias Ciudadanas. MEN Bogotá 2004

Communicative skills “are those skills needed to establish a constructive dialogue with others. For example, the ability to listen carefully to the others arguments, and to understand them, even if we do not share them. It also relates to the ability to express ideas assertively, clearly, firmly and without aggression.

The knowledge dimension is about the basic information that as citizen it must know and the Integrative skills that articulate all other powers in the classroom. For example the ability to manage a conflict peacefully and constructively a conflict, which is an integrative competence, requires some knowledge of the dynamics of the conflict, some cognitive abilities as the ability to generate ideas and creative options in a situation of conflict of powers emotional self-regulation, plus certain communication skills and the ability to transmit interests and feelings assertively.

Consequently CLIL could be a pedagogical approach that will allow the inclusion of these competences during the English class. The work of teaching also brings the work of educating. This means that in addition to thinking about grammar, spelling, vocabulary, etc., we must think as teachers of foreign language, about how to integrate the teaching of values. MEN (2007) points out, that “teaching can shape, transform, and influence individuals whose everyday decisions, in turn, have an impact on the rest of society, so to teach Citizenship competences through EFL in Marco Fidel Suárez school, search to form better citizens able to live together in any circumstances of the life.

But the real situation about those expectations in the local schools of Bogotá is another one. When the members of the educational community of the fifth cycle at Marco Fidel Suárez School were asked about the way students live and practice the first group of standards proposed by the M.E.N., the results showed that there is not a real practice of them. Therefore this research is going to put emphasis on the pillar according to UNESCO, which is learning to live together, in M.E.N.’s standards, coexistence and peace, which becomes the main content worked on CLIL proposal.

To sum up the authors could say that that this theoretical framework guides and supports the way this research will be piloted considering CLIL and Citizenship competences as

pedagogical alternative to solve the problem posted at the beginning. It is clear that CLIL approach components fit with the needs stated in the research problem to promote a better coexistence from the English classroom. Additionally the theoretical framework shows that the Language Teaching should be the bridge that joins the teaching of any content with English as a foreign language promoting the critical thinking on students.

CHAPTER 2 RESEARCH METHODOLOGICAL DESIGN.

2. CLIL approach: a way to enhance citizenship competences in the English class.

During this chapter it is expected to do a description of the current state that students should have to live and practice the citizenship competences according to the national policies and standards. In addition it is described the population and the empirical methods used to describe the real situation of the citizen competences at a public school. Here it is summarized the qualitative and quantitative analysis according to the stages of action research proposed by Madrid (2000).

This research which was carried out the qualitative paradigm understood as the one “focused on discovering, insight and understanding from the perspectives of those being studied” (Merriam, 2009). The idea was to observe the students behaviors at Marco Fidel Suarez School in their natural environment in order to describe how students interact and how they could transform their behaviors.

According to Fandiño (2008), Language teachers need to find a type of research for explanations to everyday real problems experienced in the classroom, or look for ways to improve instruction and increase student achievement. So, in order to give students the chance to build on their realities, integrating new forms of communication in the foreign language classroom, recognizing their contexts and scaling in new ways of learning, the researchers found action research model proposed by MADRID (2000).

This model is characterized as being a participatory, self-reflective and collaborative approach to research. As it is possible to observe in graphic 2:

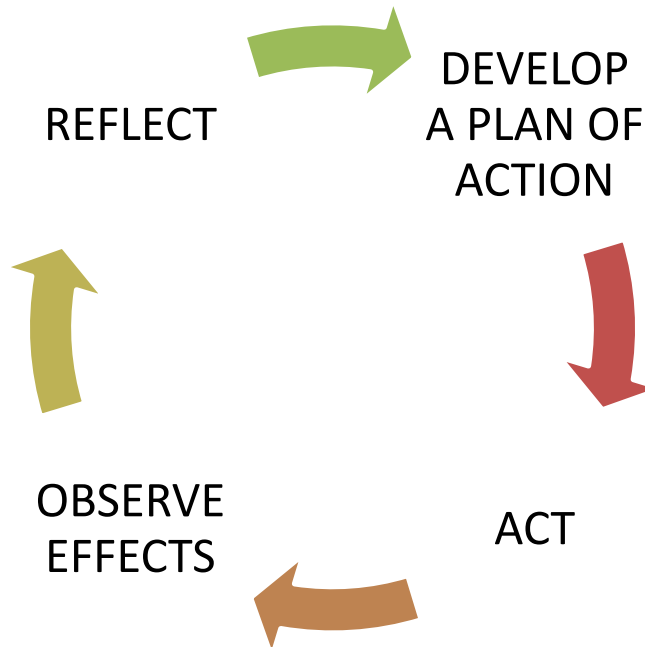
According to Madrid (2000) there are four classic developmental phases of AR:

Phase 1: Develop a plan of action to a) improve what is already happening or b) identify and examine a "puzzle" or problem area in your teaching;

Phase 2: Act to implement the plan;

Phase 3: Observe the effects of action in the context in which it occurs, and

Phase 4: Reflect on these effects.



Graphic 5: Basic stages of Action research. (Madrid 2000).

Daniel Madrid (2000) indicates that classroom research (CR) is normally practical research. It aims to explain what actually happens inside the classroom, the direct and indirect influence of internal and external factors related to the student, the teacher and the ELT curriculum. Taking into account this parameters, this chapter followed this action research stages that will be described and analyzed.

2.1 Current state of the citizenship competences.

- Background.

Starting from the international field, it was possible to find that in Latin America exist researches done by Paulo Freire who has studied about the relationships at school and some values in his book Pedagogy of the oppressed (1970). There he discussed the essence of education in the

practice of freedom, dialogic and dialogue; He also described a synthesis of two decades of research group in social pedagogy experiences explaining concepts about equality, equity, ethics, and team work as main points to perform in the teachers training process in his book *Pedagogy of the Autonomy* (1997).

Another research found was entitled *Teaching values and citizenship across the curriculum* by Bearne (1998) who stated that English is the perfect vehicle for teaching values like democracy, cooperation, equality and diversity, fairness, justice, freedom, power, rights and responsibility. She described that the narrative was used to teach values especially through legends, folks and fairy tales. She also explained that “the questions are not so much about whether English should or should not contribute to education in values and citizenship, but what those values might be, whose values are being promoted and how they are approached in the classroom.”

In Colombia, Echavarría (2008), summarized in an article entitled: *Perspectivas teóricas e investigativas de la educación ciudadana*, a research made on citizenship and citizen exercise to educated and non-educated young people in the capital District of Bogotá; there he applied different concepts of citizenship and citizen exercise, the political, ethical and moral perspectives of citizens. He made reference to main trends in citizen education, as well as their emphasis and possible educational application fields. He also described the main trends in citizen research.

Another Colombian research was done by Vasco (2004), she researched from the youth *Moral a perspective*. It described the point of view of the some students in Bogotá and Manizales about the moral concepts in different topics and situations like family, friendship and love, honesty,

and social pressures, showing that for the young people is so important to practice values and learning and practice every day.

In addition, Díaz (2007), in a research called: Enhancing Affection from School, described how teachers need to get goals working the human field and the interpersonal relationships in order to get the integral formation. During that research it was showed how the affective dimension has effects in the successful academic goals.

Another local research was made by, Ramirez (2007) about incorporating values into the English classroom. It was highlighted the important role teachers' play in the education of new generations nowadays and stated that language forms can be used to contribute to the fostering of values when they are taught in a learner-centered curriculum approach as well as with a cross-curriculum view. As a final point she gave examples of the activities teachers can carry out to and they are taken from the experience that the author has had in her teaching in public schools.

Finally in the Colombian context, Castiblanco, Díaz and Laverde (2007), researchers in the Universidad Distrital Francisco José de Caldas where they studied about personal experiences of students through storied lesson in order to teach values while teach English in the primary school República de Costa Rica. This research explained how it was possible to solve the problematic situations in the school through the English teaching process. They worked values like respect, honesty, responsibility and solidarity.

By the other hand, it was possible to describe that Colombia has lived the army conflict since the 50`s. Meanwhile, the national government and its institutions have faced the need to find

strategies to achieve peace. In 2014, the national government has been working looking for it from the current President Juan Manuel Santos campaigns: “United for Peace”.

In the educational field, the M.E.N (National Ministry of Education) produced a document entitled "Citizens Competencies" in the year 2004. They also established standards in each cycle of the national schools and presented this legal document with this opening sentence: “We believe that education is one of the ways that will make possible the peace” In that way, that document classifies the standards to design, implement and evaluate the practice of citizenship competencies, as clear and public criteria for establishing the basic levels of quality.

- The National constitution of Colombia (1991).

As the document that regulates the policies of the state and established in the year 1991, the National constitution offers a description of the kind of citizen that Colombia needs and the roll that education plays in that purpose. The next articles describe the need to prepare good citizens, formed in values through the education.

In Article 41 it was established that, “In all educational institutions, public or private, it is required to study the Constitution and civics. Also democratic practices for learning the principles and values of public participation”.

Article 67 emphasizes that , “Education will be developed according to this following purposes: first of all in “the full development of the personality without restrictions other than

those that imposed by the rights of others and the legal order, within a teaching process comprehensive physical, psychological, intellectual, moral, spiritual, social, training emotional, ethical, civic and other human values. The second principle is “Training in respect to life and other human rights, peace, democratic principles of coexistence, pluralism, justice, solidarity and equity, and in the exercise of tolerance and freedom.

- The Program of citizenship Competencies.

Defined as the set of strategies led by the Ministry of Education and National-MEN- directed to the entire sector, which seeks to promote the educational establishment of curricular and pedagogical innovations based on "democratic practices for learning the principles and values of citizen participation " in order to" train the Colombian on respect for human rights, peace and democracy.

In the international field, UNESCO establishes the parameters as it was described in the first chapter, to promote the practice of citizenship competences in tone of the four pillars: learning to live together. Thus, it was possible to find a contradiction that deserved scientific research. In this manner second stage in scientific research leaded to establish the categories of the research like the problem, the research object and the field.

However, despite national policies and standards for coexistence proposed by the education ministry, the practice of citizenship competencies in public schools is not evident. After the observation an analysis of empirical methods that will be explained during this chapter, it was made evident a common problem about coexistence. It was possible to conclude that public schools are facing violence and there is not practice of good coexistence habits and that M.F.S school student's don't practice those standards proposed by the M.E.N in order to be better citizens.

Once described and evidenced the situation lived at MFS School during the first action research phase proposed by Madrid (2000), the Scientific Problem was stated as: **which is the impact when fifth cycle students are exposed to citizenship competences in the EFL classroom?**

For those things mentioned above, the authors of this research divided this research into three stages. The first one it was examining in order to describe the problem using the empirical methods. The second stage was planning, where were listed the elements of the methodological design as the research tasks, the population, the designing of a strategy (didactic unit). This process started with a needs analysis and the selection of the possible topics to work during the didactic units. The third stage was applying and analyzing the design to answer the research question stated in this document.

2.1.1. Description of the population and the research methods.

This design was implemented with an initial group 24 students. They were between 15 and 18 years old of the fifth cycle at Marco Fidel Suárez School. This group was chosen as they were facing difficult coexistence situations during different classes:

- Their teachers expressed that was difficult the normal development of a Lesson because they shout each other.
- They didn't respect others opinion and when teacher's call their attention they Got angry and don not respect the rules.
- When they are called to have a reflection they do not respect the adults' and they are usually complaining and angry about everything.

Taking into account this, a previous permission was asked and sent to their parents to let them know about the project that was taking place in the class. Aspects like interaction activities, oral projects in English, some interviews and surveys done in class, and the possibility to record them was informed to families.

Empirical methods for the first stage:

As it was stated in the introduction, empirical methods as the interview, mass media documents analysis, official documents and surveys were applied analyzed during the first stage and in the next order:

- ♣ **Official document** “observador del alumno” to analyze the main coexistence situations faced during the classes, specifically the English class, by teachers and **students of fifth cycle at Marco Fidel Suárez School. (Annex 5)**

- ♣ **Interview to the coordinator**, Jorge Cano to know his voice related to the **main student’s problems at Marco Fidel Suárez School. (Annex3).**

- ♣ **Interview to the psychologist**, Sonia Guayacan Ardila was the person who listened and tried to solve every day the problems at school Marco Fidel Suárez. It was applied to know her perception and opinion about **student’s coexistence problems at Marco Fidel Suárez School. (Annex 4).**

- ♣ **Mass media document**, due to the difficult coexistence situation at Marco Fidel Suarez School the **national and local channels** showed special interest in the school for this reason the researchers decided to use some of the news about the school showed in the national TV. Three different Mass media documents were analyzed **to see the real situation of student’s coexistence in public schools** that had been observed by the researchers and portrayed by the National and local news. (Annex 2)

- ♣ **Interview** (Annex 1) to the Dean at Universidad Libre about public school magister candidate's perception in front of common **students' problem in public schools**, after a colloquium made at Universidad Libre entitled "La Investigación en Educación", in June 2014. It was considered to take into account the results to portrait a general voice about everyday student's main problems that could be worked through the research.
- ♣ **Survey to 25, fifth cycle students** of the school day afternoon at Marco Fidel Suárez, adapted from the basic Citizenship Competences proposed by the MEN, in order to see how they perceived and live their practice at school. (Annex 6)
- ♣ **Survey to 5 teachers** of the school day afternoon at Marco Fidel Suárez School, adapted from the basic Citizenship Competences proposed by the MEN, in order to see how teachers perceive **student's practice of coexistence at school**. (Annex 7)

Empirical methods applied during the second stage:

- ♣ **7 Class recordings** to analyze the impact of the proposal on the students with whom the research was piloted **to observe and describe the impact on students** when they were exposed to citizenship competences during the English class. (Annex 20).
- ♣ **Observation** through the use of technological intervention on Moodle platform on line to reinforce and extend the topic, developing student's critical thinking trough different tasks. (Annexes 13 to 15).
- ♣ **Students Self-assessment** to check the **student's learning progress** of the 4C's (Content, Communication, Cognition and Culture) proposed by Coyle, Hood and Marsh (2010). (Annexes 16 and 23)

Empirical methods applied during the third stage:

- ♣ **Survey to 19 students** to whom the project was piloted to see if students had internalized the content of the citizenship competences during the English class.(Annex 26)

- ♣ **Survey to teachers** at Marco Fidel Suárez School after the campaigns made by fifth cycle students to analyze the impact of the proposal at school of the citizenship competences during the English class. (Annex 27).
- ♣ **3 Videos** after the campaigns to know the opinion of other school mates children about promoting citizenship competences in the English class at school. (Annex 28)
- ♣ **Interview to 6 English teachers** to analyze the impact of using CLIL approach during the English lessons. (Annex 29)

2.1.2 Phase 1. Examine a "puzzle" or problem area in your teaching (According to action research model proposed by Madrid 2000).

Empirical methods mentioned above were applied and analyzed in the next order:
In that order, the first stage was analyzed like this:

✓ Results about Document analysis: Fifth cycle student's coexistence record.

There was a reading of the situation in order to make evident the problem in the focused group and to highlight how the English class process was interrupted by co-existence situations. It was made a chart (Annex 5) whit the common situations faced inside the I.E.D. Marco Fidel Suárez by fifth cycle students and it was possible to determine that the most frequent situations are: verbal aggression, low self-esteem, lack of respect for teachers and fighting with students from nearby schools.

As a conclusion it was possible to say that during the English class there were current situations of verbal aggressions between students because they cannot control their emotions. In addition it was possible to see that the class was frequently interrupted by different co-existence situations.

✓ **Results about Interview to the co-existence coordinator and to the psychologist at Marco Fidel Suárez School.**

In order to bring into focus the research problem, it was considered necessary to apply an interview to the teacher Jorge Cano (Annex 3) who is the coexistence coordinator at Marco Fidel Suarez School. He answered five questions, mentioning the principal problems of coexistence at school.

When he was asked about the most frequently problem and the role of the teachers and parents in order to solve the problem, he explained that one of the neural points it was the lack of compromise of the teachers, parents and students; he considered that at Marco Fidel Suarez school there was not respect between students with teachers or classmates.

According to the survey, it was possible to conclude that the most evident problem is the drugs consume of the students in the school. Because of this situation, the environment in the school is so dangerous for students and teachers.

Jorge Cano suggested to the teachers and parents the need to live values at schools and homes so students could learn to live in community making easier the coexistence at school.

By the other hand, the psychologist at school Sonia Guayacan Ardila answered the same interview (Annex 4) done to the coordinator. She mentioned bullying, verbal and physical aggression like the principal problems that she treats in her office. Also she described that parents` role is passive in front of the education of their sons because they do not assume the rules and they do not live moral values at home, doing difficult the labor of teaching.

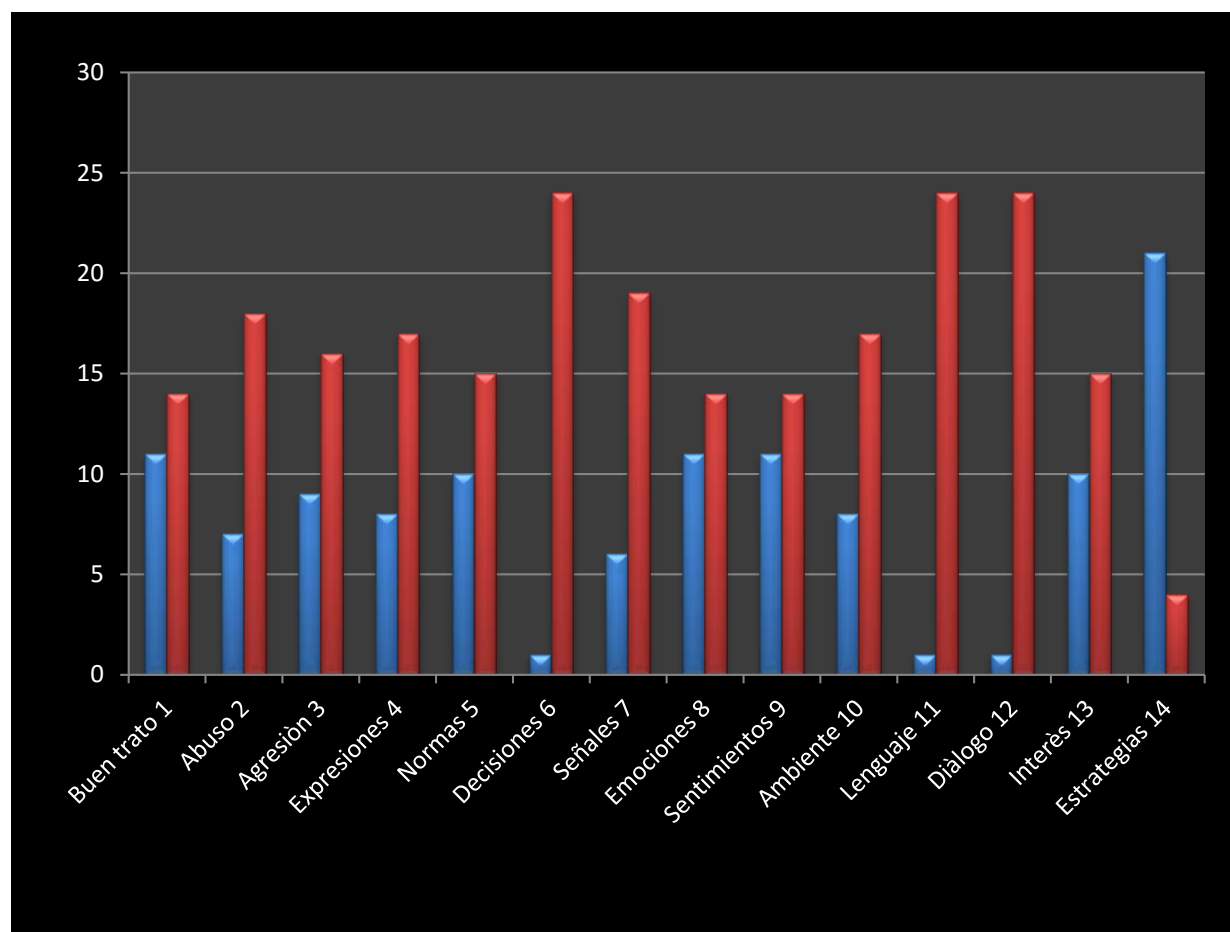
As a conclusion it was possible to say that it was evident the need to practice values, improve co-existence and enroll parents with students coexistence problems. It also helped to establish the co-existence as the content to work during the proposal.

✓ **Results about Teachers and students survey about the practice of the first group of citizenship competences proposed by the National Minister of Educations (M.E.N).**

The survey was applied to tenth and eleven graders randomly and in order to identify if they lived and practiced the basically citizen competencies the interview was taken and adapted from the basically citizenship competencies standards (Annex 6 and 7). It was a 17 questions interview applied to 5 teachers, 25 students from the different groups of the fifth cycle.

The results showed that in the first group (Coexistence and peace) the 13 basically competencies proposed by the M.E.N. are not practiced. According to the survey it was possible to conclude that students at public schools have the need to live and recognize the basically citizenship competences to improve their daily practice of the coexistence.

In addition, after the survey it is possible to deduce that there are three main topics that fifth cycles students need to recognize, they are: emotions management, moral values and conflict resolution.



Graphic 6. Survey results about Real situation of the practice by fifth cycle students of citizenship competences at Marco Fidel Suárez school.

The graphic shows the results of the survey applied to 25 students in order to know about the real situation of the Citizenship competences at Marco Fidel Suarez School according to standards established by the MEN. It is possible to see that the majority of the students do not practice the Coexistence and Peace competences, they do not recognize rules, rights or abuse situations, neither they were not able to express their feelings or recognize their emotions in order to control them and the students were not interested to environment care.

✓ **Results about Document analysis: Local news. (Annex 2)**

After that reflection, the research problem became more evident as the local news mentioned the school in their daily report. As a consequence of the difficult situation lived at Marco Fidel Suarez School, the mass media (Annex 2) have presented to the country some of the facts that happened there.

CARACOL News presented on March 14th of 2015 the difficult situation lived by students who frequently fought in front of the school, in the video the journalist Juan Carlos Pardo showed how students of the schools: INEM Santiago Pèrez, Jose Maria Cordoba and Marco Fidel Suárez faced violence situations like fighting, gangs, drugs traffic around the schools. Some people described about how students often use weapons to attack others.

Another social media like Facebook showed in a video, presented by Caracol news, a group of students attacking verbal and physically to a Spanish teacher in the class. That video showed the importance to pay attention to coexistence and the lack of moral values such as respect and tolerance.

Moreover the channel City TV showed on August 12th the testimony of a tragically situation faced inside the institution where a student died inside the school for drugs overdose. There was a testimony about how 21 students abused of the drugs consume. Unfortunately like these, there are many examples on TV news about the difficult situation of coexistence that Marco Fidel Suarez students face every day, being the most common: the physical

aggression and the drugs consume. This strong problematic affected the Teaching and Learning process, not only indoors of school but also in their personal life.

✓ **Results about the Interview to Doctor Rafael Rodriguez, Dean of the Education faculty at Universidad Libre (Annex 1).**

At the Universidad Libre, it was held a conference in order to address the common problems faced in public schools. It was hear the voices of mastery students who were working as teachers in public school, about the main student's problems. For that reason, it was considered to take into account the results to portrait a general voice about co-existence.

It was considered necessary to make an interview to the Dean of the Education faculty at Universidad Libre: Doctor Rafael Rodriguez Rodriguez, who conducted the research with Master candidates in order to identify the main research problems at public schools in Bogotá.

After 5 questions done, he confirmed that the principal problems mentioned by teachers were about co-existence like: **violence, drugs dealing and consume, micro traffic, bad communication between parents and sons and lack of values.**

In question number 1, when he was asked about the purpose of that colloquium made in April 2014, he answered that it was to identify if there was a common problem in public schools which was a trend. He described that there were always questions that tend to co-existence, the bullying, the problem of the relationship with parents, the problem of context, economic, displacement etc.

In question number 2, when he was asked about the main problems listed by the teachers, he said that they were all about co-existence: violence off school , drug addiction, micro trafficking, sale and consumption , poor academic performance, lack of commitment , poor communication between parents and teachers, lack of values, sociocultural problems, crisis of values and identity. In the case of Tunjuelito is a crisis of values and violence.

According to their analysis, in Tunjuelito (the locality where it is located the educational institution of this research) the teachers adjudicated value crisis and violence; also they noticed that it was necessary to work about emotion management.

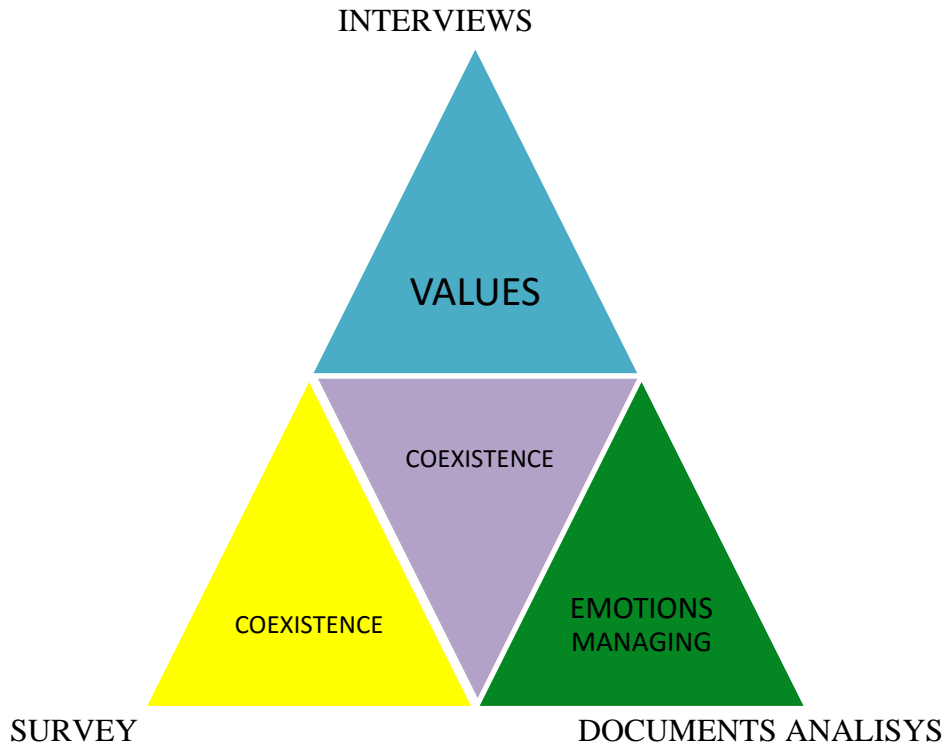
In addition the Dean concludes that teachers must educate students in the interaction because it must be a root and a sense of belonging culturally if you're in Bogotá. He also arrived to the reflection that as teachers we have to think didactically so it was possible to be closer to that knowledge of citizens in social, economic and political in terms.

After this interview, it was possible to conclude that coexistence problems don not allow the normal academic development of the local schools in Bogotá and that it was necessary to work in projects related to observe the real daily life, responding to needs through fixable methods and in teaching practice.

- Emerging research categories.

Taking into that according to Rubin & Rubin (1995) “codificar es el proceso mediante el cual se agrupa la información obtenida en categorías que concentran las ideas, conceptos o temas similares descubiertos por el investigador, o los pasos o fases dentro de un proceso, and after the analysis of the empirical methods, it was posible to determine that the research categories of this document are: Coexistence, values and emotions management, considering what is show in the next chart (Graphic 7).

It was possible to determine that the common aspects to consider about coexistence were: indiscipline and fights. About values, it was possible to determine that the common code was lack of values practice, unrespect to parents and teachers and lack of compromise. Finally in emotions managing, it was possible to say that fifth cycle students do not manage the basically emotions as sadness, anger and fear.



Graphic 7: Triangulation from the empirical methods. First stage.

Category Empirical method	co-existence	values	Emotions managing
Fifth cycle student's record	Contribuye a la indisciplina , escucha música durante la clase. - Se ha caracterizado por patrones de auto agresión, dificultad para reconocer las normas y figuras de autoridad, - Posible pelea o riña con los estudiantes del colegio Piloto.	(es grosero con los líderes de IED y presenta dificultad para seguir las instrucciones de la docente. Es grosero con la docente.	Durante la clase de inglés el estudiante accede a lastimarse los brazos con un bisturí intentando hacer cicatriz - El estudiante incurrió en acciones grotescas de comportamiento

			al orinar dentro del aula de clase
Interview to the school's coordinator	Student's most common problems are aggression and fighting inside and outside the school	<ul style="list-style-type: none"> - There was not respect between students with teachers or classmates. - suggested to the teachers and parents the need to live values at schools and homes so students could learn to live in community making easier the coexistence at school. - the lack of compromise of the teachers, parents and students 	Students can control their anger with teacher's, neither with their parents.
Interview to the school's psychologist	- improve co-existence and enroll parents with students coexistence problems	the need to practice values	She mentioned bullying, verbal and physical aggression
Mass media document.	-violence situations like fighting, gangs, drugs traffic around the schools. - students abused of the drugs consume.	- students attacking verbal and physically to a Spanish teacher in the class	
Survey to fifth cycle students	the majority of the students do not practice the Coexistence and Peace competences. -60% answered that students don't understand that the rules help to promote good treatment	<ul style="list-style-type: none"> - they do not recognize rules, rights or abuse situations. -96,67% answered that students don't know and don't use simple strategies for peaceful conflict resolution. 	-56, 67% think that students don't recognize basic emotions (happiness, sadness, anger, fear).
Survey to 5 languages teachers	students do not practice the Coexistence and Peace competences, they do not recognize rules,	<ul style="list-style-type: none"> 96,67% think that students don't know and don't respect the basic rules of dialogue. -60% think that students don't understand what a 	76, 67% consider that students don't express ideas, feelings and interests in the classroom and that they

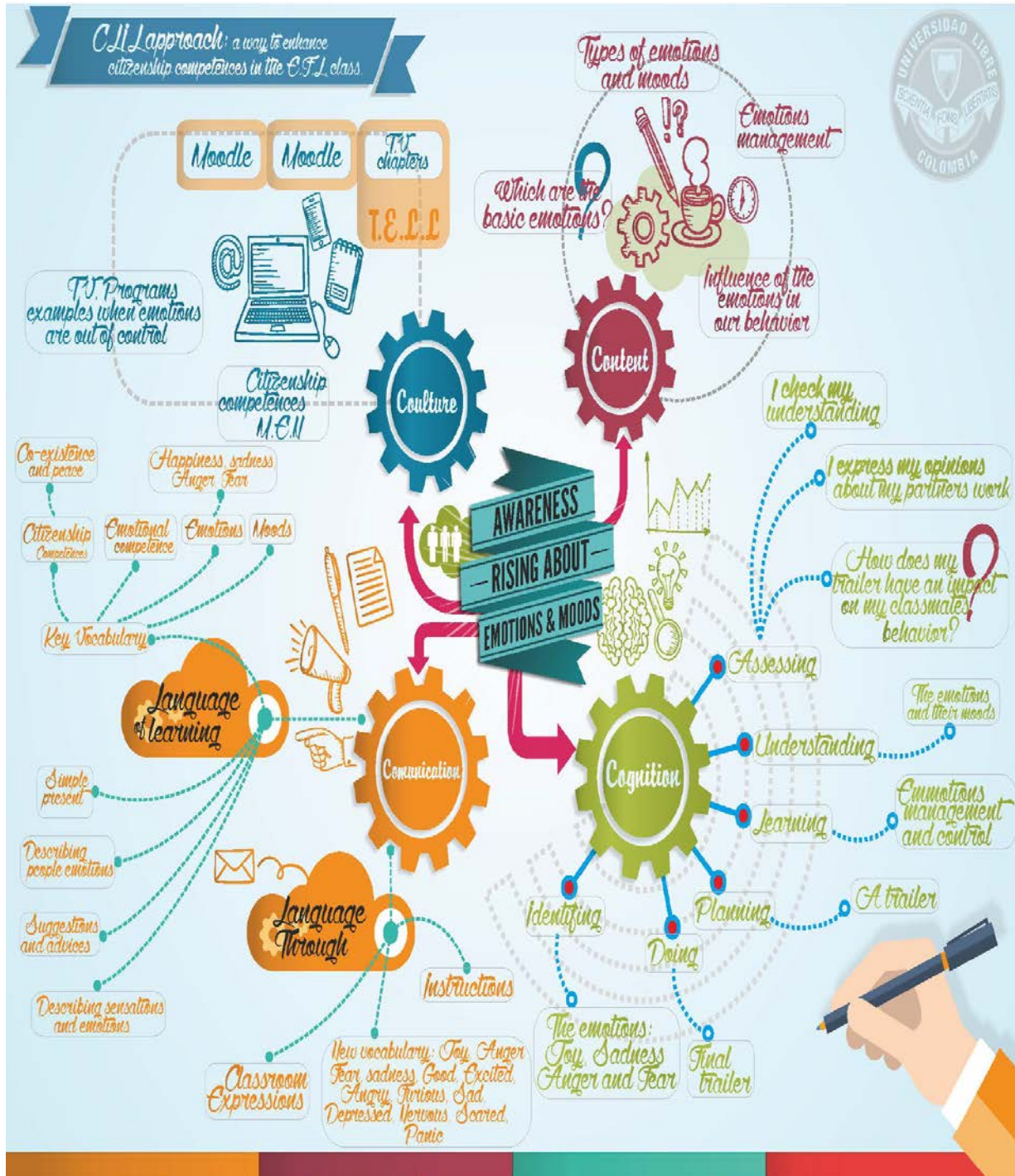
	rights or abuse situations they do not recognize rules, rights or abuse situations,	rule is and what an agreement is.	don't listen respectfully other group members.
Interview education faculty dean.	One of the most common teacher's opinion was that students tend to fight in front of the schools for problems that could have been solved through dialogue.	crisis of values and identity. In the case of Tunjuelito is a crisis of values and violence. - the teachers adjudicated value crisis and violence. - poor communication between parents and teachers, lack of values, sociocultural problems, crisis of values and identity	it was necessary to work about emotion management.

For these evident reasons and after the data analysis of these empirical methods, this research focused on the first group of citizenship competences entitled: Coexistence and peace, because in spite of those proposals made by the MEN in their standards, every day we students are having different practices.

2.1.3 Phase 2. Act to implement a plan (Madrid 2000).

After the diagnosis it was made the design of three Didactic Units (Graphic 5) that will be explained from a pedagogical spotlight in chapter three. The first unit was called: awareness rising about emotions and moods. The second unit was entitled: expressing my emotions at school and

the last didactic unit was entitled: A way to be better citizens. This design will be explained thoroughly in Chapter 3. Graphic 3: CLIL didactic unit 1.

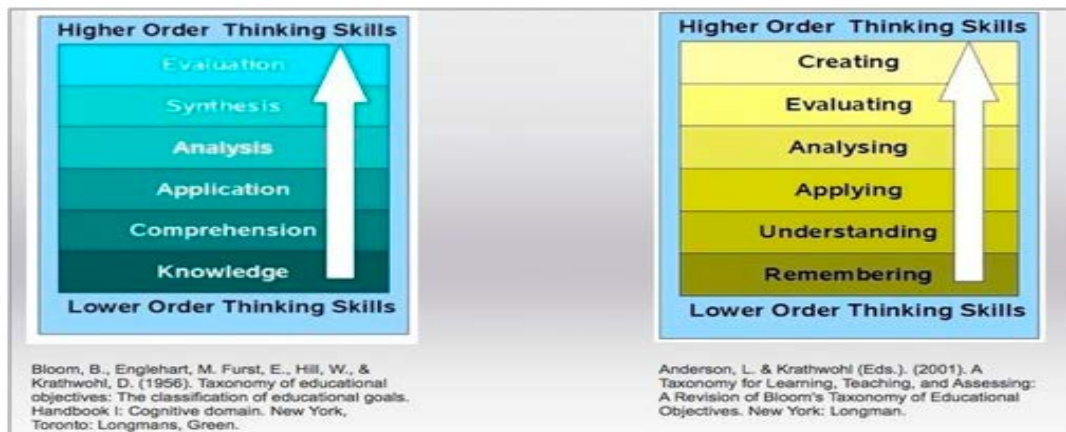


Graphic 8: CLIL didactic Unit. Awareness rising about emotions.

Given this order, the purpose of this second stage and after had defined a pedagogical strategy to integrate citizenship competencies in the English as a foreign language classroom, it was necessary to analyze each unit taking into account the research objective of analyzing and describing the impact on the students in the fifth cycle at Marco Fidel Suarez School when they are exposed to citizenship competences in the EFL class.

For the proposal it was taken into account CLIL model proposed by Coyle et al (2010) and Bloom’s taxonomy. The original Taxonomy contained six cognitive categories: knowledge, comprehension, application, analysis, synthesis, and evaluation. In 2001, one of Bloom’s students, Lorin Anderson together with Krathwoh 1 (2001) and other colleagues, revised the original taxonomy.

In the new version of Bloom’s Taxonomy –which is the one people usually refer to when talking about Bloom’s Taxonomy–, the names of the major cognitive process categories were changed to verbs so as to indicate action because thinking involves active engagements. Besides, instead of listing knowledge as a part of the taxonomy, the category is divided into different types of knowledge, content or subject matter: factual, conceptual, procedural, and metacognitive. Here lies the relationship between cognition and content, which was the basis for goals, standards and criteria formulation of the proposal. This newer taxonomy (Graphic 6) of content also moves the evaluation stage down a level and the highest element becomes “creating.”



Graphic 9. Bloom’s revised taxonomy. Anderson & Krathwohl. (2001).

2.1.4 Phase 3: Observe the effects of action in the context in which it occurs.

The empirical methods to analyze this stage were 7 Class recordings, the observations of the technological intervention through Moodle platform and student's self-assessment taking into account the four c's of CLL as categories for analysis. Results are described in the next chart.

STAGE 2

METHODS	COMMUNICATION	CONTENT	COGNITION	CULTURE
VIDEOS Annex	After reviewing the videos it was possible to see how the first C of CLIL that is communication was worked along the classes, not only the grammar part that was Simple Present, Zero and First Conditional, but also the communication skills, at the beginning of the application students showed difficulties in order to express their ideas, but after the teacher's explanations and the activities proposed students showed a positive advance in their communicative skills, because the knowledge about vocabulary, grammar rules and practice of the abilities, gave to students the	-Students had the opportunity to express their opinion about coexistence situations The content was Citizenship competences, but specifically the emotions management. Every video shows how in each class the content was developed giving in put of the content and it was explained since the first class through a conference, during the classes students explained and read about it, and after students were able to explain to other students in the school. The videos allowed to make	Through the classes recorder in the videos was evident that the Bloom's taxonomy was applied in the design of the didactic units helping the students scaffold in a very stage promoting through the different tasks creative and critical thinking. for this reasons videos presented activities which students remember ideas or concepts, after they understood, when students	In every video was possible to see how the teacher tried to students live the situations that were taught in the CLIL content. The teacher was worried about the student's formation. In this part of the research the culture was lived by the students because the citizenship competences is the base for a country that is walking to the Peace.

	self-esteem, at the end of the analysis students were able to express and understand ideas using the four communicative skills, reading, writing, listening and speaking.	evidence How the content was the center of the English classes.	understood they could analyzed, after applied and in the last they applied the self-assessment. Each class promote the cognition like one of the base of CLIL approach.	
MOODLE PLATFORM	COMMUNICATION	CONTENT	COGNITION	CULTURE
(Annexes 13, 14 and 15)	<p>-Students could express their opinion using the E.F.L</p> <p>-They wrote a definition in English using simple present, of the three principal groups of competences.</p> <p>-In addition created definition of the types of competences.</p> <p>The chat was used in order to communicate ideas and opinions when the students did not in the classroom, it allowed to show that students acquired the communicative skills as reading and writing,</p>	<p>-Students could apply what they had learned through a campaign in school, which in turn, promoted the practice of emotions management and the recognition of basic citizenship competences within the institution.</p> <p>In the MOODLE chat students gave their opinions about how they manage their emotions when they feel anger, fear, happiness and sadness.</p> <p>These kind of activities allowed</p>	<p>-They classified the happiness, the anger, the depression as the most frequently emotions exemplified in the movie.</p> <p>When the students worked the chats in the MOODLE they developed tasks and it is possible to conclude that the students acquired the tools that they needed to manage their emotions and put in</p>	<p>They could realize that in different cultural contexts exist coexistence situations that but also that there are different ways to find solution to the problems.</p> <p>-They also could conclude that there were common situations like “fight in the school at night.</p> <p>-I that was it was possible to say that the impact on</p>

	<p>because through the chats the students got the principal goal that was interacted with others in English.</p>	<p>students were in contact with the citizenship competences and the vocabulary related with the emotions because they had the opportunity to found different readings and activities that tried to introduce the topic.</p>	<p>practice the competences to be a better citizen.</p>	<p>students was encouraging in the reflection and that the students had tendency to act in good way</p> <p>There was tendency to reflect about good behavior. Moodle allowed that the researchers introduced the tcontent of values in the school and students were conscious of the needed to live it and manage their emotions in order to create a better coexistence environment.</p>
<p>SELF ASSESSMENT Annex 23</p>	<p>At the end of the second stage a self-assessment was applied, as a result it is possible to see that students present in the first C of CLIL communication the eighty percent of the students express that they were able to listen, write, read and speak about suggestion to control emotions.</p>	<p>According to the self-assessment It was positive that they acquire full management of the topic that is citizenship competences. Also the self-assessment allowed understand that students knew the concepts necessary to communicate to</p>	<p>After applied the self-assessment the majority of students expressed that they could define each emotion and establish the difference between emotion and mood.</p>	<p>Students were able to compare the citizenship competences with cultural situations understanding the difference between real and ideal situations of the citizenship competences; also they were able to understand</p>

	Twenty percent of the students considered that they need to practice more vocabulary and pronunciation.	others that they learned.		that their emotion can affect people around them.
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Results of the class recordings

During this unit (Annex 8) that started in July 27th of 2014, it was possible to introduce the content of the emotions and it’s management during the EFL class. In this unit the main goal was to develop socio affective skills, favoring interpersonal relationships in the classroom and the communicative competence of the English language through a b-learning experience. In order to do it, the unit was worked through Moodle (Annexes 13, 14 and 15)

Trough different tasks students conclude that there were common situations; one of the answer was that at MAF School, there were common situations like “fight in the school at night. It was possible to conclude that in spite the first input and recognition of the emotions management, the some students presented bad behavior during different classes. The tendency was that despite they knew that they could react and behave well, there was a tendency to continue doing wrong things.

After some classes where citizenship competences where discussed, there were some students behaviors that really affected the group but it was constructive to see that some of the students reaction was to use the classroom content and expressions to concern about the real situation as it was possible to observe in the next sentences.

In spite of this there were still bad coexistence habits. Although students had the knowledge about citizenship competences in order to behave in a better way, some of them still showed the presence of coexistence problems. During some classes of other subjects they presented negative attitudes expressed by the other mates like these:

Results of the observations through technological intervention on Moodle platform

During the lessons the students found in Moodle the necessary resources to make a trailer about an emotion previously assigned. During the four lessons, and through the empirical method of the observation (Annex 18), it was possible to analyze after CLIL classes there was a tendency to reflect about good behavior.

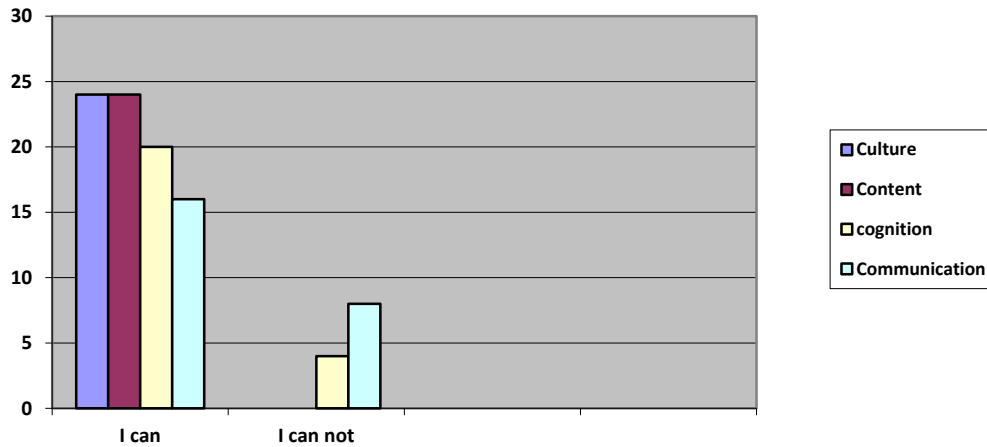
Students were able to develop different tasks using technology to communicate their feeling and opinions.

Results of Students Self-assessment to check the learning progress of the 4C's (Content, Communication, Cognition and Culture) proposed by Coyle, Hood and Marsh (2010).

Students had the opportunity to assess their learning process through a self-assessment (Annex 23) designed to evaluate the Content, Cognition, Culture and Communication. After the analysis of the first unit and the student's self-assessment showed in table 1, it was possible to conclude that all the group could understand the content of the emotions management in a scale of a hundred percent and the cultural aspects of coexistence in different contexts.

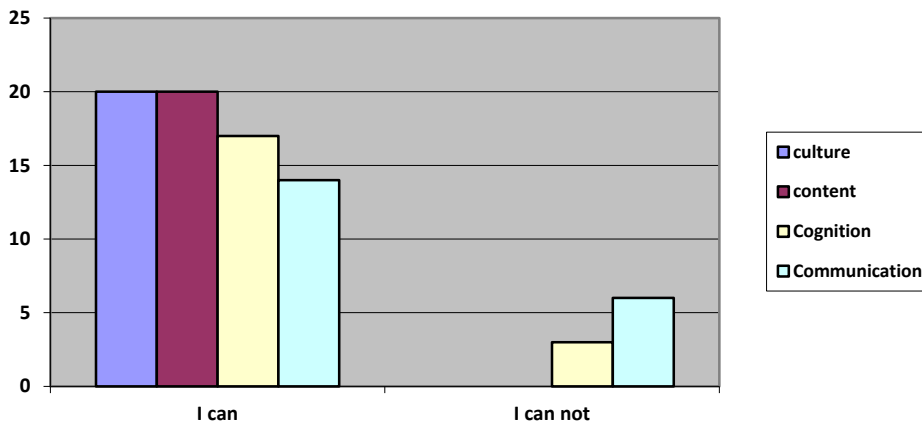
In addition, it is feasible to describe (graphic 7) that in cognition, the 91% of the group were able to articulate their learning process in a challenging way applying creative thinking and learning the T.E.L.L. to facilitate the knowledge acquisition.

Finally it was possible to determine that according to the student's English level, the 67% could learn the content through the English language using following the skills proposed during the unit. In addition, it was possible to determine that students need to continue being exposed to an English Language environment in order to create chunks that could later facilitate the Language use. This was taken into account to design the second Didactic Unit design.



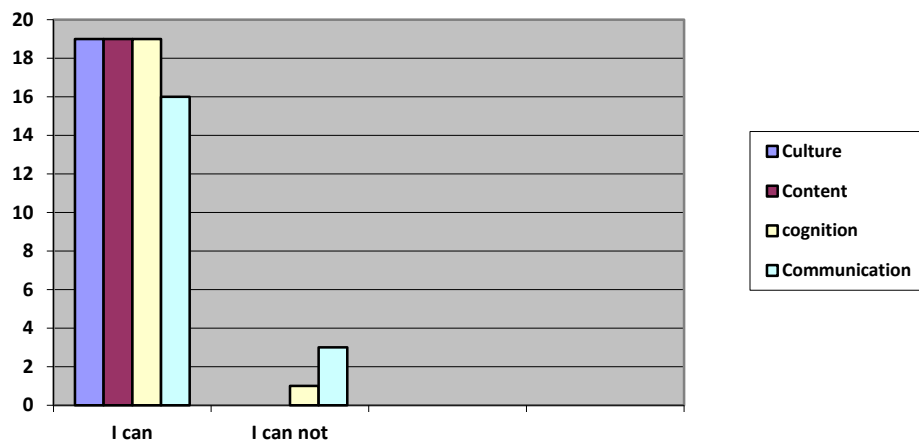
Graphic 10 .Student´s self-assessment based on CLIL four C´s proposed by
(Coyle, Hood, Marsh, 2010)

Also, when they finished the second didactic unit, they had the opportunity to do their self-assessment (Annex 17). As showed in graphic 8 from 20 students they were hundred percent conscious about the culture and the content. It was positive that at the end of the Unit the acquired full management of the topic and they could also compare it to cultural situations, understanding the difference between the real and the ideal situation of the citizenship competences. In communication, the eighty percent of the class expressed that they were able to listen, write, read and speak about suggestions to control the emotions. The 20 percent said that they needed to practice more the vocabulary and pronunciation.



Graphic 11 .Student´s self-assessment Didactic unit 2 based on CLIL four C´s proposed by
(Coyle, Hood, Marsh, 2010)

At the end of the last didactic unit, the group was smaller as some students left the school. As it is possible to see in graphic 9, the biggest percentage of the group improved in Cognition, content and culture. 2 percent of the group faced difficulties with communication.



Graphic 12 .Student´s self-assessment Didactic unit 2 based on CLIL four C´s proposed by (Coyle, Hood, Marsh, 2010)

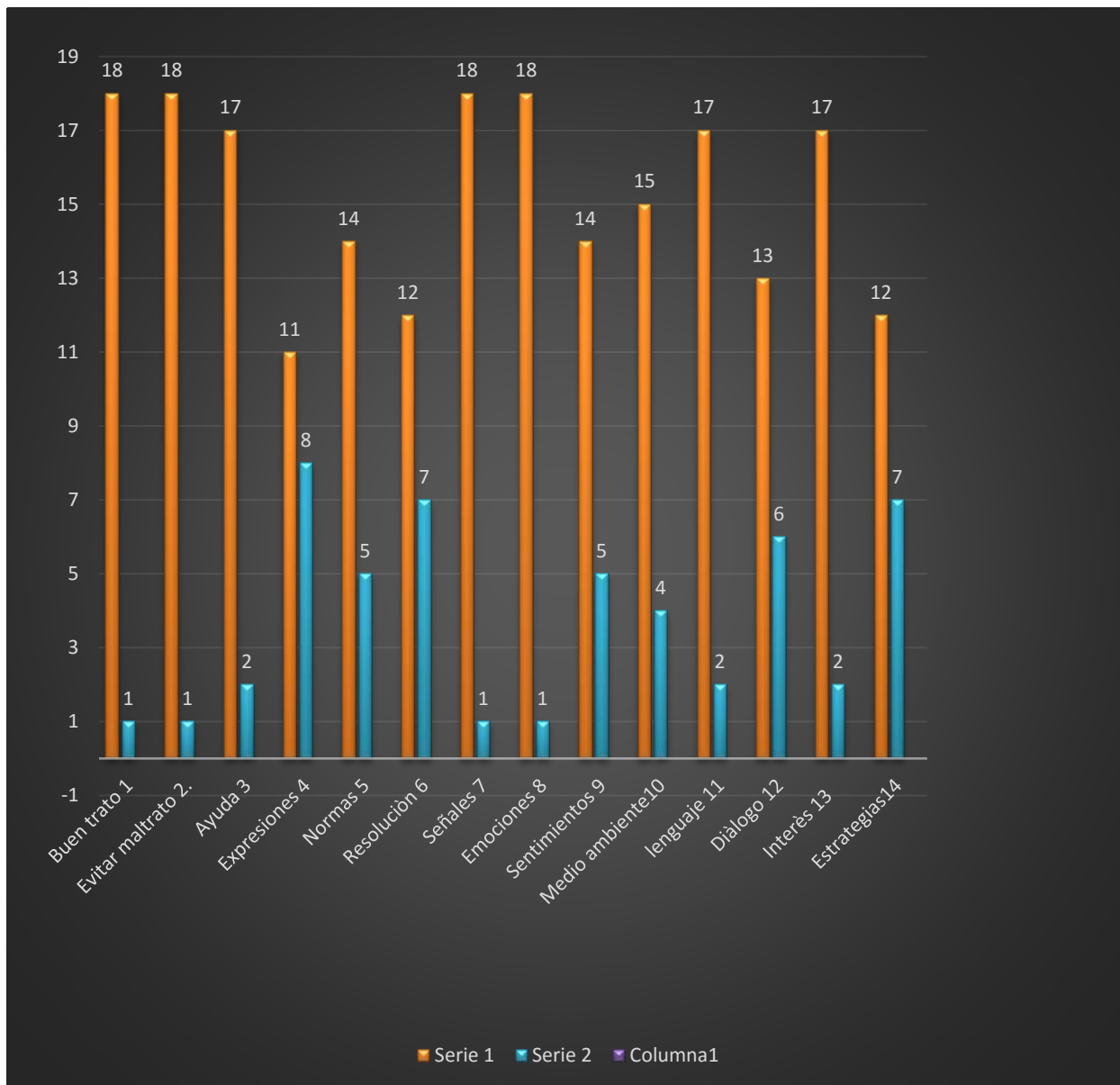
2.1.5 Phase 4: Reflect on these effects. (Madrid 2000).

Following the research cycle proposed by Madrid, during the last phase were analyzed the next methods: Survey to 20 students to whom the project was piloted, Survey to 6 teachers at Marco Fidel Suárez school after the campaigns made by fifth cycle students, 3 Videos after the campaigns to know the opinion of school children about promoting citizenship competences and Interview to 6 English teachers to analyze the impact on using CLIL approach during the English lessons.

Results of the survey to 20 students to analyze the citizenship competences. (Annex 30)

This survey was the same survey applied at the beginning of the research. It was applied to nineteen students. And he result of the survey applied in which the seventy four percent of the students show a positive impact in front of the citizenship competences , Their answers in the

survey are in the majority of the cases favorable to the research, the students confirmed that they learned the content of citizenship competences required to live in a society. They understood that the norms and rules are essential to live together and they appreciate and recognized the good treatment expressions. It is clear that there were a positive impact in the students in front of the Citizenship competences situations through CLIL approach method in the English class.



Graphic 13. Survey results to analyze the impact on students after being exposed to citizenship competences,

It was possible to say that the impact on students when they were exposed to citizenship competences during the English class was positive as they could make a reflection of cultural aspects at the same time the learnt English Language.

Results of the Videos after the campaigns to know the opinion of school children about promoting citizenship

Eleventh grade students had the tendency to have coexistence problems, but it was possible to see at the end of the unit that they had the domain of the concepts worked about competences and emotions. They were surprised when they could realize that they were able to manage grammatical structures in front of their school mates and that if they faced situations, they had to think twice about how to react because they already acquired the knowledge of the right thing to do. They also gained the ability to give advices using conditional about real situations of conflict in their own culture with their realities. Here some examples expressed by them:

Daniel Forero: If I feel panic I scream. I should calm. If I feel panic I drink water. If I am in panic I cry.

Sebastián: If you feel depression you must talk with adults, if you feel depression you can do relaxing exercises. If you feel depress you should be positive.

Mafe: Advices or suggestions: if you are sad you should think positive, if you are sad you should think on solutions, if you are sad you can stop crying, you can to your feel better, if you are sad you should to do something to , if you are sad you can forget negative things. If you are sad you should write that you feel, if you are sad you must forget

Student had the opportunity to do creative posters about a moral value assigned. The idea was to continue help the students understand what a moral value is, emphasizing in respect, love, tolerance and solidarity. The campaign had a cooperative impact, because the school members felt in that moment the need to pay attention by heart of those aspect. Even though the posters were in English, the community understood the message sent by eleven graders during the campaign.

Students were facing strong situations during the Didactic unit development. But it was promising to see that some participants were having a strong influence of the content learnt during the class. Here are shown some reflection made by the students, where they were giving advices and arguing about the competences and emotions management. As the campaigns were made during the break, it was necessary that after the presentation of the poster in English, they had the chance to explain it in their native language.

School mate: What does it have to see with citizenship competences? (¿Y eso que tiene que ver con las competencias ciudadanas?)

Juan Diego: They work to think before you act. (Sirven para pensar antes de actuar las cosas)

T: For example... Por ejemplo

S: For example when you are bad tempered and explode, you have to think before those things you are going to say to the other persons. (Por ejemplo usted cuando está de mal genio y explota, usted tiene que pensar antes lo que le va a decir a esa persona)

Hello my name is Lina, she is Alejandra and Melany: Emotional competence is the ability to understand what other person is feeling,

Diana: when I am sad and I get blushed and spark of my eyes.

Good afternoon my name is Diana, Tatiana, Mafe. Integrative competence is understanding solve problems in the school, house.

Results of the teacher's interview about CLIL approach. (Annex 28)

The interview was applied to six English teachers in the school in order to know their point of view about the impact in the students when they were exposed to citizenship competences situations. It is possible to see that in spite of the teachers did not know anything about CLIL approach after the campaign made by fifth cycle students in the English classes, teachers would like to know what is CLIL in order to practice in their classes,

Also according to the answers five teachers consider necessary to teach citizenship competences and moral values in every class in the school. In the questions number four teachers

considered that there was a change because students worked in groups teaching others how to control emotions.

These activities were not done before in the school. Teachers said that there was an impact in the school because they could see posters that invited to practice the good treatment with others and environment, also this posters and campaigns taught advices about the control of the emotions.

Moreover teachers consider necessary to integrate English with other areas in the curriculum. After this interview teachers interviewed considered that this research contributed to improve the coexistence in the school and it is evident that the research had a positive impact in the students and in the school in general.

In that way it was possible to conclude after the analysis that through the empirical methods it was possible to test the different abilities and the key components of CLIL approach. As a result it was possible to determine students' improvement trough the assesment. Also it was possible to reinforce the teaching-learning process. The impact on students was meaningful as they were involved in different tasks that helped them to practice citizenship competences during the English class.

It is possible to say that students worked through Collaboration. The access to technology helped students develop their literacy through different activities as: chat, forums in Moodle platform, and share projects through videos. They built their learning and that of their peers by integrating those things into the design of tasks.

CHAPTER 3

3. Pedagogical intervention: CLIL approach, a way to enhance citizenship competences in the EFL class

In this chapter is described a proposal based on CLIL approach. This pedagogical proposal included three didactic units that were designed and implemented based on the CLIL model proposed by COYLE. The this chapter provides a description of the proposal based on CLIL approach, explaining what is the teaching unit and explaining the design of each of the three teaching units applied during the research.

They were developed with 24 students taking into account that the main objective of this research was to analyze the impact on them when they were exposed to citizenship competences. In addition they were planed considering the students English level, that according to the preliminary analysis it was lower intermediate.

The axis for this pedagogical proposal is the post method CLIL that has four main components. They are the Content, the culture, the language and the cognition. In that way, it was expected to help students to learn, promote and practice the citizenship competences while they were learning English as a foreign Language, using learning strategies and including real cultural aspects.

Thus this proposal would contributed to prepare students to be citizens that provide the improvement of co-existence in our society and able to accomplish the achievements proposed in their syllabus for the EFL class.

3.1 CLIL approach, a way to enhance citizenship competences in the EFL class.

Trying to find a feasible approach to contribute in the solution of the research problem stated in this document, the authors found CLIL is a creative and a complete way to teach the citizenship competences and the English as a foreign language in our classroom. After analyzing the theory that underpin CLIL, it was possible to propose didactic unit design that is going to be describe taking into account the model proposed by Coyle, Hood and Marsh.

As it was considered in chapter one of this document, planning, designing and developing a proposal requires to apply CLIL components or elements. According to Van den Akker (2007), the three most important planning elements involve purpose (goals, objectives, and outcomes), content and organization of the learning process. These three main components can be developed into the following elements:

Component	Related Question
Programme Rationale or Vision	Why are students learning what they are learning?
Programme Goals and Objectives	What are the goals, objectives and learning outcomes of what they are learning?
Programme/Course Content	What are they learning? (For example, competences, knowledge, skills)
Learning and Teaching Resources	What are they using to learn? (For example, print and/or digital resources, reference materials)
Learning Activities	How are they learning? (For example, simulations, discussions, task-based and project-based learning...)
Timing	When are they learning?
Teacher's Role	How is the teacher facilitating learning?
Student Groupings	How are they grouped? (For example, age, grade, other groupings)
Location	Where are they learning? (For example, classroom, online, work experience)
Assessment	How is learning measured? (For example, <i>of</i> , <i>as</i> and <i>for</i> learning)

Graphic 14. Components and Related Questions (Van den Akker, 2009)

According to Cano (2013) El aprendizaje a través del enfoque CLIL está dividido en secuencias llamadas «módulos», las antes llamadas «unidades didácticas» que, debido a sus características, varían en extensión, formato y tipo de actividades. For that reason the didactic unit was implemented following a series of keys order to organize it.

In Bernal & Clavijo's words (2008) a course must, therefore, be thought of in terms of teaching units: each with the learning objectives, depending on the lens selected documents, a learning methodology and assessment. So taking into account CLIL approach, Meyer (2010) states a set of steps when planning and designing a CLIL didactic unit:

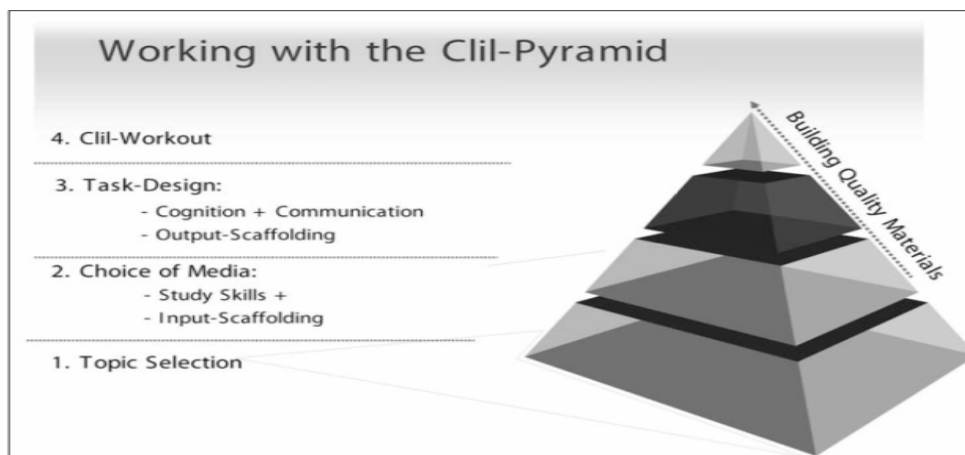
1. Planning a CLIL unit starts with content selection. The specific needs of the content subject are at the heart of every CLIL lesson and the starting point for material construction.

2. Providing multimodal input and distributing it evenly across the new CLIL unit produces highly differentiated materials which accommodate different learning styles and activate various language skills. Multimodal input also facilitates the development of new literacies.

3. The nature of the selected input (i.e. texts, charts, maps, video clips, etc.) determines how much and what kind of input-scaffolding is needed. It also indicates which subject specific study skills need to be practiced with the students so they can successfully cope with that input.

4. Tasks need to be designed to trigger both higher order thinking skills and lead to authentic communication/interaction in different interactive formats (solo work, pair work, group work, etc.)

5. The nature of the desired output (poster, interview, presentation, map, etc.) determines how much and what kind of output-scaffolding is necessary.



Graphic 15: The CLIL Pyramid by (Meyer 2010).

The CLIL-Pyramid was designed to visually represent the idea that quality CLIL based on the tenets of the 4Cs-Framework can only be achieved when all of the four Cs are considered in lesson planning and materials construction. According Coyle (2007), the CLIL methodological model combines elements of:

- Content: progression in knowledge, skills and understanding related to specific elements of an educational curriculum.
- Communication: use of the additional language to learn while learning to use the language.
- Cognition: development of learning skills related to concept-building (abstract and concrete), understanding and language.
- Culture: exposure to different cultural perspectives and interpretations.

In a CLIL curriculum plan or lesson, all four language skills should be combined:

- Listening is a normal input activity, vital for language learning.
- Reading, using meaningful material, is the major source of input.
- Speaking focuses on fluency. Accuracy is seen as subordinate.
- Writing is a series of lexical activities through which grammar is recycled.

Thus in this proposal took into account CLIL tenets, students' integrating to the local context For that reason, in order to answer the research question the main content worked was citizenship competences focused in the co-existence and peace category and in the and the EFL.

3.2 Proposal description.

This pedagogical proposal included three didactic units that were designed and implemented based on the CLIL model proposed by COYLE. The first unit (awareness unit) it was entitled: awareness rising about emotions and moods. The second unit was entitled: expressing my emotions at school and the last didactic unit was entitled: A way to be better citizens.

They were developed with 24 students taking into account that the main objective of this research was to analyze the impact on them when they were exposed to citizenship competences. In addition they were planned considering the students English level, that according to the preliminary analysis it was lower intermediate.

The axis for this pedagogical proposal is the post method CLIL that has four main components. They are the Content, the culture, the language and the cognition. In that way, it was expected to help students to learn, promote and practice the citizenship competences while they were learning English as a foreign Language, using learning strategies and including real cultural aspects.

This proposal is composed of:

- ✓ CLIL components of the didactic unit, explaining the content, cognition, communication and culture.
- ✓ Three mind maps of each didactic unit that were designed to plan a series of lessons taking as a reference the model proposed Coyle was followed and adapted to guide CLIL implementation and evaluation.

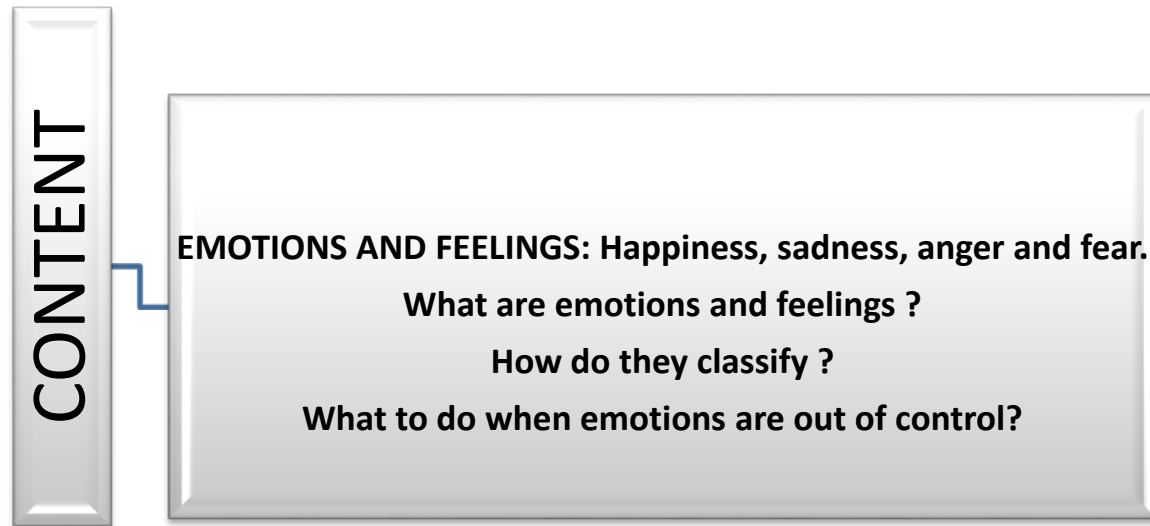
3.2.1 Components of the didactic unit. Mind maps of the didactic units.

In this section it was used the didactic unit adapted from Coyle et al (2010). The unit was planned and designed for fifth cycle students according to the needs analysis. In that way the topics to develop were those that seemed to be weak in the survey applied about citizenship competences. The first was entitled Title: Awareness rising about emotions and moods. Its topic was about emotions as 8 from 17 questions pointed that students needed to identify and practice emotions management.

The second unit was entitled: expressing my emotions at school and the third unit's topic was about values that according to the needs analysis students need to work on. For that reason was entitled: A way to be better citizens.

The first thing to do was to select the CONTENT. It was taken into account the possibility to integrate the official syllabus (based on grammar) and the school educational project entitled

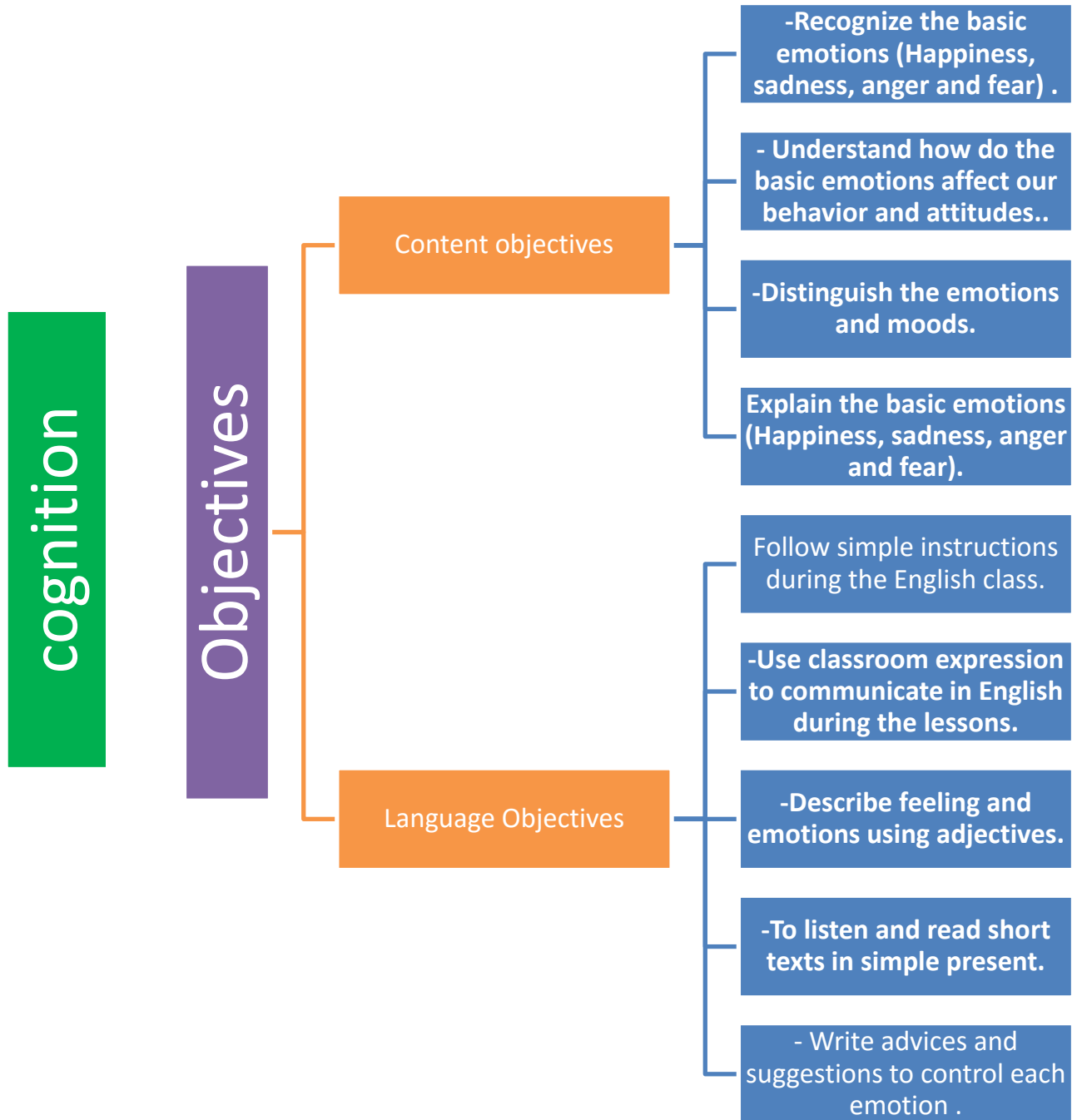
“Hacia la formación de ciudadanos competences, creativos y participativos” Content in CLIL refers to the subject area that will be taught in a foreign language: in this case citizenship competences. The next chart shows an example of the first unit:



Graphic 16: The first C. Didactic unit 1 Content. Adapted from Coyle et al. (2010)

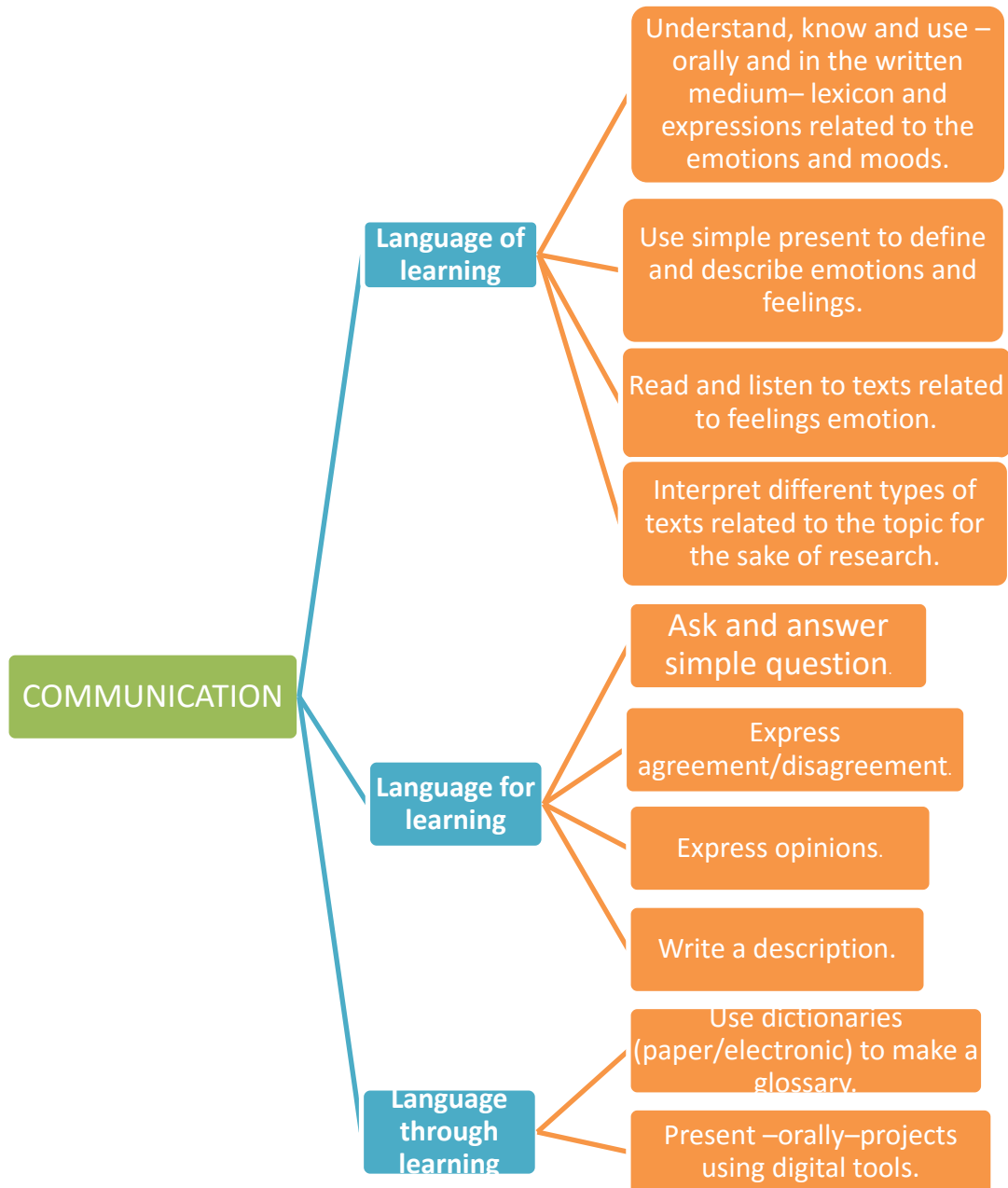
Then, it was necessary to describe the objectives. According to Anderson, Krathwohl et al. (2001), in their taxonomy turn to cognition for goal formulation and curriculum design. Objectives –describing intended learning outcomes as the result of the teaching-learning process– are usually stated in terms of a cognitive verb plus and Some subject matter.

In this two-dimension interpretation of educational goals (cognitive process-content), the cognitive process dimension reflects Bloom’s categories or levels of learning –from lower order to higher order thinking skills– going from simple to complex.



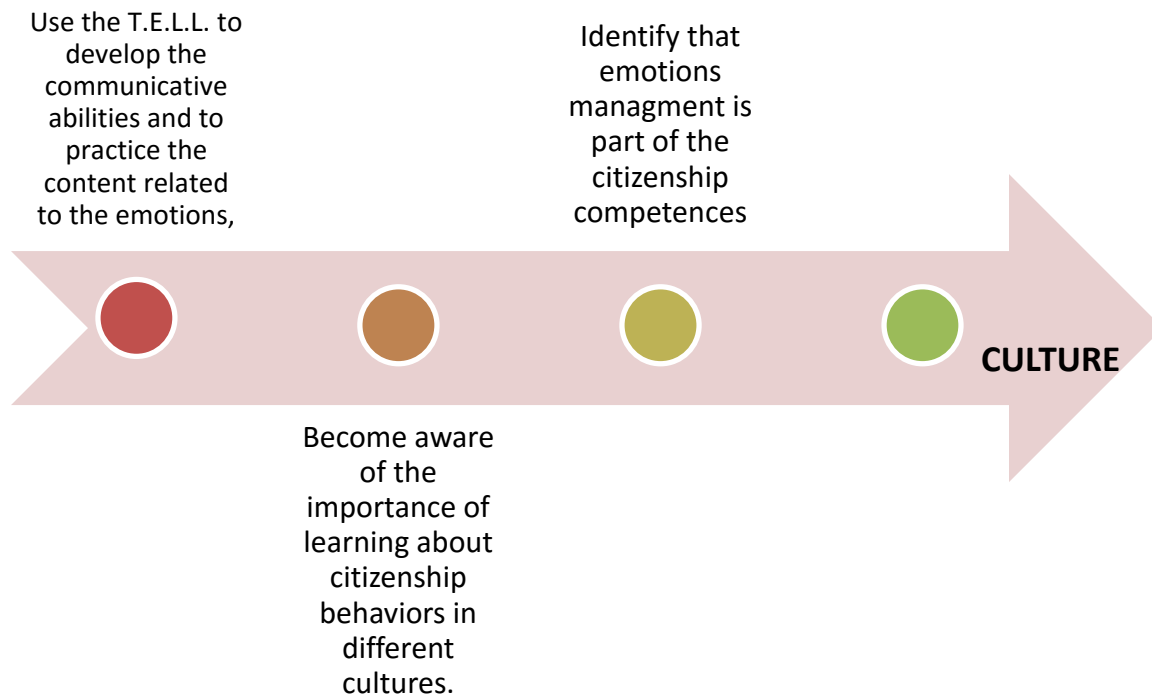
Graphic 17. The second C. Didactic unit objectives. Cognition. Adapted from Coyle et al. (2010)

Coyle, Hood and Marsh (2010) divided language in CLIL into: language of learning, language for learning and language through learning. This division will be the principal tool to set language-related goals as it is possible to see in graphic 15.



Graphic 18. The third C. Communication. Adapted from Coyle et al. (2010)

Finally it was taken into account the Cultural component. The best way to do this was collaborating and sharing projects, tasks, activities, experiences through technology. Culture and social and civil competences made the perfect match, as culture in CLIL also means community and citizenship as described in graphic 16.

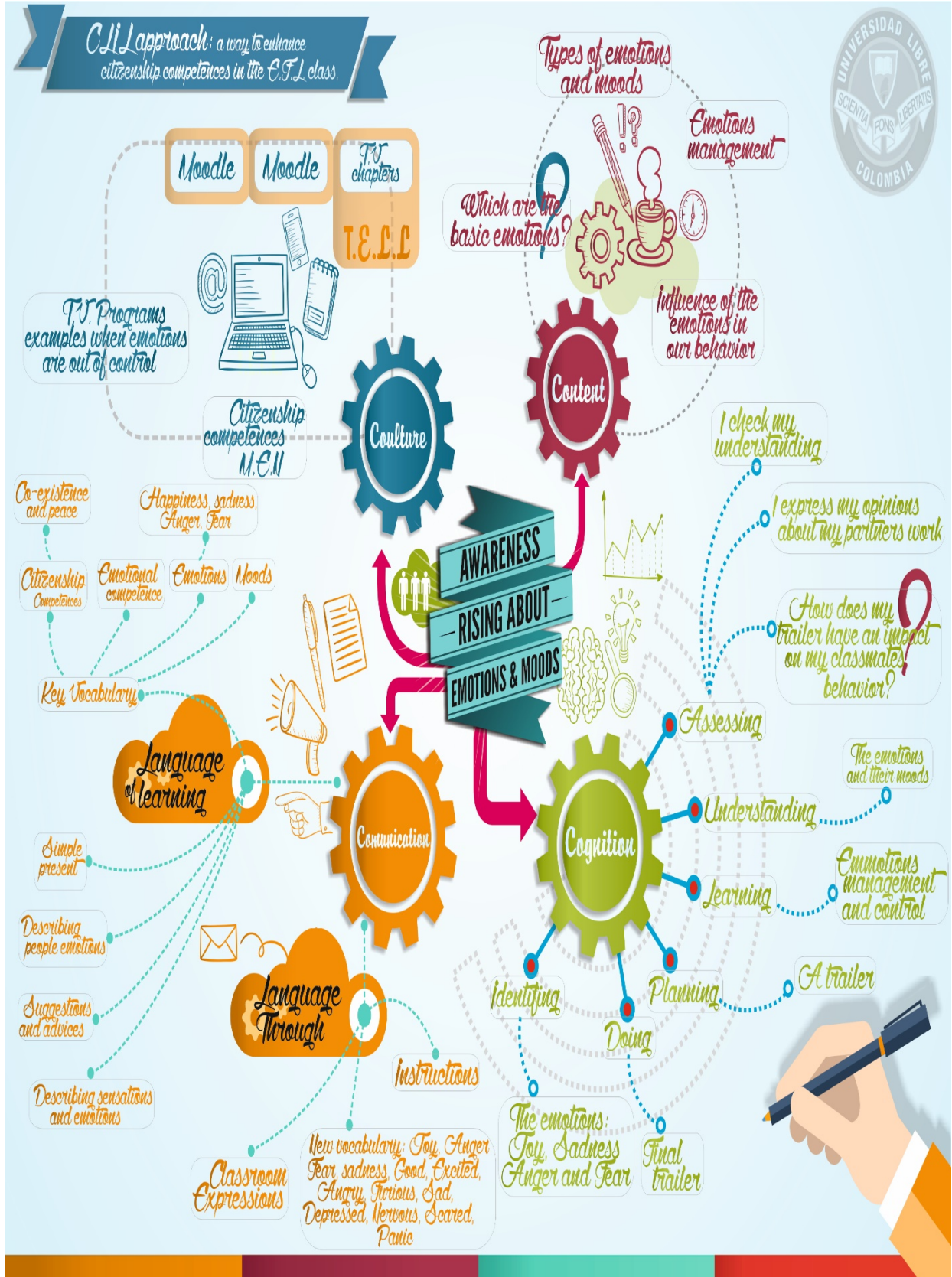


Graphic 19. The fourth C. Communication. Adapted from Coyle et al. (2010)

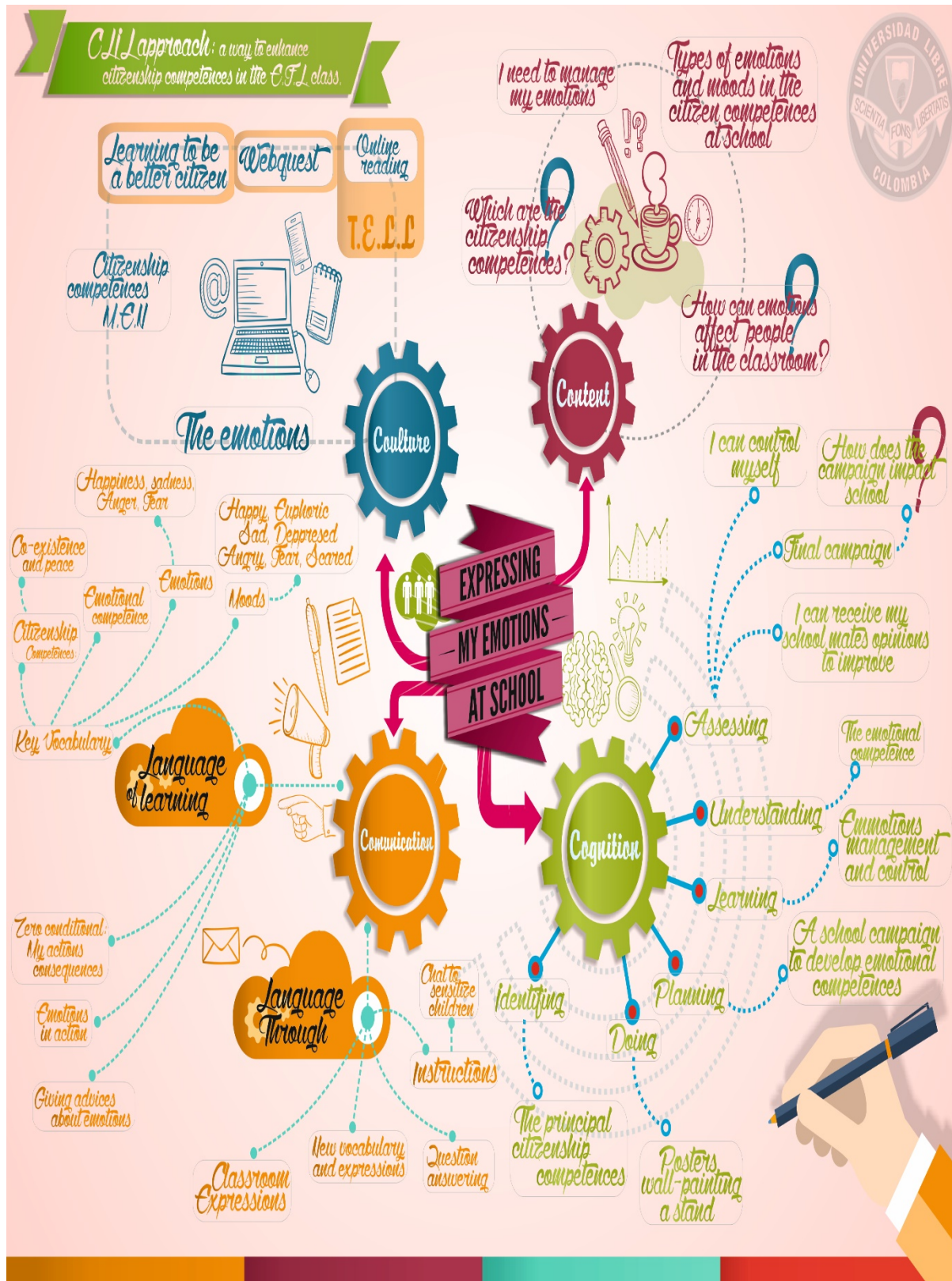
3.2.2 CLIL didactic units.

The next diagram is a CLIL didactic unit on a set of questions relating the emotions as part of the citizenship competences for fifth cycle learners. When units were planned, it was taken into account the design of objectives, criteria, contents, standards, number of sessions and periods. The units were developed classroom through tasks or projects in the different sessions and they are the result of the process described above.

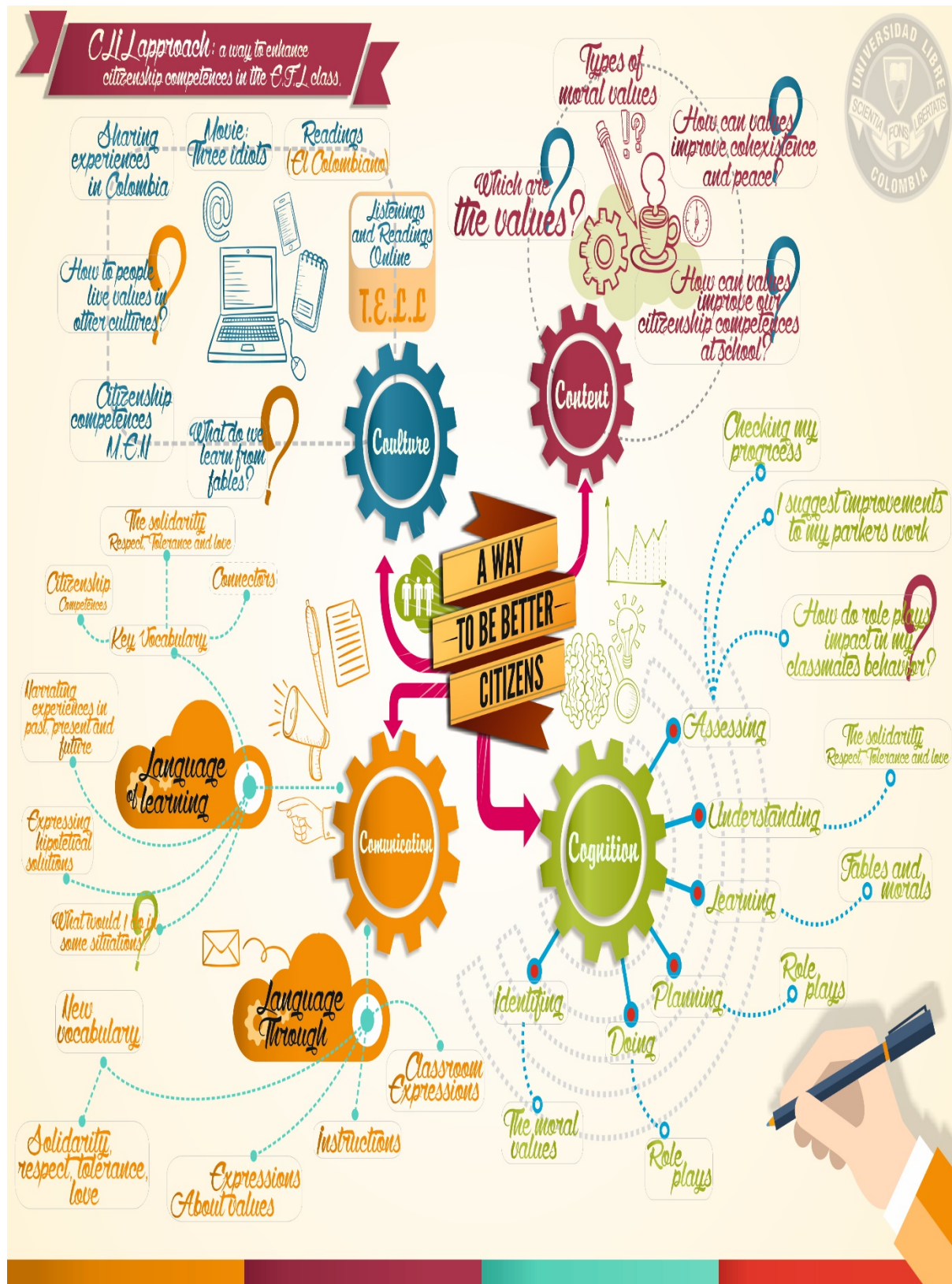
Graphic 20. Didactic Unit 1. Awareness rising about emotions. Adapted from Coyle et al. (2010)



Graphic 21. Didactic Unit 2. Expressing my emotions at school. Adapted from Coyle et al. (2010)



Graphic 22. Didactic Unit 3. Way to be better citizens. Adapted from Coyle et al. (2010)



CONCLUSIONS

Taking into account that the first research task was: Identification of the main theoretical constructs of citizenship competencies and the pedagogical approaches that allow the inclusion of the coexistence and the citizenship competences during the English class, it is possible to conclude that Kumaravadivelu's parameter of possibility is important for the teaching and learning process as it invites to empower students to critically reflect on the social and historical condition they live. In that way it is possible to for them to read and transform their real contexts with those aspects learnt during the different classes.

After analyzing the theory that underpins CLIL approach it is possible to say that it allows students to learn life skills through the content of citizenship competences. CLIL opens new horizons in the curriculum, fusing different learning styles, interests, learning strategies, components and technology.

Another important assumption is that teachers need to continue their professional development as it is a possible way to recognize new theories that have emerged and change the traditional practices. After the research and theory analysis the researcher change the traditional practices as it was born a new perspective in the way classes were prepared.

The theoretical constructs studied gave basis in order to prepare a pedagogical proposal that allowed to show the impact in the students when they were exposed to citizenship competences situations. These constructs allowed to know an approach that it was not applied in the English classes before in the school where this research was piloted. In addition the theoretical constructs

showed the importance to implement the MEN policies not only about Foreign Language Teaching standards, but also the citizenship competences standards

As the second research task was: Analyzing the current situation of the citizen competences on fifth cycle students at MFS according to the requirements proposed by the National policies, the general Minister of Education (M.E.N.) and the citizenship competencies standards, it was possible to determine through the empirical methods and after the data analysis in the diagnosis that fifth cycle students have different coexistence problem at Marco Fidel Suarez school. Students have to live situations such as: drugs, guns` fighting, robberies and bullying. These situations cause the interruption of the normal development of the classes as teachers have to solve this kind of social problems. For that reason, it is possible to conclude that public schools need to implement actions from the different subjects to motivate students in the good practice and reflection of citizenship competences in their academic process.

Through this research and after data collection and analysis, and a pedagogical proposal it was found that there is a big coexistence problematic in the majority of the public schools in Bogotá. Drugs consume, violence, and bullying among others are faced every day by students and teachers according to the dean Rafael Rodriguez, for this reason it is absolutely necessary that values and citizenship competences have to be included in all areas in the curriculum.

Taking into account the third research task was: Defining a methodological proposal to integrate citizenship competencies in the English class, it is feasible to say that CLIL allowed participants and teachers to recognize that this approach was more than new. It was positive to see

that students were motivated, working different activities like, campaigns and role plays that allowed student to interacted outside the classroom, creating a cooperative work and promoting among others good practices of citizenship using the English language.

Taking into account the fourth research task of: Describing the impact on students when they are exposed to Citizenship competences during the English class and after having applied the pedagogical proposal is possible to evidence that there was a positive impact in the student, this could be seen after the analyses of the evidences. Now students know what are the citizenship competences, how to control their emotions and identify some values. It is necessary to learn to live together, improvement the coexistence in the school environment.

Also the use of the technology tools contributed to students were interested on MOODLE and WEBQUEST like a new experience for them. In fact some of the teacher are interested on work CLIL in their classes because they noticed that it is possible to work any content through the English class, and use different resources, not only grammar, like traditional methods has done it.

In spite of the situations lived in the school, this study contributed to the teachers and education to understand that it is absolutely necessary to work in citizenship competences, teaching them from kinder garden to eleventh grade students.

While working and promoting the practice of good behaviors and values, it is necessary to understand that parents and the society in general are invited in the teaching and promotion of the values and citizenship.

At the end of this project CLIL approach and citizenship competences generated on students and the teachers a positive impact because it is clearly an approach which allowed the cooperative learning, it was a different way to teach English at Marco Fidel Suarez school, students were motivated in from of the activities suggested, working with interest, taken into account that English and citizenship competences should be integrated in all subjects in the curriculum.

The new practices have a great impact in local contexts as the policies are aiming to improve and innovate in the pedagogical field. This research was chosen by the school's principal Consuelo Diaz to represent the school in the local forum 2015 called: Prácticas Pedagógicas Alternativas e Innovadoras de la Escuela que Potencian la Construcción de la Paz, because It was a significant experience in the school, where students used English Language in order to learn to live together.

In the English classes there was a positive impact because through the videos is possible to see that students had many opportunities to apply and practice the communicative skills, not only in the classroom but also outside of it, the technology played a relevant role in this research trough MOODLE platform and web quest. Also students had a different way to be assessment and as a result their grades improved notoriously.

In spite of the situations lived in the school, this study contributed to the teachers and education to understand that it is absolutely necessary to work in citizenship competences, teaching them from kinder garden to eleven grade students.

Another important assumption is that teachers need to continue professional development as it is a possible way to recognize new theories that have emerged and change the traditional practices. After the research and theory analysis the researcher change the traditional practices as it was born a new perspective in the way classes were prepared.

Finally it is possible to say that although there was an impact in the student the process it was not easy because the Marco Fidel Suarez school community had to live some terrible situations which affected the process of the research in terms of time and motivation.

PEDAGOGICAL IMPLICATIONS

Although the majority of the situations presented in the study pointed out positive attitudes in front of the citizenship situations, it is extremely necessary to remember that there are some factors that affect the results, these are the age of the students who are between fifteen and eighteen years old. According to Holden C. in *Rebellious Teenagers*, the adolescents tend to disobey the authority and they show this experimenting with drugs or alcohol, skipping classes. As a result some students arrive to classes after consuming drugs, the impact is not the same that a student who do not consume drugs, the students who do not consume drugs are more active in class and their participation is better than who consume drugs before the classes.

By the other hand teaching values or citizenship competences is principally the parents' role at homes; that students should live the moral values and is mainly the parents who teach them with the example, also the society has a responsibility with children and teenagers to give the opportunity to live citizenship competences everywhere.

Through the research there were many difficult situations at Marco Fidel Suarez School, for instance the principal of the institution Marco Aurelio Pardo who knew this study since it began, had to change the school because there were announcements against his life, as a result of the tragic death of a student of sixth grade. The death of the student in the school generated other situations like bullying to the students, stigmatization for the mass media and community in general this situation described did the research process difficult in terms of time.

Above situations affected the development and pilots of the proposal, it was not possible to develop the third unit such it was planned at the beginning of the research.

Annex 1

INTERVIEW TO DR. RAFAEL RODRÍGUEZ.

Survey to identify the main problems in public schools of Bogotá, from the teachers' voices summarized by the Faculty Dean: Dr. RAFAEL RODRÍGUEZ.

Dr. RAFAEL RODRÍGUEZ

DECANO DE LA FACULTAD UNIVERSIDAD LIBRE

PATRICIA SANABRIA: Estudiante de tercer semestre de Maestría en educación con énfasis en didáctica de la enseñanza de la lengua extranjera.

Comunicación Personal Mayo de 2014

Entrevistador: En el mes de abril se realizó un encuentro de maestros ¿Cuál fue el principal objetivo de este?

Rodríguez R. “Mirando un día como habían ingresado y después de hacer el estudio de las 5600 preguntas que se hicieron los maestros para todo este proyecto, se observa como **había tendencias entonces siempre había preguntas que tienden a la convivencia, al matoneo, al problema de la relación con los padres, al problema de contexto, económico, desplazamiento etc.** Y decíamos...

Si nosotros tenemos aquí maestros por localidades entonces yo les hice una propuesta, hagamos primero una mirada de cómo están los estudiantes de la maestría en términos de cuatro categorías: por localidades, por instituciones, por áreas del conocimiento y por énfasis, entonces comenzamos a mirar si hacíamos una reunión donde pudiéramos ubicar a los profesores por localidades y así lo hicimos y cómo hacer una reunión y la hicimos.

De la localidad de Barrios Unidos uno, de Bosa diecinueve, veintitrés de Ciudad Bolívar, Engativá... un problema que sea el fuerte la tendencia allí, entonces con esto que pretendemos, si nosotros tenemos identificado puntos de encuentro, podremos orientar mejor a los estudiantes en proyectos guarden relación su cotidianidad, que respondan a necesidades a través de las tesis y trabajos directos, lo que yo llamaría en maestría práctica pedagógica. Práctica pedagógica no es ir a dictar un curso como se hace en pregrado y

No, en la práctica tu eres profesora de inglés y estás estudiando didáctica de las lenguas extranjeras, entonces cómo coordinar los profesores de la zona y comenzar con ellos a ver qué está pasando con la enseñanza del inglés o el francés o cómo hay más aptencia a un idioma que al otro y como

la cultura etc. ,etc. y cómo si vamos hacer esto hay prácticas más reales para unos que para otros, me explico si en una localidad hay muchos de gestión entonces que haya líderes entonces nombramos a un líder de los estudiantes que estén gestionando cosas, entonces nombramos a un líder de cada localidad y de eso quedo un acta, pero además de que se reunían los diecinueve de Bosa o los cinco de Puente Aranda, decían Cuál es el problema que teníamos en la localidad ahí había un profesor por zonas, entonces el profesor decía yo soy profesor de currículo o de dinámica del proceso de enseñanza-aprendizaje entonces , como yo desde mi módulo siendo profesor de posgrado voy orientando al estudiante y herramientas para que se acerque a ese problema aún no sea su proyecto de grado y resulta que yo puedo hacer estudios de tipo transversal si tengo en una localidad 23 profesores de los cuáles 4 son de lenguas 9 son de gestión pero unos son de sicología yo decía quiénes son cada uno de ellos en términos del área que maneja entonces cómo podríamos hacer un trabajo por institución los cuatro de la misma institución sobre la tendencia o los 19 todos, yo no tengo problema en decir hagamos un megaproyecto.

Con 14 estudiante de Rafael Uribe Uribe hacer el trabajo tal, entonces hacemos un megaproyecto que tiene que ver con los 14 y miramos el proyecto desde una lengua extranjera o sea desde el énfasis, desde la orientación desde la sicología, desde la docencia y vamos a mirar desde loe énfasis o la otra era cuántos son de la Institución tal entonces resulta que estos 14 5 son de Rafael Uribe y encuentro como hay diferentes categorías de análisis para hacer proyectos y ya tengo un primer tabulado”.

Entrevistador: Bueno eso en cuanto al procedimiento que se hizo ¿Cuál fue la principal problemática planteada por los docentes?

Rodríguez R. “Eso es lo que quiero mostrarle con nombre completo ese resultado ya lo tengo, aquí está todo el trabajo:

Problemas identificados: violencia a la salida de los colegios, drogadicción, micro tráfico, expendio, venta y consumo, bajo rendimiento académico, falta de compromiso, mala comunicación entre padres y maestros, falta de valores, lo que esto es lo recurrente o sea que es lo que más se da, problemas socioculturales, crisis de valores e identidad en el caso de Tunjuelito es crisis de valores y violencia y entonces fíjese que plantea manejo de las emociones promoviéndolos valores, entonces fíjate que ahí ya uno comienza a tener un posible marco de referencia un problema un marco teórico, fíjese todo lo que podría no adelantar, que paso ahí.

Entrevistador: ¿A nivel de Bogotá podría decirse que hay un problema recurrente?

Rodríguez R. “Yo eso no lo he mirado, cada uno por énfasis, podría decir cada uno abordarlo desde su fuerte es la convivencia y segundo el rendimiento académico o si estamos en un problema socio cultural proyecto de interculturalidad. Falta la parte por institución, que hay aquí que podría en un momento dado convertirse en un proyecto de investigación. El más fuerte si es convivencia. Aquí está muy resumido, pedí que me hicieran la tabulación pero yo tengo el material”.

Entrevistador: Cómo decano de la facultad de educación, ¿Cuál considera usted el principal problema de la educación Bogotana?

Rodríguez R. "Hay varios problemas, es muy fuerte lo que voy a decir pero es el desarraigo cultural que nadie siente que tiene una cultura y que esa cultura debe reconocerla en términos de su propia vida ,entonces no es el problema del desplazado porque hay desplazados, pero si vives en Chapinero y ese no tiene arraigo, cuál es su entorno que tiene Chapinero, que tiene Usme que haga parte de ti en términos de la cultura ,entonces como no se reconoce ni siquiera lo más elemental, que hay de arte allí que hay de cultura, música, a qué obedece la arquitectura, tu trabajas o vives en un lugar pero esa arquitectura no te dice nada el hecho de llegar allá a través de un bus que significa para ti, que defenderías de tu como valores de esa comunidad si y eso para mí es un problema cultural que toca con educación, entonces porque se ha y entonces voy a los maestros que formamos, entonces como el maestro debe formar a sus estudiantes en la interacción que debe haber un arraigo y un sentido de pertenencia cultural si tu eres de Bogotá del barrio San Vicente, que tienes tu culturalmente hablando no para decir que eres más ni menos porque para mí eso no tiene significado, sino dialogas con otro par en otra zona además te éstas formando como maestra como tu cultura y arraigo puede chocar en un momento dado con la cultura de otra, tu vives y naciste en San Vicente pero te toco en otro lado entonces que es lo que está permeando ahí si yo comienzo a explicar el problema de delincuencia, la seguridad, el reconocimiento al otro no tiene sentido porque tú no tienes pertenencia de nada ni entiendes que el otro puede ser respetado, para mi ese es un problema fuerte”.

Entrevistador: ¿Cuál sería la forma de enseñar las competencias ciudadanas pensando precisamente en el respeto, la solidaridad, la tolerancia de qué manera desde el inglés, la gestión etc. como se pueden enseñar?

Rodríguez R. “Esa es una discusión que me gustaría dar que entendemos por competencia yo diría que hay dos miradas opositoras una desde la dimensión del ser humano cuáles son esas dimensiones que no las caracterizamos no tenemos claro eso es proceso formativo entonces como yo comienzo a acercarme a las capacidades que tendría este individuo con esas dimensiones para que hagamos un proceso formativo

Desde esa mirada doble como miro las dimensiones de un niño de 12 años aquí rompo esquemas de edades un niño de 15 años ya está en la universidad que dimensiones tiene ha desarrollado procesos de aprendizaje y que capacidades tiene para ser un estudiante de medicina y entonces fíjate que yo no dije ni una palabra de valores, como trabajas al ser humano porque para ti un valor puede ser el respeto al otro hay un choque por no tener claro cuales el proceso de desarrollo humano donde aprende el otro y ambos están aprendiendo, quien enseña yo no sé pero yo sí sé que ambos están aprendiendo, para mí el problema no es la enseñanza es el aprendizaje porque yo tengo que preocuparme como es que tu aprendes y como soy maestro qué función cumplo y como soy maestro que hago yo para qué didácticamente ahora así que mediaciones hago para que tú te acerques a la de ese conocimiento en términos de un contexto social, económico político”.

Annex 2

VIDEO OF LOCAL NEWS ABOUT FIGHTING BETWEEN STUDENTS AFTER CLASSES.

Videos to list the common student's coexistence problems and behaviors in public schools of Bogotá.

March 15th /2015

<http://www.noticiascaracol.com/colombia/la-salida-nos-vemos-peleas-de-estudiantes-tienen-en-vilo-al-barrio-el-tunal>



<https://www.facebook.com/video.php?v=830767867004426&set=vb.424841834263700&type=2>
&theater



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



Annex 3.

INTERVIEW TO THE CO-EXISTENCE COORDINATOR AT MARCO FIDEL SUAREZ SCHOOL: JORGE CANO

July /2014

Interview to analyze professional's perception about coexistence and citizenship competences at Marco Fidel Suárez School.

COLEGIO MARCO FIDEL SUÁREZ IED

ENTREVISTA A EL CORDINADOR DE CONVIVENCIA JM: JORGE CANO

OBJETIVO: Identificar el estado de la práctica de los valores en la institución.

1. ¿Cuál considera usted es el principal factor que afecta la convivencia en la institución?

Falta de compromiso de los diferentes estamentos de la comunidad educativa.

2. ¿Cuáles son los 3 problemas de convivencia que más se presentan en la institución?

Irrespeto
Evasión
Consumo de SPA.

3. ¿Cuál es el papel de los padres en la solución de conflictos?

Como representantes legales deben asumir un compromiso directo con el colegio el cual se evidencia en la firma de Matriculas de compromiso o Condicionales.

4. Considera que la práctica de los valores morales en cada una de las clases, mejoraría la convivencia? Por qué?

Los valores deben ser vivenciados no conceptuados de manera todo el colegio estaría comprometido.

5. ¿Cuál cree usted es el papel de los maestros en la transmisión de los valores?

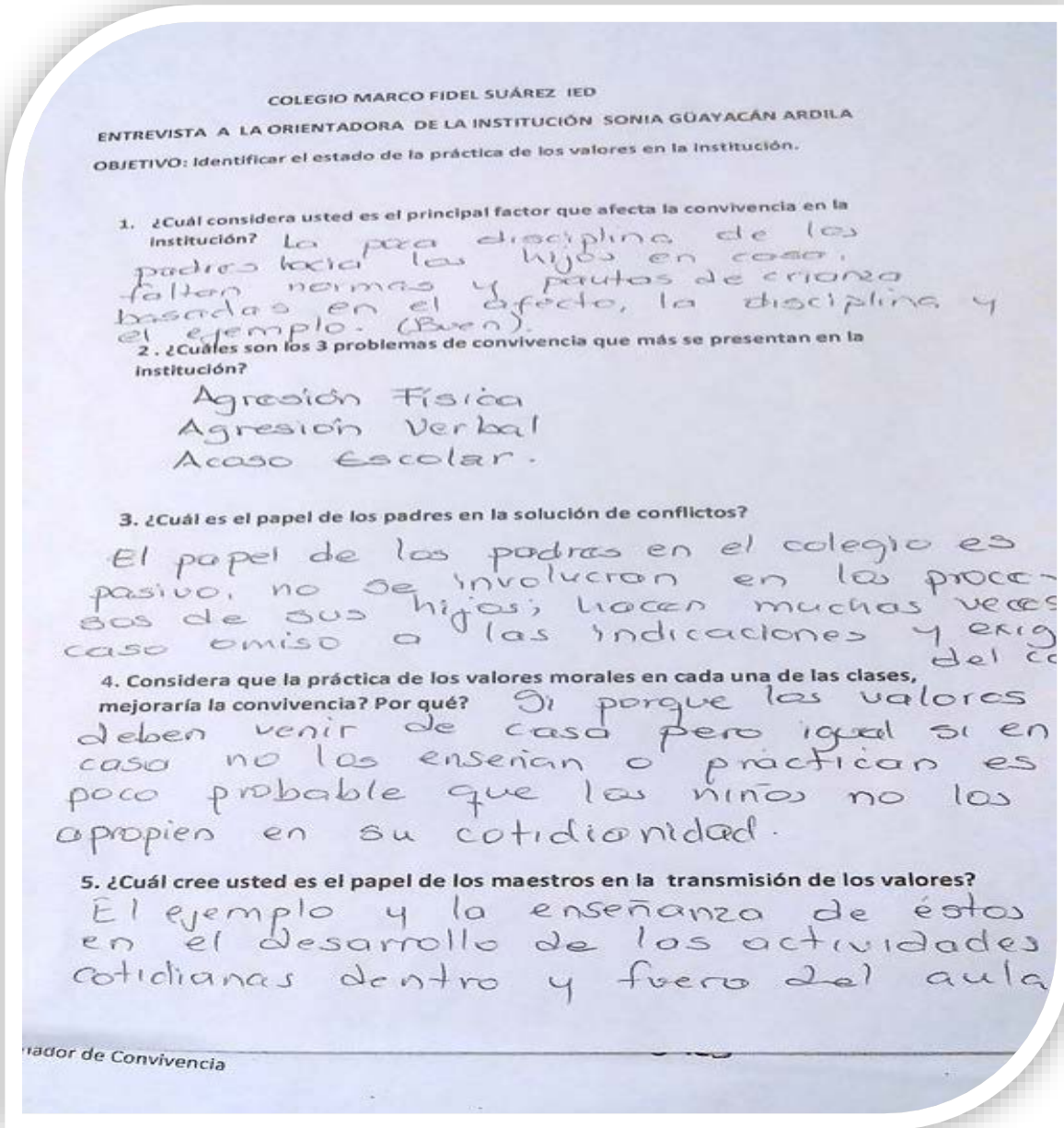
Testimonio vivo de estos.
Se enseña con el ejemplo.

Annex 4

INTERVIEW TO THE PSYCHOLOGIST SONIA GUAYACÁN.

July/2014

Interview to analyze professional's perception about coexistence and citizenship competences at Marco Fidel Suárez School.



Annex 5

FIFTH CYCLE STUDENT'S RECORD ABOUT CO-EXISTENCE SITUATION DURING THE CLASSES. 2014- 2015.

Chart to describe difficult coexistence situations during the lessons at school.

Fecha	Asignatura	Observación
Sep. 24 de 2012 Grado 1001	Ciencias Naturales	En algunas clases contribuye a la indisciplina, escucha música durante la clase y por este motivo ha tenido varios llamados de atención.
Sep. 24 de 2013 Sebastián Arango Grado 1001	Inglés	Utiliza vocabulario soez para dirigirse a sus compañeros y lo utiliza en voz alta en el aula de clase.
Mayo 5 de 2014	Coordinación de convivencia. Coordinador: Héctor Moso.	En la salida al parque el tunal el estudiante tiene mal comportamiento (es grosero con los líderes de IED y presenta dificultad para seguir las instrucciones de la docente. Es grosero con la docente.

<p>Marzo 2015 Nicolás Marroquín Grado 1101</p>	<p>Inglés Docente: Diana Holguín.</p>	<p>Durante la clase de inglés el estudiante accede a lastimarse los brazos con un bisturí intentando hacer cicatriz de algunos nombres. Se detiene la clase e inmediatamente se da aviso a orientación subiendo a la alerta a la SED. Se da a visio a la acudiente quien asiste al estudiante.</p>
<p>Julio 21 de 2015</p>	<p>Contra jornada. Docente: Dagoberto Vergara.</p>	<p>El estudiante incurrió en acciones grotescas de comportamiento al orinar dentro del aula de clase en la cartuchera de un compañero. Es una falta caracterizada como tipo II de acuerdo con el manual de convivencia.</p>
<p>18 Agosto de 2015 Nicolás Marroquím Grado 1101</p>	<p>Orientación escolar:</p>	<p>Se citan a los padres del estudiante con el fin de notificarles los patrones de comportamiento inadecuado que ha referido el estudiante, los cuales se han caracterizado por patrones de auto agresión, dificultad para reconocer las normas y figuras de</p>

		autoridad, lo cual se constituye como faltas tipo II.
2 Octubre de 2015 Cristian Munevar	Dir. Curso Diana Holguín. Coordinadora Académica: Janneth Fierro Barahona.	Se recibe información sobre posible pelea o riña con los estudiantes del colegio Piloto. Por prevención se cita acudiente y se da informe de la situación. Se sube alerta a RIO.

Annex 6

SURVEY TO ANALYZE HOW THE STUDENTS LIVED AND PERCEIVED THE BASIC CITIZENSHIP COMPETENCES IN MARCO FIDEL SUÁREZ SCHOOL.

JUNE 2014

Encuesta para analizar cómo se viven y perciben las competencias ciudadanas básicas en la I.E.D. Marco Fidel Suárez.

Complete la encuesta marcando S (Sí) si considera que se cumple o N (No) si considera que no se da o no se cumple en la Institución.

I. Convivencia y paz:

En mi colegio mis compañeros:



Competencia de Conocimiento



Competencia Cognitiva

1. Comprenden que todos los niños y niñas tienen derecho a recibir buen trato, cuidado y amor. _____
2. Comprenden que nada justifica el maltrato de niñas y niños y que todo maltrato se puede evitar. _____
3. Identifican las situaciones de maltrato que se dan en el entorno (conmigo y con otras personas) y saben a quiénes acudir para pedir ayuda y protección. _____
4. Pueden diferenciar las expresiones verdaderas de cariño de aquellas que pueden maltratarlos. (Piden a los adultos que nos enseñen a diferenciar las muestras verdaderamente cariñosas de las de abuso sexual o físico y que podamos hablar de esto en la casa y en el salón.) _____

5. Comprenden que las normas ayudan a promover el buen trato y evitar el maltrato en el juego y en la vida escolar. _____
6. Conocen y usan estrategias sencillas de resolución pacífica de conflictos. (¿Cómo establecer un acuerdo creativo para usar nuestro único balón en los recreos... sin jugar siempre al mismo juego?) _____
7. Conocen las señales y las normas básicas de tránsito para desplazarme con seguridad.

En mi colegio mis compañeros:



Conocimiento Emocional

8. Reconocen las emociones básicas (alegría, tristeza, rabia, temor) en mí y en las otras personas. _____
9. Identifican cómo se sienten ellos y las personas cercanas cuando no reciben buen trato y expresan empatía, es decir, sentimientos parecidos o compatibles con los de otros. (Estoy triste porque a Juan le pegaron.) _____
10. Se preocupan porque los animales, las plantas y los recursos del medio ambiente reciban buen trato.

En mi colegio mis compañeros:



Conocimiento Comunicativo

11. Expresan sus sentimientos y emociones mediante distintas formas y lenguajes (gestos, palabras, pintura, teatro, juegos, etc)._____
12. Conocen y respetan las reglas básicas del diálogo, como el uso de la palabra y el respeto por la palabra de la otra persona. _____

En mi colegio mis compañeros:



Conocimiento Integrador

13. Hacen cosas que ayuden a aliviar el malestar de personas cercanas; manifiestan satisfacción cuando se preocupan por sus necesidades. _____
14. Conocen y usan estrategias sencillas de resolución pacífica de conflictos. (¿Cómo establecer un acuerdo creativo para usar nuestro único balón en los recreos... sin jugar siempre al mismo juego?) _____

Tomado de: Estándares Básicos de Competencias Ciudadanas. Ministerio de Educación Nacional. República de Colombia. Páginas 16 y 17.

Annex 7

SURVEY TO ANALYZE HOW DID THE STUDENTS LIVE AND PERCEIVE THE BASIC CITIZENSHIP COMPETENCES AT MARCO FIDEL SUÁREZ SCHOOL.

Encuesta para analizar cómo se viven y perciben las competencias ciudadanas básicas en la I.E.D. Marco Fidel Suárez.

Complete la encuesta marcando S (Sí) si considera que se cumple o N (No) si considera que no se da o no se cumple en la Institución.

II. Convivencia y paz:

En mi colegio los estudiantes:



Competencia de Conocimiento



Competencia Cognitiva

15. Comprenden que todos los niños y niñas tienen derecho a recibir buen trato, cuidado y amor. _____
16. Comprenden que nada justifica el maltrato de niñas y niños y que todo maltrato se puede evitar. _____
17. Identifican las situaciones de maltrato que se dan en el entorno (conmigo y con otras personas) y saben a quiénes acudir para pedir ayuda y protección. _____
18. Pueden diferenciar las expresiones verdaderas de cariño de aquellas que pueden maltratarlos. (Piden a los adultos que nos enseñen a diferenciar las muestras verdaderamente cariñosas de las de abuso sexual o físico y que podamos hablar de esto en la casa y en el salón.) _____
19. Comprenden que las normas ayudan a promover el buen trato y evitar el maltrato en el juego y en la vida escolar. _____

20. Conocen y usan estrategias sencillas de resolución pacífica de conflictos. (¿Cómo establecer un acuerdo creativo para usar nuestro único balón en los recreos... sin jugar siempre al mismo juego?) _____

21. Conocen las señales y las normas básicas de tránsito para desplazarme con seguridad.

En mi colegio los estudiantes:



Conocimiento Emocional

22. Reconocen las emociones básicas (alegría, tristeza, rabia, temor) en mí y en las otras personas. _____

23. Identifican cómo se sienten ellos y las personas cercanas cuando no reciben buen trato y expresan empatía, es decir, sentimientos parecidos o compatibles con los de otros. (Estoy triste porque a Juan le pegaron.) _____

24. Se preocupan porque los animales, las plantas y los recursos del medio ambiente reciban buen trato.

En mi colegio los estudiantes:



Conocimiento Comunicativo

25. Expresan sus sentimientos y emociones mediante distintas formas y lenguajes (gestos, palabras, pintura, teatro, juegos, etc)._____

26. Conocen y respetan las reglas básicas del diálogo, como el uso de la palabra y el respeto por la palabra de la otra persona. _____

En mi colegio los estudiantes:



Conocimiento Integrador

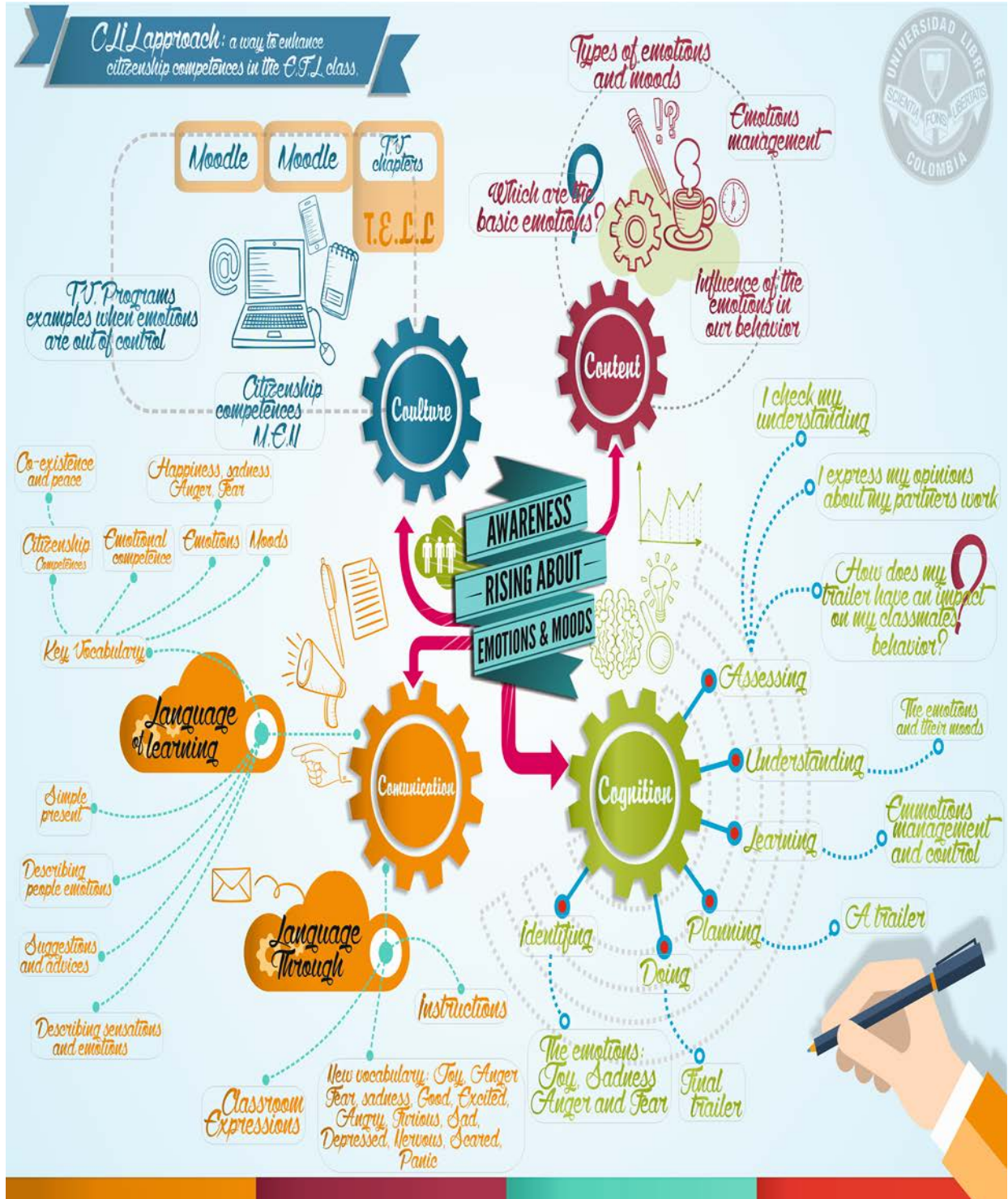
27. Hacen cosas que ayuden a aliviar el malestar de personas cercanas; manifiestan satisfacción cuando se preocupan por sus necesidades. _____
28. Conocen y usan estrategias sencillas de resolución pacífica de conflictos. (¿Cómo establecer un acuerdo creativo para usar nuestro único balón en los recreos... sin jugar siempre al mismo juego?) _____

Tomado de: Estándares Básicos de Competencias Ciudadanas. Ministerio de Educación Nacional. República de Colombia. Páginas 16 y 17.

Annex 8

Didactic Unit 1: Awareness rising about emotions and moods.

To represent the teaching and learning process adapted from Coyle et al. (2010).






Annex 9

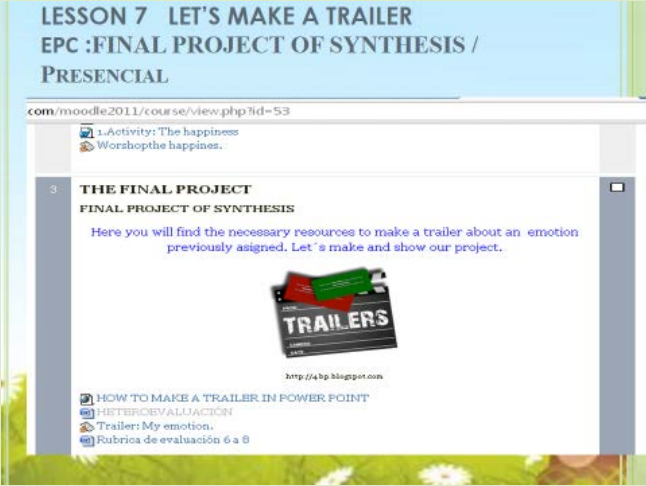
LESSON SCHEDULE: UNIT 1

AUGUST 2015

To describe the lessons schedule of the first didactic unit,

<p>1 JULY 27th</p>	<p>Co-existence situations in during the classes</p>	<p>Exploration Listening and watching the movie Freedom writers. Expressing opinions in English about the movie situation.</p> 
<p>2 AUGUST 3rd</p>	<p>The basic emotions</p> 	<p>LESSON 2 LET'S DISCUSS DEVELOPMENT OF A WORKSHOP IN ORDER TO DO THE INPUT OF THE VOCABULARY IN ENGLISH AND INFER FROM THE MOVIE THE EMOTIONS THAT ARE SIMILAR TO THOSE THAT THEY HAVE IN THEIR DAILY LIVES.</p> 
<p>3 AUGUST 5th</p>	<p>Emotions</p>	<p>LESSON 3 SPEECH Speech about the emotions levels and moods and how to manage them.</p>

<p>4 AUGUST 10th</p>	<p>Happiness</p> 	<p>Lesson four: The happiness</p> <p>LET'S WORK TOGETHER GUIDED RESEARCH</p> <p>Here we are going to learn about emotions and the way to manage them. You will find some resources to recognize emotions in the next order:</p> <ol style="list-style-type: none"> 1. The happiness : develop the Workshop. Use the resource: video I feel good. Evaluate this section. 2. The sadness: Watch the video, infer the levels of sadness describing them in the forum and evaluate this section. 3. The anger: Watch the video, write 10 recommendations to this character, post them in the forum and evaluate this section.  <p>teachingcenter.wikischolars.columbia.edu</p> <ul style="list-style-type: none"> ? ABOUT EMOTIONS ... VIDEO ABOUT SADNESS SONG I FEEL GOOD ANGER VS. FEAR IN MY CLASSROOM ... Modal Verbs 1. Activity: The happiness
<p>5 AUGUST 13th</p>	<p>Sadness</p>	<p>LESSON 5 THE SADNESS</p> <p>Writing in a virtual char through moodle platform, EPC: GUIDED RESEARCH / Virtual</p>
<p>6 AUGUST 14th</p>	<p>Anger and fear</p>	<p>LESSON 6 THE ANGER vs. FEAR</p> <p>Writing and expressing opinions in a virtual forum</p> <p>GUIDED RESEARCH / Virtual</p>  <p>noodle2011/mod/forum/view.php?id=2270</p> <p>studied in your English class.</p> <p>Número de Calificaciones: Mostrar mensaje anterior Editar Borrar Responder</p> <p>Re: ANGER VS. FEAR de ANA MARIA BELTRAN CARRILLO - lunes, 9 de junio de 2014, 14:02</p> <p>My opinion , the anger is emotion strong because can hurt the people , you feel that everything bothers you , not talk whit anyone.</p> <p>where you anger..</p> <p>you should calm.</p> <p>you can count to 10.</p> <p>you should talk whit the people that everything bothers you.</p> <p>you have to that think what you are doing.</p> <p>ana maria and adriana estrada</p> <p>Número de Calificaciones: (1) Mostrar mensaje anterior Editar Borrar Responder</p> <p>Re: ANGER VS. FEAR de PATRICIA SANABRIA CRISTANCHO - miércoles, 11 de junio de 2014, 22:17</p> <p>Hello Ana María Ireally like your advices about how can you control the anger, I think that I will practice them. You understand the use of modals to give advices. Good job!</p> <p>Número de Calificaciones: Mostrar mensaje anterior Editar Borrar Responder</p>

<p>7 August 16th</p>	<p>Preparing a campaign: How to make a trailer.</p>	
<p>8 August 19th</p>	<p>Final campaign</p>	<p>LESSON 7 LET'S MAKE A TRAILER FINAL PROJECT OF SYNTHESIS / Presencial Oral Presentations of the trailers made about the emotions. Assesment</p>

ANNEX 10

MOODLE PLATFORM ACTIVITIES.

To describe the implementation of tasks through Technology in the English class.



Annex 11

PARENTS' PERMISSION FOR RECORDINGS AND STUDENTS PICTURES.

JUNE 2015

Parent's agreement to allow students be part of videos and pictures that served for data analysis,

Permiso para que su hijo o hija aparezca en fotos y videos del proyecto: **CISE APPROACH: A way to enhance citizenship competences in the English class**
COLEGIO MARCO FIDEL SUAREZ (IED)
 Hacia la formación de ciudadanos competentes, creativos y participativos

CURSO: 1101 _____ DOCENTE: _____ MATERIA: _____ PERIODO: _____

Nº	APELLIDOS Y NOMBRE	
1	BRANCO MAAYORA SEBASTIA DAVID	Wanda Sagueda
2	BELTRAN CARRILLO ANA MARIA	
3	CARDONA PARRCO NATALIA	
4	CEPEDAS GOMEZ SEBASTIAN CAMILO	
5	CUELLAR ARBELAEZ LAURA MARCELA	J. HOLGADO GOMEZ
6	DIAZ SANCHEZ JUAN DIEGO	Luz Itelena Sanchez
7	ESTRADA MUÑOZ LUZ ADRIANA	
8	FLORES PEDRAZA SANDRA MILENA	
9	FORERO PINARUE LUIS DANIEL	
10	HERRERA CASALLAS PAULA ALEJANDRA	Carolina Gomez Fajardo
11	LADINO HURTADO MELANNY DAYANNA	Fabian Casasales Camillo
12	MARROQUIN CARDONA NICOLAS DAVID	Carolina Clara Hurtado S
13	MENDEZ VALENZUELA ANDRES FELIPE	Fabian Casasales Cardona
14	MORALES CARDOZO JEFFERSON CAMILO	
15	MUNIVAR MARTINEZ CRISTIAN ALEJANDRO	Stella Martinez Mendez
16	OSPINA ARROYAVE KAREN GISSETH	Diana Arroyave Arias
17	QUINTERO ALONSO YENIFER ALEJANDRA	Floria Soledad Alonso
18	SANCHEZ ROMERO DIANA MAYERLY	
19	SANCHEZ ROMERO LINA MARIA	
20	SOLORZANO CARDONA EVELYN TATIANA	
21	TEJEDOR TOLOZA MARIA FERNANDA	
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Annex 12

POSTER EMOTIONS AND MOODS

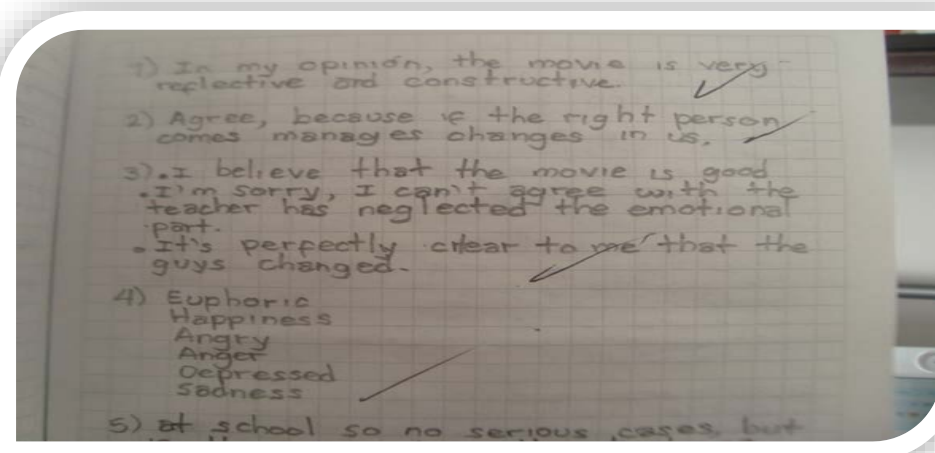
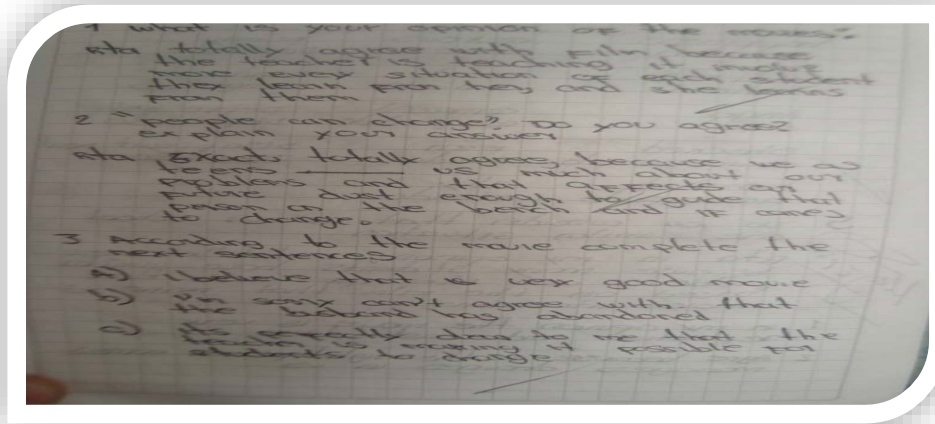
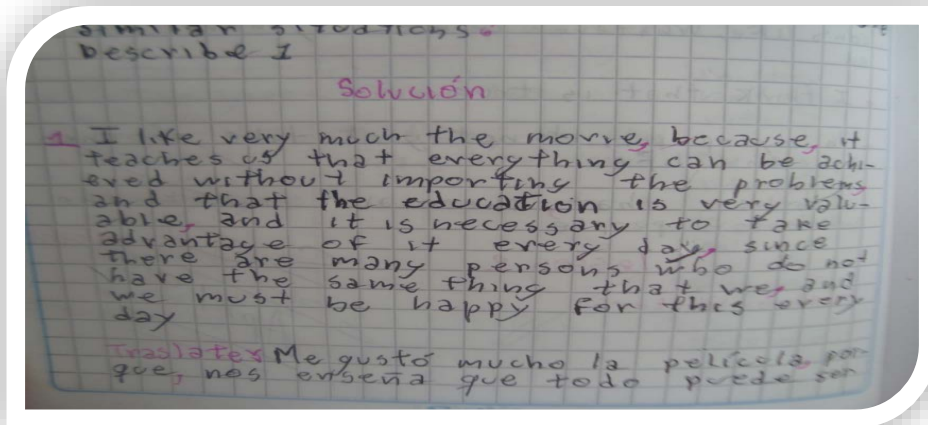
Poster designed in order to help students identify the emotions and moods



Annex 13

QUESTIONNAIRE: STUDENTS PERCEPTION ABOUT EMOTIONS.

This questionnaire was done in order to know students perception about the movie **FREEDOM WRITERS** comparing cultural elements and establishing relationship with coexistence in their contexts.



Annex 14

SAMPLES OF MOODLE PLATFORM CHAT.

The chat was made in order to analyze students practice their communicative skills and the use of the four C's components of CLIL approach.

JUAN DIEGO: My opinion is that the movie is very good because it teaches us to talk

21:11 JUAN DIEGO: I believe that the movie help us to reflect

21:12 JUAN DIEGO: I think that students learned a lot with the teacher

21:14 JUAN DIEGO: the movie teaches us to respect different races of people

21:16 JUAN DIEGO: I agree with what he did the teacher with the students to express their feelings through writing

21:19 JUAN DIEGO: I like the movie that teaches us to respect the people

21:22 JUAN DIEGO: the movie teaches us that we can change to make it a little difficult

Lunes, 19 de mayo de 2014, 13:35 --> lunes, 19 de mayo de 2014, 14:17

13:53 MARIA FERNANDA: in my opinion the movie it is very interesting

13:53 JUAN ANDRES: I think the movie explains reality about life in a low - income school

DAVID ALEJANDRO: The most interesting to me was Scene in Which Students Narrate Their Different Stories of Their Lives.

JENIFER ALEJANDRA: Our opinion about the movie is that in a way it was very similar to real life.

CRISTIAN ALEJANDRO: my opinion is the students were aggressive.

CRISTIAN ALEJANDRO: the teacher felt panic

Annex 15

MOODLE FORUM: ANGER VS. FEAR

The forum was made in order to analyze students awareness about emotions.

ANGER VS. FEAR

De DIANA MARIA HOLGUIN GOMEZ - domingo, 8 de junio de 2014, 20:46

Now, we are going to write about our emotions, mainly the anger and the fear. You have to write a short composition using the modal verbs and the vocabulary given in class to express opinions, related to what you can do when you are with anger or fear, choose one and explain details about

(Editado por DIANA MARIA HOLGUIN GOMEZ - envío original domingo, 27 de abril de 2014, 15:38)

Número de Calificaciones: [Editar](#) | [Borrar](#) | [Responder](#)

Re: ANGER VS. FEAR

de JUAN DIEGO DIAZ SANCHEZ - lunes, 9 de junio de 2014, 13:45

FEAR The reaction we have to fear to be calm, so that we can control and we must not despair that we seek help and stop thinking that we are afraid. Sometimes we react in a very aggressive way from fear because fear controls us. Many people fear suicide reaches in to stop having that feeling, you should have patience until that controls fear. When we feel the fear start to sweat, tremble and our heart begins to accelerate us a little breathing difficult and can sometimes pass out.en mi opinion I think fear is the worst feeling you can have people,in my opinion I think the fear is the worst feeling you can have people, I think the person once in your life have been afraid , and all you must do is control us

Bryan Iguaran And Juan Diego Diaz

Número de Calificaciones: (1) 

[Mostrar mensaje anterior](#) | [Editar](#) | [Borrar](#) | [Responder](#)

Re: ANGER VS. FEAR

de [GENDERSON ESNEYDER SOLORZANO CARDONA](#) - lunes, 9 de junio de 2014, 13:33

fear. In my opinion I think fear is a very frustrating and traumatic for some other emotion is desahogarse tristezas and their fears. my suggestions or advice would be: you should tranquilizarse y buscar soluciones prontas also can be very anxious and can do something crazy I think you should calm down and take a deep breath and think that produces this fear and canalizarlo

Número de Calificaciones: (1) 

[Mostrar mensaje anterior](#) | [Editar](#) | [Borrar](#) | [Responder](#)

Re: ANGER VS. FEAR

de [SANDRA MILENA FLOREZ PEDRAZA](#) - lunes, 9 de junio de 2014, 13:40

ANGER

I think people with rabies should remain calm and count to ten,should take a breath and relax because anger can lead us to be aggressive with groceros and people around us, should talk to their family or friends who aconsejen and help you calm down, you can forgive people who have hurt you is the best advice you can relax and , if you can not control must go to the doctor because you might be sick. in my opinion it is a very strong feeling discomfort generated aggression or bullying that we can generate resentment and sadness anger can give us and answer or act aggressively,I think if you make feel anger that will not listen and be careful to the damage they do and find an appropriate time to talk to that person without that hurt others or that you hurt yourself

Número de Calificaciones:

Re: ANGER VS. FEAR

de DAVID ALEJANDRO BLANCO PARDO - lunes, 9 de junio de 2014, 13:50

ANGER: I think you should react in a peaceful form,
Peaceful Calmly Can That Nesecite Serenity For that you should not take it out
on other people And So ITalk To Someone
To Receive A Help Or A Board And Power Venting Rage, And I
Think The Rage Can reach control us to reach a point where SelfControl And can not
Be Expressing Rabies taking it out on people or objects. In My Opinion I
Think The Rage When He Estes Displeasure O Produce By A Long
Time For Stressed And Stay In Emotional State That Could BeThe
Best That You Calmes and talk to someone and you could Calmar And So Be Good

David Blanco - Jefferson Morales ...

Número de Calificaciones: (2) 

Re: ANGER VS. FEAR

de JENIFER ALEJANDRA QUINTERO ALONSO - lunes, 9 de junio de 2014, 13:51

FEAR In my opinion I think the fear is controlled by our mind emotion that leads us to feel
anxious to have negative thoughts, it is a feeling of anxiety caused by the presence of a real or
imagined danger on the other hand, my opinion is that fear it's the worst feeling you can feel
people. people should be more quiet and not think about negative things. When people are afraid
They Should calm down and breathe. The worst thing to do is to keep thinking about what other
bad things could happen. So for that reason you should have happy thoughts.

Número de Calificaciones: (1) 

Re: ANGER VS. FEAR

de CRISTIAN ALEJANDRO MUNEVAR MARTINEZ - lunes, 9 de junio de 2014, 13:57

fear in my opinion have fear is when feel what lose a be dear, the fear is must sometimes to reack and so to make smart decisions but sometimes wrong, but still do not be fear to win the, I think in those situations you have to relax to calm down and not panic abound and overcome the time. alejandro munevar daniel forero

Número de Calificaciones: (1)

[Mostrar mensaje anterior](#) | [Editar](#) | [Borrar](#) | [Responder](#)

Re: ANGER VS. FEAR

de PATRICIA SANABRIA CRISTANCHO - miércoles, 11 de junio de 2014, 22:37

Good night Alejandro and Daniel, I see that you have clear the idea about fear, however you should remember the use of Modal verbs studied in your English class.

Número de Calificaciones:

Re: ANGER VS. FEAR

de PATRICIA SANABRIA CRISTANCHO - miércoles, 11 de junio de 2014, 22:37

Good nighth Evelyn I think that you have clear the idea about anger, however you should remember the use of Modal verbs, studied in your English class.

Número de Calificaciones:

[Mostrar mensaje anterior](#) | [Editar](#) | [Borrar](#) | [Responder](#)

Re: ANGER VS. FEAR

de [ANA MARIA BELTRAN CARRILLO](#) - lunes, 9 de junio de 2014, 14:02

My opinion , the anger is emotion strong because can hurt the people , you feel that everything bothers you , not talk whit anyone.

where you anger.. you should calm. you can count to 10.

you should talk whit the people that everything bothers you.

you have to that think what you are doing.

ana maria and adriana estrada

Número de Calificaciones: (1)

Calificar... ▼

[Mostrar mensaje anterior](#) | [Editar](#) | [Borrar](#) | [Responder](#)

Re: ANGER VS. FEAR

de [PATRICIA SANABRIA CRISTANCHO](#) - miércoles, 11 de junio de 2014, 22:17

Hello Ana María I really like your advices about how can you control the anger, I think that I will practice them. You understand the use of modals to give advices. Good job!

Número de Calificaciones:

Annex 16

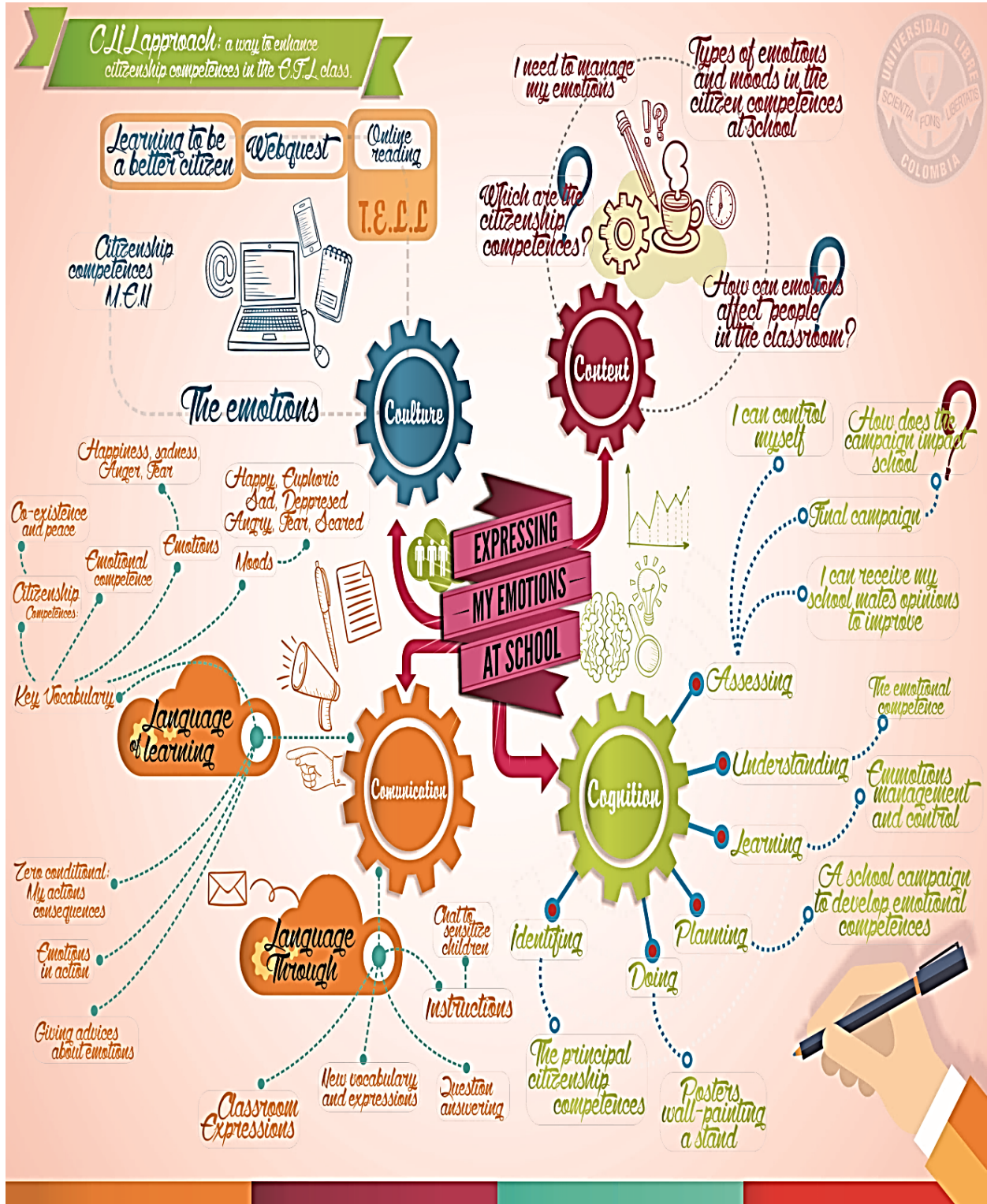
SELF ASSESSMENT

The self-assessment was used in order to students evaluate their process during the seven lessons worked

In this chart you will evaluate yourself work, after the process during the 7 lessons worked,

Topic	Description	Yes	No
Content EMOTION	The trailer describes the level of the emotion, clearly.		
Cognition TECHNOLOGY	The trailer shows a good manage of the tool power point, includes images, sound and the proper titles.		
Communication USE OF ENGLISH	The trailer demonstrates the use of the modal verbs should, would, have to, can and may.		
Culture	The trailer describes a situations with an appropriate problem solving		


DIDACTIC UNIT 2



Annex 18

LESSON SCHEDULE

Unit 2

Lesson	Topic	Activity
<p style="text-align: center;">July 27th 2015</p>	<p style="text-align: center;">Citizenship competences</p>	<p style="text-align: center;">RECOGNIZING CITIZENSHIP COMPETENCES: English lab activity. Webquest presentation</p> <p style="text-align: center;"><u>http://webquest.carm.es/majwq/wq/ver/83441</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Reading about our national citizenship competences. Race around the school to find the competence for the poster.</p>
<p style="text-align: center;">AUGUST 3rd</p>	<p style="text-align: center;">Co-existence and peace</p>	<p style="text-align: center;">Preparing and presenting a poster. Watching and listening a video about how to create a poster.</p>

		<p>Speaking in class about posters. Outside the class during the break: posters presentation and campaign.</p>
<p>3 AUGUST 10th</p>	<p>Emotions</p>	<p>Movie time: Inside out Oral presentation: Speech about the emotions. Workshop about emotions Expressing my emotions in class</p>
<p>4 AUGUST 24TH</p>	<p>Advices about emotions</p>	<p>Reading emotion management. http://kidshealth.org/kid/feeling/emotion/temper.html</p>
<p>5 AUGUST 31st</p>	<p>Advices about emotions</p>	<p>Create and make a campaign about possible reactions when we feel an emotion</p>
<p>September 7th</p>	<p>Giving advices and solutions about emotion management</p>	<p>School campaign.</p>

Annex 19

WEBQUEST UNIT 2

Using to the students understand Citizenship competences and Emotions.

<http://webquest.carm.es/majwq/wq/ver/83441>

Managing my emotions

Introduction Task Process Resources Evaluation Conclusion

INTRODUCTION

Hello and Welcome .

LA FORMACION DE COMPETENCIAS CIUDADANAS




The citizenship competences are very important in our daily actions. According to the Basic standards of citizenship skills proposed by the M.E.N., “**Citizenship competencies are the set of knowledge and cognitive, emotional and communicative skills that hinged together, enable the citizen to act constructively in a democratic society**”.

They are organized in 3 groups:

1. **Co-existence and peace.**
2. **Democratic responsibility and participation.**

3. Identity and appreciation of differences.

But, in this unit we are going to emphasize in **.Co-existence and peace.**



Los estándares se organizaron en tres grupos de competencias ciudadanas:

1. **Co-existencia y paz.**
2. **Responsabilidad y participación democrática.**
3. **Identidad y valoración de las diferencias.**

For that reason, The main goals for you are:


- To recognize the basic emotions (Happiness, sadness, anger and fear).
- To understand how do the basic emotions affect our behavior and attitudes.
- To explain the basic emotions (Happiness, sadness, anger and fear).
- To use the grammatical structures of zero and first conditional.
- To practice the communicative skills.

When you finish this unit, you **have to develop 3 campaigns** in order to promote the practice of citizenship competences in our school.

After reading the introduction, answer the next questions in your notebook.

1. What are the citizenship competences according to the M.E.N?
2. Which are the 3 groups of competencies?
3. In which group are we going to emphasize?
4. Which are the goals for you in this unit?
5. What do you have to develop in this unit?

Enjoy it



Teaching Guide - Webquest created by DIANA Holguín Gómez (dianaholguin22@hotmail.com) with Webquest Creator

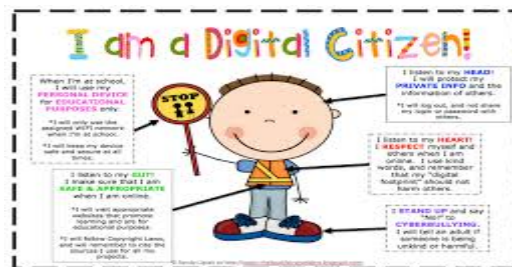
TASK

The main task in this unit is to create 3 campaigns in the school in order to promote citizenship competences.



To develop your campaigns, you have to achieve some pre-tasks.

First: You have to understand which are the citizenship competences, their groups and finally create a poster in the first week using the grammar of zero conditional, making a shot presentations of it in English.



Second: You need to recognize the basic emotions a define then in English creating a corner with a mural painting in the school where you define the emotions using simple present and presenting them in English.



Third: You will explain how can emotions affect each other and how to manage them, so you will create a stand where you can explain it your schoolmates using the grammar of the first conditional.



But in order to do this task you have to follow the process.

Annex 20

CLASS VIDEO TRANSCRIPTION

Videos transcription to analyze the impact of CLIL approach as a way to enhance citizenship competences in the English class. Colors show the four Cs in CLIL.

CLIL APPROACH A WAY TO ENHANCE CITIZENSHIP COMPETENCES IN EFL

CLASS 1

TEACHER: Good Afternoon class

STUDENTS: Good afternoon teacher

T: How are you?

S: Fine, thank you

T: listen to me. Did you have any problem with the homework? Do you have the homework? Ok

T: In order to see if you did your homework I am going to give you this photocopy, Evelyn, Lina, Diana pain attention, I am going to give you this photocopy and you are going to complete, individually in silence, this copy about the homework, what do you remember about the homework? Ready?

S: Podemos mirar la tarea?

T: You can't open the notebook, it is in order to see How much you remember. In silence complete this with the homework that you did, individually Paula.

What you remember, the number one says paid attention, recomplete the next part according to the previous knowledge, explained in the homework: **The citizenship competences are very important in our daily activities, citizenship competences are: _____ complete the definitions of citizenship competences ok?**

T: Number two they are organized in three groups, you complete ok?

T: Number three the main goals objective for you are what you remember. In this unit you are going to emphasis in the group_____ which of the three groups are you going to emphasis? And finally says when you finish this unit what is the task, Do you remember? Ok five minutes to complete.

T: Do you have papers? Who hasn't have papers this papers complete the answers so please put in and stick, you are going to stick, read and compare your answers, you can compare, say in English.

S: Tiene pegante?

T. Say in English, how do you say?

S: How do you say pegante in English?

T: Glue you say glue

Students doing the activity

T: Are you saying bad words

S: No diga groserías

Ok No, yet

S: Profe no tengo pegante

T: One momento, please share it

T: Ok the idea class, listen to me the ideas is. I am going to speak Spanish. Yo les pregunte si habían hecho la tarea ustedes dijeron que pero cuando les hago la pregunta sobre las cinco preguntas de la tarea solo algunos lo recordaron, el propósito del ejercicio era ese ayudarles a ustedes a recordar lo que no recuerdan, para eso se les dio el papelito, tienen que completar la información. So please help me Arango! Read Citizenship competences are:

Arango: The....

T: **The most important class is te citizens, What is the meaning of citizen in Spanish? Forero**
Citizen is ciudadano, the most important.

T: Participation. Group number three, Mafe

Mafe: identity and appreciation of the differences.

T: Identity and appreciation of the differences

T: Group number one: Mendez

Mendez: recognize the basic emotions happiness, anger, sadness and fear.

T: Do you understand? Yes or not do you understand in Spanish, entienden? Number two Melany: to understand how the basic emotion and behavior affect other person around.

T. in English ask the questions in English What

S: What is behavior?

T: behavior in Spanish comportamiento, so the number two says

S: Number three Lina

L: The grammatical of Simple Present.... Esa no era profe

T: The previous

Lina: to explain the basic emotions happiness, sadness, anger and fear

T: explain re basic emotion happiness, sadness, anger and fear, Do you understand this? Well, next one, please, Laura

Laura: to use he grammatical structures, Simple present, zero and first conditional.

T: ok the purpose is you can use the simple present and the zero an first conditional that is the grammar in English, you understand, ok next one Ana Maria

Ana Maria. To practice the communicative skills writing, reading, listening, speaking.

T: to practice the communicative the skills ok? In this unit we are going to emphasis is Milena

Milena: Coexistence and peace

T: coexistence and peace this is going to be the main emphasis in this classroom.

T When you finish this unit Jennifer

Jennifer: Three campaigns

T: The principal homework is to do three campaigns, please go to the computer, and please put your headphones.

S: parecemos pilotos

Teacher: Read the information in the computers about citizenship competences.

T: You have to create a poster for the next class about the competences that I assign you. I am going to give you one competence, you are going to read in Spanish, you are going to translate into English and you are going to make a poster using Simple present. Ok? The first thing you do a poster, second I am giving you one group of the competences, You are going to stand up I groups of three, I am going to give you one paper, this paper is in English, you have to go out and look which competences is the one that you have to do for the posters. Do you understand? So for example the paper number one says you can find this competences in the place where you plant fruits? Where do you plants here in the school? In which place you plant with the teacher Fabiola.

S: la huerta?

T: Ok you look and you go for the paper, you come back and you see which the poster that you have to do is. OK groups of three people, groups of three people ok? Please stand up in groups of three go and the first to come has ten points extra. Put your bags here

Students: In the cafeteria looking for the paper and running to the classroom.

T: ok listen to me

S: Estaba re breve--- profe por què no nos dejas otra vez?

T: Can you show me the paper? Listen to me class, this competence is the one that you have to do with you poster, in the computer in a moment you are going to see in Spanish what is the definition of your competence. You have to write the definition in English using simple present ok? If you don't remember simple present in the webquest there is a link where you can practice simple present to remember so do you understand? Who understand? Quièn entendiò Sebas in Spanish. Sebas : definir esa competencia en español en inglès, primero se dice en español y luego usando el presente simple ,

T: with this competence for the next class you have to create your posters, you have to speak in a group of three and you have to present your poster for the next class about this competence. Do you understand? Give me one moment and I give you the paper.

T. Put your headphones, did you listen?

S: No

T: what is the value? Listen to me look on the computer.

S: Profe a mi no me sale nada

T: One momento, Sebastian could you sit down here?

S: Ayyy noooo

T: Please Lesson one go to next link and read about citizenship competences after that using Simple present after that write a definition in English of the three principal groups of citizenship competences after that so here you go to the link this is a PDF, this link is in Spanish, which is the definition of competences, you are going to read the definition and try to explain in English using simple present, you are going to read. Please we are going to start reading, finish

S. No

T: No yet se dice todavia no. Finish?

S no yet

T: Please, now we are going to go to definition of the groups, please look what is the color that you have in your group, van a mirar que color tienen en su grupo para que sepan de cual tienen que elaborar el poster. Please read in order. You are going to read in order.

Green who has the green color, laura and her group this is your group and you have to do the poster, the knowledge, please everybody read. Who has the blue color?

S: Le falta un pedazo a la pantalla y no alcanzo a leer todo

T: please everybody read

T: Who has the red color? In order to remember and practice the simple present you have a link so you find and English and in Spanish the simple present you are going to develop the exercise and you develop this in your notebook you understand? Ok

CLASS : 2

Teacher: La falta de honestidad en las acciones de cada persona, yo soy honesta con mi compañero cuando respeto la clase porque le estoy dando la oportunidad de que aprenda y tenga la oportunidad de que aprenda y tenga la oportunidad de conocer, pueda en que en este momento yo no pueda cambiar a las personas de la noche a la mañana pero algo les queda al que sea. Entonces la idea en la clase de inglés es hacer una campaña en el colegio y nos va a pasar lo de los políticos. Todos ustedes vieron que yo presente el proyecto ante la institución pero nos va a pasar como al presidente o a muchos políticos llegaron y no cumplieron todo lo que dijeron. Yo lo que quiero entregar cuando ustedes se gradúen de once son buenas personas, personas con valores, personas que respeten. Miren.. en otro país siempre dicen: En otro país si hay cultura por qué en Canadá si hay cultura, porque la gente se apropia de las cosas. Si daña la silla del bus le toca pagarla también. Acà desconocemos asi de verdad, ojalà esta semana la tomen mejor, con màs calma y trabajemos bien. Tu ibas a decir algo Nicolàs?

Nicolàs. Diga mi nombre propio yo sè que están hablando de mi

T: Bueno Nicolàs las situaciones que se presentaron fue con varios, yo tuve que llamar a varios, no solo a Marroquìn, no quiero mencionarlos a todos pero tuve que llamar la atención con nombres propios delante de todos por el uniforme. Pero es por uniforme y no nombro y tu dices que te llame con nombre propio, que tu también digas Nicolàs cuando los compañeros se acerquen y te digan eso no està bien.

Nicolàs: a mi desde que no toquen muy duro conmigo pues...

Student: Ese día yo le dije a Marroquìn eso està mal y además cuando el tirò la cartuchera a mi me cayò chichi y yome puse brava y me contestò de una manera muy fea, entonces es mejor no decirle nada. Tu dices profe dile con nombre propio, de verdad eso no està bien(risas).

T: La gente se molesta cuando alguien lo hace en la calle pero nos pasa en la vida real y no, entonces y además ya que el dice digan con nombre propio yo espero que ustedes con respeto digan eso no está bien. Así el no diga nada.

Student: Es que no es solo para el sino para todos los que están haciendo ese jueguito, porque que lo hagan fuera del colegio pero tiene que ser aquí, la otra vez no nos iban a dejar ensayar porque se pusieron a botar.

T: Ojalá ustedes estén tomando consciencia de que ustedes retienen su proceso académico, no van a recibir grado y tienen que ser conscientes que están afectando a otros. Vuelvo y les digo no es solamente Marroquín o Méndez aquí contruimos todos, entonces por favor yo les pido.

CLASS: 3

Teacher. Listen to me, today we are going to work in the computers, in the webquest, what is the purpose for today. The purpose is that you can read the citizenship competences on line, read the citizenship competences, practice the simple present on line the exercises and finally than you in pairs create your poster, ok? You have many possibilities, to read citizenship competences, to practice the simple present , watch the video how to create a poster and finally if you have homework, to design the poster for this week. The grade is going to be the presentation of the poster, the presentation is in English and you have to present it around the school in a brake, what is a brake? Descanso so in the brake tomorrow and past tomorrow, just ten minutes, not all the brake, five minutes just you stand up in your poster, and you say the citizen come here, are the citizen and you are going to tell the students in the school these are the citizenship competences, and this competences is this and explain your poster in English for that you need my help for pronunciation I can help you, yes? Do you understand? So please be careful with the computers, because the teacher Sandra help with, please go and enter to the webquest and let's start: Student: Do you understand?

T: the Simple present exercise.

T: ok Teacher, wait a moment, you try. I send the link, you can look for your facebook link, and the link is in your facebook.

S: Profe no se puede

T: Excuse me You can't you enter to Webquest creator please? In this one

T: ok emotions

CLASS: 4

In the yard

Student: The cognitive skills is the ability to spend knowledge, acquire responsibilities and act accordingly, type of cognitive skills. Interpretative skills, argumentative skills and practice skills.

Students. Interpretative skill is the ability to understand.

Argumentative skill is the ability to guide and give explanations about things.

T: Cùal es el propòsito de que ustedes le esten presentando esto a sus compañeros?

S: Que se concienticen y que se den cuenta de que uso tienen las habilidades de clase y estas competencias en la vida.

T ¿ Què competencia es esa?

S: Cognitivas

T: ¿ Que sirven para?

S: Comprender las cosas

T: Y eso que tiene que ver con las competencias ciudadanas?

Juan Diego: Sirven para pensar antes de actuar las cosas

T: Pensar antes de que?

S: de hacer las cosas

T: Por ejemplo

S: Por ejemplo usted cuando està de mal genio y explota, usted tiene que pensar antes lo que le va a decir a esa persona

Hello my name is Diana, she is Alejandra and Melany:

Emotional competence is the ability to understand what other person is feeling,

Diana: when I am sad and I get blushed and spark of my eyes

Does my mother understand?

Teacher: Do you understand? Ok the purpose of the emotional competence is to understand Alexandra what the other person feel for example feeling happy, sad you understand is Paula is sad, you understand that Carlos is happy, so you have the ability to recognize if the person is happy for example this person is angry so to get blushed, red color in the face, so emotional competences

is the ability to understand how you express your emotion. Do you understand? Do you consider this important? Preguntas para sus compañeros pueden hablar en español.

Melany: hablamos de las competencias emocionales, por ejemplo cuando una persona esta furiosa se torna la car de color rojo entonces uno puede darse cuenta y entonces uno puede ayudarla.

Teacher okey thank you!

Poster 2

Good afternoon my name is Diana, Tatiana, Mafe

Integrative competence is understanding solve problems in the school, house,

Teacher: Do you have questions? Que son las competencias integradoras?

Mafe: Se basan en ayudar a los demás también en resolver conflictos que haya paz, aquí hay diferentes tipos , el dialogo.

Teacher: Estas competencias nos ayudan a ser buenos ciudadanos

What is sadness? Sadness is the basic emotions, enjury, happiness, this emotion has moraly, sadness can be a sintom of depression whichi is other things with the person have moral, that is sadness the most obvios sadness in human are the nervous and..., the vocabulary, other things can be dancing , talk with your parents of friends, read a book, practice sports .

Another thing than you can do it to relax have a good time with your friends and close relatives, that make you feel good, forget what the sadness cause.

Advices or suggestions: if you are sad you should think positive, if you are sad you shoud think on solutions, if you are sad you can stop crying, you can to your feel better, if you are sad you should to do something to , if you are sad you can forget negative things. If you are sad you should write that you feel, if you are sad you must forget.

What do you do when you are sad? If I am listen to music, if I am sad I practice sport.

CAMPAIGN 1 VIDEO

Knowledge: Refers the information that students have, we should know or understand about the citizenship while this information is important is not sufficient for the exercise of the citizenship and we need the other competences. Bueno lo que queremos decir es que el conocimiento para aprender acerca de las competencias ciudadanas.

Teacher: Por què estamos haciendo esta campaña en la hora del descanso?

Students: para que tengan una base, un conocimiento acerca de manejar en el entorno las emociones que cada uno tiene.

Teacher: y sobre todo para que sus compañeros del colegio comprendan así sea en español o en inglés que hay que ser un buen ciudadano cierto?, cuidar las cosas que hay en la ciudad, no rayar las paredes, comprender que el conocimiento nos ayuda a ser mejores ciudadanos.



Annex 21

READINGS, MIND MAPS AND BROCHURES DONE FOR STUDENTS



Sadness - sad

- The emotion makes us feel miserable.
- It makes us feel unproductive.
- It keeps us out in high time.

Angry

- It is contrary to happiness.
- It means to feel uncomfortable.
- It can become aggressive emotion.
- It is a negative emotion.

fear

- It can make us feel uncomfortable or even nervous.
- We all feel nervous.
- Sometimes it makes us suspicious of anything and anyone.

Philip Garfain Grade 11-02

The Emotions are...

Emotions are feelings that are essential part of our life that make the change of mind in most occasions or performance.

Emotions are part of every human being and for many reasons we must learn to control them.

The most important.

- Happiness - makes

How to Control Emotions.

Each person can be in control of your own emotions and these emotions can you have to be positive some tips such as:

- If you are very happy, you should smile.
- If you are sad, you should cry for someone.
- If you feel fear you have to try someone.
- If you feel angry you have to drink water for being you.

Happiness - Happy

- Happiness is one of the most important emotions, allowing us to feel joy.
- This is characterized with a large positive facial expression with a smile.
- It makes us forget the worries.
- It makes us feel good.
- It is the emotion that should be present in every person.

- If you are sad, you should to think positive.
- If you are sad, you must get support.
- If you are sad, you must put yourself in a good mood.
- If you are sad, you should write what you feel.
- If you are sad, you can off steam crying.
- If you are sad, you have to distract your mind.
- If you are sad, you can forget the negative.

The Sadness

Sadness is one of the basic human emotions, along with fear, anger, disgust, happiness and surprise. It is an emotional state caused by a decline of morality. It is the expression of emotional pain by crying, facing downcast and lack of appetite. When we feel sad when our expectations are not met or when the circumstances of life are more painful than joyful. Joy is the opposite emotion.

Presented by: Laura Marcela Cuellar and María Fernanda Tejedor.
Course: 110111

Advices and suggestions

- If you are sad, you should say to someone that you feel sad.
- If you are sad, you can do things to help yourself feel better.
- If you are sad, you must remember yourself that sadness will pass and after you'll feel better.
- If you are sad, have to bounce back from disappointments of failures.
- If you are sad, you can think of solutions.

Annex 22

VIDEO TRANSCRIPTION

CLASS: 5

Good afternoon guys, listen to me please, teacher takes the list.

Pay attention to me, here we have the goals and objectives, number one.

To understand, what is understand in Spanish? entender. To understand my actions can affect the other people near to me. It is clear do you understand ok.

Number: To understand that action are related to emotions, our daily actions are related with emotions and I can learn how to control my emotions ok how to control my emotions. I cannot hurt other people. What is this in Spanish: No puedo herir a otras personas if I control my emotions. The next is to apply the first conditional, grammar of the first conditional and Modal verbs. The last class we studied the first conditional, simple present and simple present, today is Simple Present plus modal verbs ok?. Today we are going to listen, read, write about suggestion to control the emotions. What are suggestions? Do you understand suggestions? Suggestions in Spanish is sugerencias, ok. Remember Suggestions. Sugerencias. And finally to promote the good treatment giving advices in English as a foreign language. Ok Do you understand the last? The idea of the last objective is to promote in a campaign the stand the good treatment, good treatment in Spanish: Buen trato in this school, ok giving advices in English. So I am going to present you the order of the class, this is the order of the class. Pay attention. Remember classroom expression. We are going to make a little review.

Speak about advices according to the emotions, you are going to pass and present your homework, twenty minutes, read an article about suggestions, Ana María what are suggestions in Spanish? SUGERENCIAS, very good, and advices to control your emotions.

Create a mind map after the reading, in Spanish un mapa mental, after reading ok?

Create a brochure about emotions and advices to control.

Prepare a creative stand to present your emotions, and finally the self assessment, what is the self assessment? Autoevaluación.

So we are going to start remembering the classroom expressions, so is necessary for the classroom today, in this activity that you try to speak in English using classroom expressions, who can help me which are the classroom expressions? Let's listen:

How do you say ___-in English? Another one?

Please class another one? Excuse me Laura

Laura: I don't understand,

Teacher: What is it in Spanish: No entiendo

Another one: how do you spell, for example how do you spell pen in English? What is pen in Spanish ok? Pi I EN, this is spell, ok Tatiana another classroom expressions, different.

Ok is very good: listen, pay attention, open your notebooks, paints very good Lina, look at the board, look at the photocopy, class another one, for example what does it mean copy? Be quiet? SILENCIO ok, look out in the dictionary and in the word there are classroom expressions if you need it, o today during the class you have to use the classroom expressions, teacher I don't understand, how can I explain, how can I say in English ok? If it is necessary.

TEACHER: Lets go to the homework, Speak about advices according to the emotions, you are going to present your homework ok? Use the first conditional and one emotion, so pass quickly in front you present your sentences and you explain if it is possible, is ok, you pass with the homework in front.

STUDENTS: Hay que pasar al frente con la tarea, decir la emoción, is ok class? I say twenty minutes, classroom open your English notebooks and copy the first presentation.

Student Arango: Euphoric, my emotion is euphoric e IF I feel euphoric; I smile much.

Teacher: Ok Do you understand? Very simple

Student: if I feel euphoric I keep calm. You have to relax If I feel euphoric I listen to music.

Teacher: IT is good? If you feel euphoric you listen to music?

Student. If I feel euphoric I scream. If Arango is euphoric so you give me an euphoric

Teacher: If you are euphoric you.... Tell me one example You.... For example in the park.. ok thank you so much.

Did you understand euphoric?

TEACHER: Give the face, this is the face for euphoric, eh Ana María, I ask you the favor to pay attention, stop writing please, ok Ana María has Angry.

Student: If I am angry I cry, If I am angry I speak with my mom.

Teacher: Ok is a good advice, One moment please teacher. Give me your face, so this is Ana Maria's felling, repeat class angry, ok very good Ana María. Karen I am angry.

Sebastian: No va Natalia.

Teacher: Oh Natalia he is a gentleman you first. Ok Which emotion? Good mood

Natalia: If I am good mood, I smile. If I am good mood I jump. If I am good mood I listen to music. If I am good mood I singer.

Teacher: In a good mood is the normal state that you have to be when we feel happiness. Ok ? very good Natalia it is very beautiful your drawing is very beautiful.

Sebastian: If I am happy I smile much. If I am happy I dance in my house. If I am happy I sing.

Teacher: It's a good emotion to be happy.

Laura: My emotion is restless. If I am restless I jump. If I restless I move my hands. If I am restless I jump and sing, If I am restless I chum the gum.

Teacher: Did you copy this in your notebook. Juan Diego which is your emotions

Juan Diego: Scared. If you are scared you must pray. If you are scared you must calm. If you are scared you must ask for help.

Teacher: Your advices are very good.

Milena: If I am euphoric I jump, If I am euphoric I smile. If I am euphoric I speak a lot.

Teacher : Forero, tis is the euphoric face. No homework. I am sad Forero.

Student: If I feel panic I scream. I should calm. If I feel panic I drink water. If I am in panic I cry.

Teacher: I spend that you copy, please if your friend is in front you have to listen, is respect. Your emotion is depress.

Paula: If I am depressed I sleep. If I am depress I talk with my friends. If I am depressed I watch a movie. If I am depressed I think in good moments.

Student: Upset. If I am upset I don't speak, If I feel upset I get nervous. If I feel upset I sweat. If I feel upset I get rush.

Julian: My emotion is anger. If I feel anger I listen to music. If I feel anger I cry. If I feel anger I fight with my brother. If I feel anger I scream much.

Teacher: very good Do you understand anger?

Jeffer: If I am in a good mood I smile. If I am in a good mood I play soccer. If I am in a good mood I speak so much.

Karen: Sadness. If I am sadness I cry. If I am sadness I listen music, If I fell sadness I speak with my dad. Video 87

VIDEO88 In Spanish is salud, in this we are going to read and listen an article about the emotions, so please I want to read and listen and pay attention and I am going to do some questions, one moment, if you notice this is following the words so pay attention

Video 89 Lectura REVISAR Y PASAR

Video 90. Maybe of course you don't have to understand everything, but which ideas you get from the listening, for example. They give you some advices and suggestions about your feelings yes? Can you tell me which advices or suggestions?

POSTERS CAMPAÑA

Hello my name is Diana, she is Alejandra and Melany:

Emotional competence is the ability to understand what other person is feeling,

Diana: when I am sad and I get blushed and spark of my eyes

Does my mother understand

Teacher: Do you understand? Ok the purpose of the emotional competence is to understand Alexandra what the other person feel for example feeling happy, sad you understand is Paula is sad, you understand that Carlos is happy, so you have the ability to recognize if the person is happy for example this person is angry so to get blushed, red color in the face, so emotional competences is the ability to understand how you express your emotion. Do you understand? Do you consider this important? Preguntas para sus compañeros pueden hablar en español.

Melany: hablamos de las competencias emocionales, por ejemplo cuando una persona esta furiosa se torna la car de color rojo entonces uno puede darse cuenta y entonces uno puede ayudarla.

Teacher okey thank you!

Poster 2

Good afternoon my name is Diana, Tatiana , Mafe

Integrative competence is understanding solve problems in the school, house,

Teacher: Do you have questions? Que son las competencias integradoras?

Mafe: Se basan en ayudar a los demás también en resolver conflictos que haya paz, aquí hay diferentes tipos , el dialogo.

Teacher: Estas competencias nos ayudan a ser buenos ciudadanos

What is sadness? Sadness is the basic emotions, enjury, happiness, this emotion has moraly, sadness can be a sintom of depression whichi is other things with the person have moral, that is sadness the most obvios sadness in human are the nervous and..., the vocabulary, other things can be dancing , talk with your parents of friends, read a book, practice sports .

Another thing than you can do it to relax have a good time with your friends and close relatives, that make you feel good, forget what the sadness cause.

Advices or suggestions: if you are sad you should think positive, if you are sad you shoud think on solutions, if you are sad you can stop crying, you can to your feel better, if you are sad you should to do something to , if you are sad you can forget negative things. If you are sad you should write that you feel, If you are sad you must forget.

What do you do when you are sad? If I am listen to music, If I am sad I practice sport.

Knowledge: Refers the information that students have, we should know or understand about the citizenship while this information is important is not sufficient for the exercise of the citizenship and we need the other competences. Bueno lo que queremos decir es que el conocimiento para aprender acerca de las competencias ciudadanas.

Teacher : Por què estamos haciendo esta campaña en la hora del descanso?

Students: para que tengan una base, un conocimiento acerca de manejar en el entorno las emociones que cada uno tiene.

Teacher: y sobre todo para que sus compañeros del colegio comprendan asi sea en español o en inglès que hay que ser un buen ciudadano cierto?, cuidar las cosas que hay en la ciudad, no rayar las paredes, comprender que el conocimiento nos ayuda a ser mejores ciudadanos.

My emotion is depression is dividen in What, types, advices and

What is an emotion and feeling

Advices: If you feel depression you must talk with adults, If you feel depression you can do relaxing exercises. If you feel depress you should be positive.

Vocabulary. Scream, find solutions, try to calm down

Teacher: questions??? Ok no more thank you

SADNESS: Key vocabulary: Think positive, think a solution, get support, put yourself in a good

Mood.

Advices: If you are sad you think positive, If you are sad you should seek support, If you are sad you must believe in yourself.

Good afternoon my emotion is afraid, what is an emotion , a sensation a perception of danger.

Advices. If you feel afraid you should skate, if you feel afraid you can find even, you can not fighting and solve the problem.

What happen when you are scare

Teacher: ustedes entendieron?

Students: si que las emociones de cada uno de nosotros.

Hello My name is Lina my frien is Tatiana nosotras vamos a hablar de scared, scared is an emotion that cause panic.

Advices: If you feel scared you sould calm down, If you feel scare you should listen to music, If you feel scared you should talk with your parents.

Vocabulary: scared, fight, flight, away. Other slow down for a moment.

Teacher: niñas ustedes entendieron de que les hablaron?

Students: Que dice en la segunda.

Lina: dice que uno para controlar el susto debe hablar con sus padres.

Teacher: Ok good

My emotion is angry, my name is luz Adriana Estrada, My name is Sebastian, my name is Ana Maria.

Luz: What is angry, angry is an intensive emotion, strong caused anger.

Ana: Advices If you feel angry you have to keep calm, you can talk, you can listen to music, ou must talk with your parents, if you feel anger you cand do exercises or physical activities, you can walk.

Teacher: muchachos ellos estan haciendo una exposiciòn sobre las emociones, como podemos nosotros manejar nuestras emociones por ejemplo què emociòn es esa entonces la idea es que ellos les van a explicar desde la clase de inglès còmo son las emociones, ahora si.

Sebastian: Hello I told you others you can control your emotions, the angry caused by strees.

Key Sebastian: Bueno les explico: estamos buscando como controlar la emociòn furia, la furia es una emociòn intensa, esta puede originar estres y a la vez puede originar pànico, estos son algunos consejos que podemos tomar cuando tenemos furia, por ejemplo mantener la calma, escuchar mùsica, hablar con nuestros padres, jugar

Vocabulary. Feelings, angry, scream, tempem, kids. Do you have questions? Ustedes les entendieron?

Students: Good afternoon our emotion is Depress we have vocabulary, what, advices y others. Depress is mental disease or disorder. Advices: If you are depress practice sports with your family or your friends, if you are depression you should relax, if you are depress you have to practice relax.

Key vocabulary: profound sadness, low mood, get stressed, angry.

Others. Try to solve the problems, be positive.

Teacher: Entendieron? Què entendiste?

Students: En la ùltima que la depresiòn es algo mental eso fue lo que entendí

Teacher: Si muy bien.. Si quieren les puedes explicar en español para que ellos entiendan.

Students: la depression es un desorden mental, algunas de las sugerencias son que: pueden hablar con las familias o con un amigo, pueden hacer terapias de relajaciòn o relajarse ustedes mismos si pueden, pueden escuchar mùsica, pueden hacer algo que los divierta y que los saque del pensamiento que los llevò a l depresiòn. Thank you.

The emotion angry

Advices: If you re angry you can do sports you like, if you are angry you can think something that will put you in a better mood, If you are angry you could get.

Key words: angry, depression, nervous, temperament.

Students: Yo si entendi que para poder estar con la furia, se puede hacer actividades como hacer deporte, escuchar mùsica.

Teacher: Gracias niños.

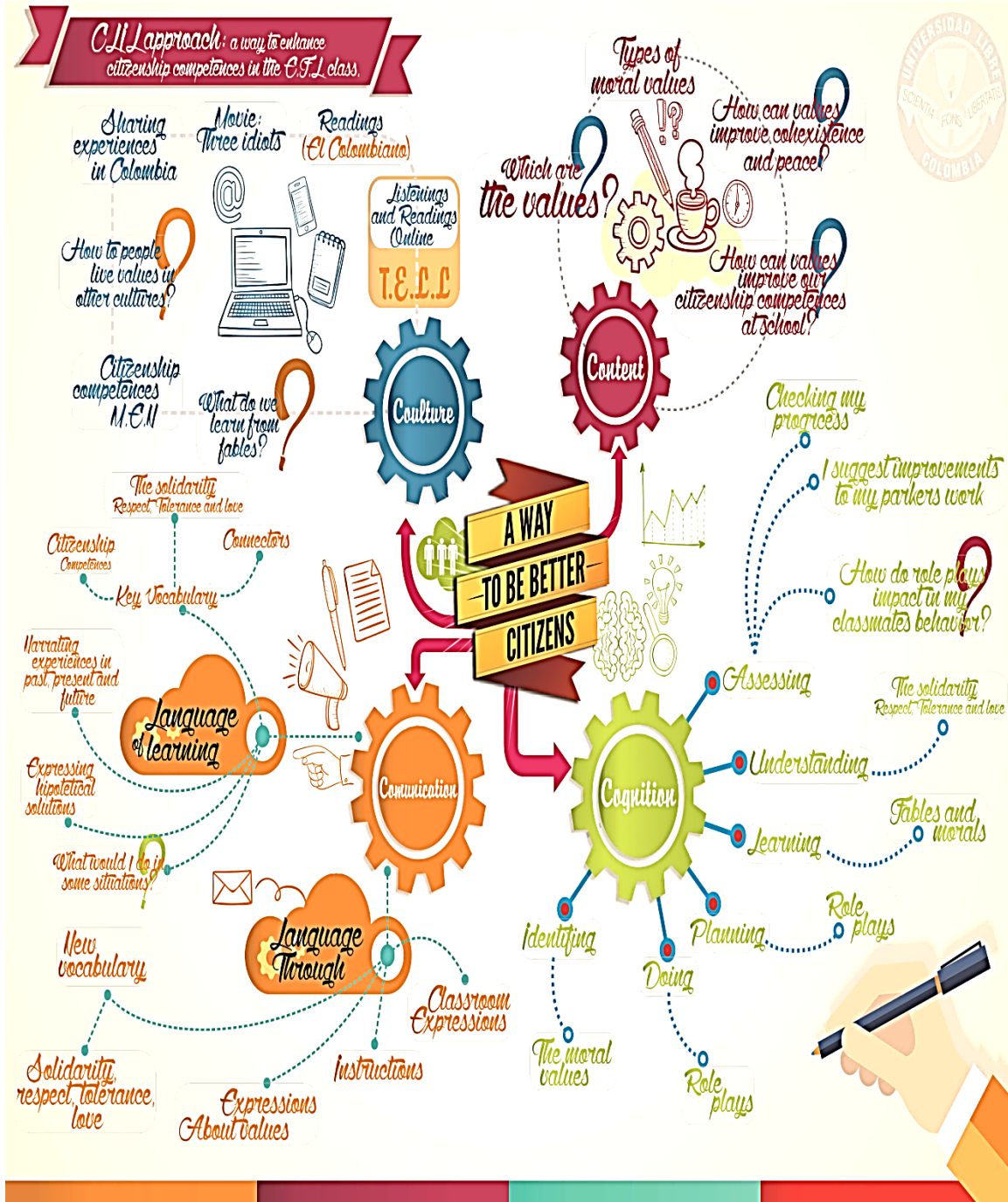
Annex 23

STUDENTS SELF ASSESMENT. Through this assessment students evaluated their own progress.

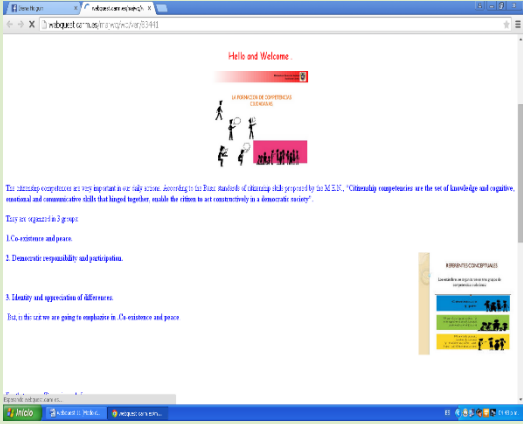

	I can	I can not	Opinions
<p>I understand that my actions can affect the people that is near to me and people near to me can affect me and understand that actions are related to the emotions and that I can learn how to control my emotion so I can not hurt other people.</p>	✓		<p>- Aprender a controlarnos en clase y prestar atención también hay que tolerarnos</p>
<p>I apply the first conditional plus the modal verbs in brochures and mind maps.</p>	✓		<p>- Si, las explicaciones de la profe son muy buenas y entiendo mucho</p>
<p>I listen, read, write and speak about suggestions to control the emotions.</p>			<p>a veces porque me da pereza dar consejos</p>
<p>I promote the good treatment giving advices in English as a Foreign Language</p>	✓		


DIDACTIC UNIT NUMBER 3

This unit was about values in order to be better citizens.



UNIT 3 LESSONS SCHEDULE.

Lesson	Topic	Activity
<p>1 JULY 27TH</p>	<p>Citizenship competences</p>	<p>RECOGNIZING CITIZENSHIP COMPETENCES: English lab activity</p>  <p>Reading about our national citizenship competences. Race around the school to find the competence for the poster.</p>
<p>2 AUGUST 3RD</p>	<p>Co existence and peace</p> 	<p>Preparing and presenting a poster. Watching and listening a video about how to create a poster. Speaking in class about posters. Outside the class during the break : posters presentation and campaign</p>

<p>3 AUGUST</p> <p>5TH</p>	<p>Moral values</p> 	<p>Movie time: 3 idiots</p> <p>Oral presentation: Speech about the moral values.</p> <p>Workshop about values.</p> <p>Reading situations about values.</p>
<p>4 AUGUST</p> <p>10TH</p>	<p>The respect and tolerance</p>	<p>Reading about the respect.</p> <p>Reading and listening online about bullying</p> <p>https://www.youtube.com/watch?v=H1CqaelVnkY</p>
<p>5 AUGUST</p> <p>13th</p>	<p>The respect and tolerance</p>	<p>Clasroom videos.</p> <p>Listening and watching videos where the tolerance and respect are missing.</p> <p>Reading about this 2 moral values.</p> <p>Writing about the importance of respect at school.</p>
<p>6 AUGUST</p> <p>14TH</p>	<p>The responsibility and forgiveness</p>	<p>Guides on line</p> <p>Reading situations</p> <p>Expressing opinions about</p>
<p>7 August</p> <p>16th</p>	<p>Preparing a campaign</p>	<p>Work in class</p> <p>Short role plays practice</p>
<p>8 August</p> <p>19th</p>	<p>Final campaign</p>	<p>Oral Presentations.</p> <p>Break time</p>

Annex 26

Student's survey.

To analyze if after the proposal the students had recognized and understood the content of citizenship competences in the English class.

Encuesta para analizar cómo se viven y perciben las competencias ciudadanas básicas en la I.E.D. Marco Fidel Suárez.

Complete la encuesta marcando **S (Sí)** si considera que se cumple o **N (No)** si considera que no se da o no se cumple en la Institución.

1. Convivencia y paz:

En mi colegio mis compañeros,



Comprenden que todos los niños y niñas tienen derecho a recibir buen trato, cuidado y amor. ___

Comprenden que nada justifica el maltrato de niñas y niños y que todo maltrato se puede evitar. ___

Identifican las situaciones de maltrato que se dan en el entorno (conmigo y con otras personas) y saben a quiénes acudir para pedir ayuda y protección. ___

Pueden diferenciar las expresiones verdaderas de cariño de aquellas que pueden maltratarlos. (Piden a los adultos que nos enseñen a diferenciar las muestras verdaderamente cariñosas de las de abuso sexual o físico y que podamos hablar de esto en la casa y en el salón.) ___

Comprenden que las normas ayudan a promover el buen trato y evitar el maltrato en el juego y en la vida escolar. ___

Conocen y usan estrategias sencillas de resolución pacífica de conflictos. (¿Cómo establecer un acuerdo creativo para usar nuestro único balón en los recreos... sin jugar siempre al mismo juego?) ___

Conocen las señales y las normas básicas de tránsito para desplazarme con seguridad. ___



Emocional **En mi colegio mis compañeros,**

Reconocen las emociones básicas (alegría, tristeza, rabia, temor) en mí y en las otras personas. ___

Identifican cómo se sienten ellos y las personas cercanas cuando no reciben buen trato y expresan empatía, es decir, sentimientos parecidos o compatibles con los de otros. (Estoy triste porque a Juan le pegaron.) ___

Se preocupan porque los animales, las plantas y los recursos del medio ambiente reciban buen trato.



Comunicativo

Expresan sus sentimientos y emociones mediante distintas formas y lenguajes (gestos, palabras, pintura, teatro, juegos, etc). ___

Conocen y respetan las reglas básicas del diálogo, como el uso de la palabra y el respeto por la palabra de la otra persona. ___



Integradora **En mi colegio mis compañeros,**

Hacen cosas que ayudan a aliviar el malestar de personas cercanas; manifiestan satisfacción cuando se preocupan por sus necesidades. ___

Conocen y usan estrategias sencillas de resolución pacífica de conflictos. (¿Cómo establecer un acuerdo creativo para usar nuestro único balón en los recreos... sin jugar siempre al mismo juego?) ___

Annex 27

Teacher's survey.

To analyze if after the proposal the students had recognized and understood the content of citizenship competences in the English class.

Encuesta para analizar cómo se viven y perciben las competencias ciudadanas básicas en la I.E.D. Marco Fidel Suárez.

Complete la encuesta marcando **S (Sí)** si considera que se cumple o **N (No)** si considera que no se da o no se cumple en la Institución.

1. Convivencia y paz:

En el colegio los estudiantes.



Comprenden que todos los niños y niñas tienen derecho a recibir buen trato, cuidado y amor. ___

Comprenden que nada justifica el maltrato de niñas y niños y que todo maltrato se puede evitar. ___

Identifican las situaciones de maltrato que se dan en el entorno (conmigo y con otras personas) y saben a quiénes acudir para pedir ayuda y protección. _____

Pueden diferenciar las expresiones verdaderas de cariño de aquellas que pueden maltratarlos. (Piden a los adultos que nos enseñen a diferenciar las muestras verdaderamente cariñosas de las de abuso sexual o físico y que podamos hablar de esto en la casa y en el salón.) _____

Comprenden que las normas ayudan a promover el buen trato y evitar el maltrato en el juego y en la vida escolar. _____

Conocen y usan estrategias sencillas de resolución pacífica de conflictos. (¿Cómo establecer un acuerdo creativo para usar nuestro único balón en los recreos... sin jugar siempre al mismo juego?) _____

Conocen las señales y las normas básicas de tránsito para desplazarme con seguridad. _____



Emocional **En el colegio los estudiantes.**

Reconocen las emociones básicas (alegría, tristeza, rabia, temor) en mí y en las otras personas. _____

Identifican cómo se sienten ellos y las personas cercanas cuando no reciben buen trato y expresan empatía, es decir, sentimientos parecidos o compatibles con los de otros. (Estoy triste porque a Juan le pegaron.) _____

Se preocupan porque los animales, las plantas y los recursos del medio ambiente reciban buen trato.



Comunicativo

Expresan sus sentimientos y emociones mediante distintas formas y lenguajes (gestos, palabras, pintura, teatro, juegos, etc). _____

Conocen y respetan las reglas básicas del diálogo, como el uso de la palabra y el respeto por la palabra de la otra persona. _____



Integradora **En el colegio los estudiantes.**

Hacen cosas que ayuden a aliviar el malestar de personas cercanas; manifiestan satisfacción cuando se preocupan por sus necesidades. _____

Conocen y usan estrategias sencillas de resolución pacífica de conflictos. (¿Cómo establecer un acuerdo creativo para usar nuestro único balón en los recreos... sin jugar siempre al mismo juego?) _____

Annex 28

CD with Videos after the campaigns to know the opinion of school children about promoting citizenship competences in the English class at school.

Annex 29

TEACHER'S INTERVIEW

This interview was used in order to know the impact of the research according to the teachers.

CLIL APPROACH: A WAY TO ENHANCE CITIZENSHIP COMPETENCES IN THE E.F.L CLASS.

INTERVIEW TO ANALYZE THE IMPACT ON FIFTH CYCLE STUDENTS WHEN THEY ARE XPOSED TO CITIZENSHIP COMPETENCES IN THE E.F.L CLASS.

The next interview is about your perception as teacher after the campaign made by the 11th grade students about coexistence and emotions.

Name:

School: Marco Fidel Suárez

Area: English.

1. Have you ever worked with CLIL approach? If your answer is yes, can you give a short definition? **No, I have not worked.**
2. Would you like to work CLIL approach in order to integrate different contents in the E.F.L class? **Yes, I would like to know.**
3. During the E.F.L class fifth cycle students had the opportunity to work about coexistence and at the same time learn English. During the terms they promoted Citizenship competences through a campaign. Do you consider it is important to promote coexistence in the school? Why?
Yes, I do. I think that is very important to promote co existence because we are living a difficult situation in the school and some parents do not teach values at home.
4. What changes did you see in students after the campaign?
Students identified emotions and how manage them through posters around the school.
5. Which do you consider was the impact on the school that campaign?
We can see beautiful posters where they mentioned emotions and some tips to work on them.
6. Do you consider it is possible to integrate other subjects content to the English as a Foreign Language class?
Yes, I do. I think is necessary integrate English with all subjects in the curriculum.

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