Universidad de Valladolid

MÁSTER EN PROFESOR DE EDUCACIÓN SECUNDARIA OBLIGATORIA Y BACHILLERATO, FORMACIÓN PROFESIONAL Y ENSEÑANZAS DE IDIOMAS

Especialidad en Lenguas Extranjeras (Inglés)

TRABAJO FIN DE MÁSTER

EXPLORING GLOBAL ISSUES IN THE ENGLISH CLASSROOM THROUGH CREATIVE WRITING ACTIVITIES

Alumna: Carolina Pascual Velasco
Tutora: Natalia Barranco Izquierdo

Valladolid, Junio 2018

ABSTRACT

Rapid and complex changes in today's world bring an unquestionable need for adapting education to the new reality. Within this panorama, special attention must be given to the set of global issues that concern a great portion of humanity, either directly or indirectly, and its environment. To this end, the purpose of our Master's Thesis is to provide guidance on how to introduce global issues into the classroom of Bachillerato. More concretely, we do propose creative writing activities as the prime way to get students truly involved and committed to the problems across the globe. Through an initial theoretical approach to both global issues and creative writing, and the subsequent proposal of activities, it will be demonstrated that creative writing actually enables global issues to be addressed in the classroom in a successful and significant manner.

Key words: Global issues, creative writing, global awareness, English classroom, Bachillerato.

TABLE OF CONTENTS

What do you do?
I'm a teacher.

What do you teach?
People.

What do you teach them?
English.

You mean grammar, verbs, nouns, pronunciation, conjugation, articles and particles, negatives and interrogatives ...?
That too.

What do you mean, 'that too'?
Well, I also try to teach them how to think, and feel – show them inspiration, aspiration, cooperation, participation, consolation, innovation... help them think about globalization, exploitation, confrontation, incarceration, discrimination, degradation, subjugation [...].

Well I don't know about that. Maybe you should stick to language, forget about anguish. You can't change the world.
But if I did that, I'd be a cheater, not a teacher.

Alan Maley

INTRODUCTION

No one can deny the great influence teachers may exert on their students. These spend long hours and many years attending classes to enrich their knowledge by learning about the different subjects. Nevertheless, teachers should not content themselves with teaching merely the subject matter; instead, as Alan Maley (2017, Epigraph) states, teachers should gain from their abilities and influence to shape their student's minds and feelings for the purpose of getting responsible and tolerant individuals.

Particularly nowadays, students need to be guided on how to live in today's world: A globalized and ever-changing globe full of paradoxes that is witnessing an unprecedented technological advance, but also a high number of serious global issues. On this basis, letting the outer world enter the classroom by connecting subject contents to real issues makes more sense than ever. By including and dealing with global issues, not only students get to know better their reality but also are more likely to become emphatic and committed with other's problems, understand their own position in the world and realize that they may help by doing small actions.

Despite this, we consider that global issues are insufficiently or inappropriately addressed in the classroom. Very often the attention teachers devote to global issues might be limited and the resources available in textbooks approach them in a trivial and superficial manner, and consequently, not getting students involved in a real and significant reflection.

Our main purpose is to demonstrate that it is certainly possible to introduce and teach global issues in a profound and successful manner by conducting creative writing activities that enhance subject contents while encouraging students to reflect on the world beyond their classroom. In order to do so, we are going to provide useful classroom resources with the aim of educating in global through an adequate methodology, topics and materials in the English subject in the 1º year of Bachillerato.

To achieve this main goal, we will pursue the following specific objectives:

1. To provide an exhaustive review of the most relevant literature on the importance of addressing global issues in the classroom. For that purpose, we will start from the most general by examining the global dimension of education, then we will turn our attention to the global issues and how to teach them, and finally focus our attention on the English as a second language class.

2. To present an extensive review of the existing literature on creative writing in order to clarify its meaning and the benefits its implementation could bring to the classroom.

3. To establish a connection between global issues and creative writing for the purpose of demonstrating how well the latter can be used as a means of transmitting global issues and get students to think deeply about them.

4. To systematically offer six class sessions, independent from each other, in which creative writing activities are central to them and concentrate on different global issues.

Each of the four specific objectives has been conducted with the methodology that best adapts to its purpose. In the first place, we have carried out a literature review by managing a wide range of sources in order to provide a profound examination of both global issues and creative writing. Then, a careful reexamination of the previous literature review has been performed in order to establish a linkage between global issues and creative writing activities. Finally, we have carefully design a number of sessions taking note of the previous theoretical framework and presenting them through well-structured tables.

In accordance with the four objectives, the structure of the present Master's Thesis is quadripartite. Entitled "Education in the Present World: The Global Dimension" and "Creative Writing", the first two chapters provide the theoretical framework to build on it. The third chapter, which is called "Why Exploring Global Issues through Creative Writing?", includes a rationale for making use of creative writing to deal with and reflect on global issues in the classroom. The proposal of activities itself is contained in the fourth chapter and, eventually, a few closing remarks, a list of works cited and some annexes will close our work.

CHAPTER I.

EDUCATION IN THE PRESENT WORLD: THE GLOBAL DIMENSION

Nowadays, young people are linked to global issues in an unprecedented manner. Even though some of them may not realize this fact, their lives are firmly connected to the entire world: Internet, mobile apps, international music, theater, literature and sports, social media, news, fashion trends, and academic exchanges, amongst many others, are constantly broadening the windows through which adolescents observe reality (Department for International Development [DfID], Think Global, Department for Education & British Council, 2000). At the same time, youths are firmly connected to the different worldwide systems by means of the roles they play within society such as student, consumer, worker, citizen and tourist. Which inevitably connects them to the global systems of education, production, finance, politics and travel, respectively (Alger & Harf, 1985). This interconnection, which mainly derived from the technological advances, results a positive experience that enhances the students' understanding of the world. However, they should also be conscious of those issues that are negatively affecting the whole population (DfID, et al., 2000).

As Kniep, an educator, once stated, "Hardly a day goes by without an announcement of terrorist activities, the newest lake poisoned by acid rain, the latest energy crisis, the suffering of displaced people in refugee camps or the repression through violent means of people seeking their human rights" (Kniep, 1987, p. 69). There is an unquestioned need to introduce a Global Dimension[1] that enables students to become world-minded and approach all those problems concerning the whole humankind. In doing so, students are given the opportunity to recognize their position in the globe and look into their involvement within the international context. Consequently, students are encouraged to build awareness of their role within the complex global community, to develop critical thinking, to cooperate, and to take further action and advantage of the global opportunities open to them (DfES, 2000).

---

[1] Hereinafter referred to as GD

An adequate explanation of global education could be the one proposed by Hanvey (2004):

> Education for a global perspective [...] includes the study of nations, cultures, and civilizations, including our own pluralistic society and the societies of other peoples, with a focus on understanding how these are all interconnected and how they change, and on the individual's responsibility in this process. It provides the individual with a realistic perspective on world issues, problems and prospects. (as cited in Marshall, 2014, p. 122)

According to Kniep (1985), "global education consists of efforts to bring about changes in the content, methods and social context of education in order to better prepare students for citizenship in a global age" (p. 15). In words of Bracey, "raising global issues brings a contemporary resonance. It helps us to see the context of a situation at the time, and to develop an empathy with those involved" (as cited in DfID, et al., 2000, p. 17). Reynolds et al. (2015) add that "global education builds [...] tolerance that would enable students to cooperate and share and communicate about global issues from different perspectives" (p. 180). For its part, Bourn & Hunt (2011) go on to say that the GD "is a means to mitigate the effects of the distortions of the world presented to children and teachers everyday by the media, popular culture, politicians and the curriculum" (p. 16).

The urgent need for a better education with an international outlook emerged during the post Second World War period due to the appearance of a series of international institution such as UNESCO and United Nations (Bourn, 2012). A trend that, in the late 1970s, evolved towards more critical approaches on account of the spread of movements claiming for human rights, peace, and against racism (Harrison, 2008). Nevertheless, even though times and societies have changed meanwhile, global education remains highly relevant. People today should get to know what is happening in countries they previously considered remote and unrelated to them, but which have begun to impinge their lives due to the globalization process (Arnove, Torres, & Franz, 2013). It is globalization the cause leading to an increasingly interconnected world which has challenged the traditional view of education. As defined by Giddens (1990), globalization means "the intensification of worldwide social relations which link distant localities in such a way that local happening are shaped by events occurring many miles away and vice versa" (p. 64). Just as a global

4

issue locally impairs many different and remote areas of the world; a local event can also have a significant impact and deeply affect distant localities. Subsequently, it may be said that both local and global are "two sides of the same coin" (Hicks, 2007a, p. 4).

Despite the great material and technological development achieved because of the globalization, the world remains a peaceless and inequitable place to live in. All these advances and growth seem to have laid aside the human and ethical values that are also required to develop as humankind (Kishan, 2007). Within this context, the well-known quote by the Indian moral leader Mahatma Gandhi makes absolute sense: "Earth provides enough to satisfy every man's need, but not every man's greed" (as cited in Gangrade, 2005, p. 131). It is this greedy and self-centered progress what has developed into a violent and imbalanced world filled with problems threatening both people and the environment.

Life today is primarily characterized by a set of paradoxes. While the interconnectedness and interdependence of societies are greater than ever, aspirations for human rights are increasing and new means of sustainable development are emerging; racial conflicts, intolerance, inequalities between countries, and environmental issues are still seizing the daily news. This paradoxical context is translated into a time of great pressure and turbulent changes (UNESCO, 2015). For that reason, more than ever, the entire humanity shares a universal challenge which involves stopping this global trend by using one of the most powerful tools: education (Kishan, 2007). Education must be the core of the society efforts to get to transform and adapt to its world (UNESCO, 2015) because, in words of Bokova (2015), "There is no more transformative force than education to promote human rights and dignity, to eradicate poverty and deepen sustainability, to build a better future for all" (p. 4).

Along the same lines, *The Delors Report* (1996) raised a key question: "What kind of education is needed for what kind of society of tomorrow?" (p. 253). This interrogation clearly establishes a linkage between society and education, so that the sort of choices about education should be taken in accordance with the model of society sought by its citizens. Therefore, education as the major pillar for a value-based society and the social

and personal development of its members must be at the heart of any societal changes (Kishan, 2007).

Nevertheless, for education to succeed in this endeavor it must experience a considerable revision. Being the first of the required changes a shift of its approach. According to the Unesco's publication *Rethinking Education: Towards a Common Global Goal?* (2015), education must change along with society and face the challenge of solving the existing problems. Likewise, education should adapt to the comprehensive vision that is currently undergoing a deep transformation which, in turn, requires students to acquire specific knowledges and to develop new competences. Those competences are those ultimately capable of granting students the means to live peacefully together and safeguard the environment (UNESCO, 2015).

In order to fulfill these emerging needs, UNESCO (2015) proposes a humanistic approach to education. A humanistic vision of education is "based on respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity, and shared responsibility for a sustainable future [which] are the fundamentals of our common humanity" (p. 9). Under this approach, education must "[go] beyond narrow utilitarianism and economism to integrate the multiple dimensions of human existence" (p. 10). This way, the humanistic approach claims a model of education that broadens its horizons and shapes responsible world citizens for which the previously mentioned humanistic values of respect, equality, justice and solidarity are essential.

Education is any longer solely about students acquiring skills to become useful and well-prepared citizens for life in a capitalist society; it is about the values needed to make those students able to adjust and transform the world shared with the rest of the humanity. And for those values to be comprehensive, they should be taught within the context of an integral education with GD (UNESCO, 2015). This integrated vision of education is perfectly reflected on *The four pillars of learning* proposed in *The Delors Report* (1996). Since these pillars are open to interpretation; they can be easily adapted to the emerging necessities of education. An illustrative example of this could be the fourth pillar, "Learning to live together by developing an understanding of others" (p. 21), which deals with the

6

social and cultural relationships societies establish both internally and with others. Nevertheless, for this pillar to fit today's context, it should be amended in order to include not only the concern for the relationship among societies but also with the natural environment (UNESCO, 2015).

It is quite clear that education is a transformative force at both local and global levels that has to be used for the purpose of transforming human beings and their environment by means of the action of the first one. Besides, it should be primarily implemented through the promotion of critical thinking and problem-solving ability (UNESCO, 2015). In this sense, students would be aided to become autonomous individuals capable of observing and judging what happens in their settings according to their personal perspective based upon the already mentioned humanistic values.

But including a GD to education and accomplishing an integral education is by no means an easy task. According to Hicks (2007b), the GD:

> [...] needs to involve both head and heart (the cognitive and the affective) and the personal and political (values clarification and political literacy). It needs to draw on the learner's direct or simulated experience and it requires the development of interpersonal, discussion and critical thinking skills, as well as skills of participation and action. (p. 27)

In other words, the GD requires a really complex pedagogy that attends both knowledges and values and includes the varying dimensions and renderings existing in an interconnected world. Besides, it highlights the importance of helping students to put the theory learnt at school into real-life practice.

Turning to *The Delors Report* (1996), it identifies seven major tensions generated by the societal, economical, and technological changes of our reality. Even though some of these tensions are not new; they are indeed central to the problems of the 21st Century and, thus, they urgently need to be overcome:

> Tensions between the global and the local; the universal and the individual; tradition and modernity; long term and short term considerations; the need for competition and the ideal of equality of opportunity; the expansion of knowledge and our capacity to assimilate it; and the spiritual and the material. (pp. 15-16)

To provide a brief explanation, people are at a crossroad between their role as world and local citizen; between supporting globalization and forgetting their unique character; adapting to new developments without dismissing their past; living in an eager society that demands instant answers whereas some of the biggest concerns of the world require a long-term solution; being taught to be the best and to allow for equal opportunity; having a considerable amount of new knowledge stored on electronic means but not the necessary skills to comprehend all of it; and living in a society that puts blind faith in consumerism whilst aks its citizens to support ecologic and cooperative values.

Education as the most powerful tool for social transformation has to face up to the same challenges previously described. Unfortunately, the report does not include any clues on how to overcome these tensions in order to achieve an ideal situation. However, through a profound reading of the scientific literature, it is possible to find useful ideas on how global education is able to prepare individuals to confront these demands.

A great number of authors have dealt with the first two challenges described above — the way of combining the local and the individual with the global and the universal—. According to the DfES' report, global education should enable students to "appreciate the similarities between peoples everywhere, and value diversity" (p. 3). As a kind of motto, this statement recognizes the importance of education to broaden the students' view and make them understand the diverse within the similarity. In this sense, both similarities and differences are seen as part of a whole since, in words of William Gaudelli (2003), "The human species [...] is fundamentally the same; a continuum of similarities and diversity" (p. 168). The traditional concept of diversity, thus, should be examined and amended so that it is considered as a fundamental aspect rather than as a peculiarity of all human beings. Through the universal humanistic values, education should promote the validity of the varied perspectives that people across the globe may have. Once diversity is accepted, it would be easier to find a common ground for humankind to reach understanding.

Regarding the local and universal dichotomy, the DfES' report considers yet again the global education as the instrument to help students "understand the global context of their local lives" (p. 3). Teachers should strive to create an interaction and interconnection

between these two spheres in order to remove the   national borders that limit communication among societies. In order to bring this about, Hicks (2007b) states that teachers should "locate the learning in the context of living in an interconnected world" and "include different dimensions and interpretations, recognizing the changing dynamics of particular issues" (as cited in Bourn, 2014, p. 143).

1. 1. What are the Global Issues?

Global issues have been frequently mentioned on the literature. They have been defined as "issues of global significance" (Anderson, 1996); and "problems in the world" (Mark, 1993). In words of Alger & Harf (1985), global issues are those that "pose a major threat to all   humankind" (p. 22), because the whole population is in one way or another involved in these concerns; "some are responsible for the problems, still other are part of the solutions, while most cannot escape the consequences" (p. 24).

Following the previous cited authors, Alger & Harf (1985) point out three main characteristics of global issues. The first one is related to their transcendence, since they are capable of going beyond national boundaries. As a consequence, a high percentage of the global population is affected by global issues. Neither a single nation nor a small group of countries would be able to reach a comprehensive solution; on the contrary, cooperation at a higher level is required to overcome global problems such as hunger, social inequalities, terrorism or climate change. The second characteristic is the degree of concern and urgency shown by the population. Each segment of the population brings to this problems a set of values related to the nature of the problem, its intended outcome and the way of achieving that outcome. Nevertheless, global problems exist precisely because while they need a global regulatory approach, there is a general disagreement over the two aspects stated above, which makes global policy making an extremely complex and difficult procedure. This leads to the third characteristic: Global issues are likely to be long lasting and would probably persist in the future.

Once the concept of global issues has been briefly clarified, a key question need to be addressed next: Which global issues do we face today? There is a large number of works

trying to answer this question. However, in general terms, most issues are essentially common to the series of lists published about the existing global issues, even though the way they are named and classified varies. To name just a few, in 2000 the DfES' report identified eight key concepts for global concern, known as *the eight key concepts of the Global Dimension*, which were followed by many schools in their determination to introduce a GD. These key concepts are "sustainable development, conflict resolution, values and perceptions, interdependence, diversity, human rights, global citizenship and social justice" (p. 3). Bhargava (2006), a World Bank expert, identifies five different thematic areas under which global issues can be categorized: "Global economy, human development, environment and natural resources, peace and security and global governance" (p. 3). To provide an example, Bhargava includes the universal education, communicable diseases, humanitarian emergencies, hunger and malnutrition and refugees within the human development category.

For its part, 100 People is a foundation whose aim is to provide teaching aids to make students to better understand the world. In its project *100 People: Global Issues through Our Lens* (2011), the following ten areas of critical global concern are highlighted: "water, food, transportation, health, economy, education, energy, shelter, war and waste" (p. 9).

Finally, it is essential to mention the United Nations' list of global issues. The UN (n.d.) identifies nineteen issues that must be central to any struggle achieving an improvement of the world:

> Africa, ageing, AIDS, atomic energy, big data for sustainable development, children, climate change, decolonization, democracy, food, health, human rights, international law and justice, oceans and the law of the sea, peace and security, population, refugees, water and women. (Global Issues Overview)

1. 2. Teaching about Global Issues

Teaching global issues is an intrinsic component of global education that has given rise to an intense discussion throughout the XXI Century. In looking back, one can realize that there is a long history of educational responses to global issues. Since 1960s, the number of educational movements aiming to make young people aware of their

contemporary world has been growing all over the globe. Hicks (2007a) refers to these movements as *issue-based educations* since each of them is focused on a unique global issue, covering a wide range of them from environmental to citizenship education. A deep debate was created around the relationship between the different issue-based educations. While some authors like Lister (1987) highlight their common points and consider them as being part of a "major historical shift in education" (as cited in Hicks, 2007a, p. 5), others like Richardson (1990) point at the risk of these educations to become isolated movements with no common goal.

Nowadays, there is a general belief that the school curriculum is such narrow that does not allow students to fully understand what is outside the school walls (Whitty, Rowe, & Aggleton, 1994). Besides, most authors agree with the necessity of modifying the entire curriculum in order to introduce the GD. This means that the GD should be embedded within the curriculum and not solely attached to it as if it were an external component. In the words of Alger & Harf (1985), "Global education is not just something to be added on to existing curricula" (p. 4). Likewise, there should be a whole school approach and GD should be used as a means for enhancing and enriching school subjects and lessons (Bourn & Hunt, 2011).

Research by Bourn & Hunt (2011) looked at the ways in which teachers in England perceive the GD and its effects in the school life. Since 2000, there has been a prominent growth of secondary schools promoting the inclusion of the GD into the classroom. According to this publication, the GD is introduced through a wide variety of methods including "school assemblies, curriculum initiatives, out of school clubs and award programmes" (p. 5). Consequently, whilst some schools consider the GD as a whole school approach that influences the entire school life, others perceive it as a subject based approach in which just a few subjects are influenced by this *internationalism*, being languages one of the most popular ones. This way, based on interview data with teachers, this paper shows how each school tends to personalise the way they understand and deal with global education, which together with the difficulty in measuring the GD impact when

11

it is embedded into the curriculum, it makes the GD something ambiguous and hard to consider.

Reynolds, Bradbery, Brown, Donnelly, Ferguson-Patrick, Macqueen & Ross (2015) emphasize that students should learn about, for, and with a global perspective. For learning about global world issues, these authors urge teachers to use specific pedagogical strategies such as the inquiry process, visual literacy, jigsaw groups and role play. But for these strategies to succeed, they should be inclusive, lead to student participation and create a judgement-free environment of greater understanding. For learning to live together, the development of specific knowledges and skills is fundamental. To that end, they recommend using strategies in which both communication and thinking skills are central, such as cooperative learning, critical literacy and debates. Lastly, learning with a global world requires a greater real-life focus in education. That is, to allow students to experience real-life contexts. These authors suggest students to interact and work with international students, deal with global issues, going on excursions and create their own personalized resources.

1. 3. Global issues in the Spanish Educational System

Regarding the Spanish educational system, global issues fall into the category of *cross-curricular topics*. As they do not belong to any traditional subject area, they are supposed to be dealt through the traditional subjects; impregnating this way the whole curriculum (Yus, 1998). According to Rosales (2015):

> [Los temas transversales son] contenidos de enseñanza y aprendizaje que por su relevancia formativa no pueden confinarse en el ámbito de una determinada disciplina o área curricular, sino que deben ser objeto de tratamiento en todas o en una pluralidad de ellas. Se trata pues, de contenidos que se van a desarrollar «a través de» la mayoría de actividades que el alumno realiza en el centro escolar. (p. 144)

Cross-curricular topics were firstly, albeit timidly, introduced by the Organic Law on the General Organisation of the Education System (LOGSE 1/1990, de 3 de octubre). It meant a great shift in the concept of education because it established personal development as its main goal and gave a relevant role to the students' values and attitudes (Sevilla,

1997). For the first time, this law explicitly identified a series of topics linked to social issues that need to be dealt with in the classrooms (Boto & Sánchez, 2004) civic and moral education, peace education, education on gender equality, sexual education, health education, environmental education, education for sustainable consumption, and road safety education (Real Decreto 1344/1991, art. 5). Similarly, these cross-curricular topics were associated with the values they conveyed: life, peace, health, freedom, hope, respect, enthusiasm, tolerance, affection, responsibility, justice, solidarity and equality (Boto & Sánchez, 2004).

With the enhancement of the Organic Law of Education (LOE 2/2006, de 3 de mayo) the verbal, audiovisual and computer languages were included into the list of cross-curricular topics and the subject of Citizenship and Human Rights Education was created and implemented as well (Real Decreto 1513/2006, art. 4); consequently, some cross-curricular topics lost their transversal nature by becoming part of this emerging subject (Vidorreta, 2010).

Even though the law amending the LOE (LOMCE 8/2013, de 9 de diciembre), gives cross-curricular topics a major role, it gradually removed and replaced Citizenship and Human Rights Education by Civics and Moral Education (Ramírez, 2016) arguing that the previous one indoctrinated students and the issues dealt with were too contentious. Apart from this, the LOMCE requires the following cross-curricular topics to be addressed by all subjects in the curriculum: reading comprehension, oral and written expression, audiovisual communication, information and communication technologies, entrepreneurship and citizenship education (Real Decreto 1105/2014, art. 6). Besides, it specifies which aspects should be included in every teaching programme: prevention of gender-based violence; violence against people with disabilities; terrorist violence; racism and xenophobia. In the same vein, it requires secondary school curriculum to introduce curricular elements related to sustainable development, risk of exploitation and abuse, new technologies risk and emergency safety (Real Decreto 1105/2014, art. 6).

As it can be inferred from the numerous changes cross-curricular topics have undergone throughout the different educational laws, they are strongly influenced by the

13

diverse political ideologies; and thus, they have generated intense controversy. Those political parties whose values are not fully reflected in certain cross-curricular topics try to delete or substitute them. As a consequence, many authors consider that the current educational law does not provide a proper civic and democratic education, mainly due to the removal of Citizenship and Human Rights Education. Besides, they also consider some relevant topical issues such as sexual diversity or homophobia as been disregarded (Ramírez, 2016).

On the other hand, even though cross-curricular topics are ideally reflected in the current national regulation, it seems to various authors that these topics are still not given enough relevance in the classrooms. Some authors find the transversal nature given to cross-curricular topics to be the major problem, since it may lead teachers to consider them as optional contents that waste the time available for teaching subject contents. As a consequence, subject contents may be given a priority treatment to the detriment of cross-curricular topics (Boto & Sánchez, 2004; Rosales, 2015).

1. 4. An English Classroom Open to the Global Concerns

Foreign language teachers of the XXI Century have a great responsibility in achieving a better world for all. As we have already mentioned, the aim of the global dimension is to introduce the social reality to the classroom and help students to become conscientious and responsible citizens of a globalized world. For that purpose, it is essential for them to be able to communicate in one or more foreign languages and to take a tolerant attitude towards other cultures, which is precisely what the foreign language classroom aims. The global education approach within the foreign language class is intended to ease the acquisition of an specific language at the same time as it broadens the students understanding and engagement towards global problems (Patama & Juliati, 2016). Thus, global issues allow students to learn a foreign language by using it as a real means of communication.

In this sense, foreign language teachers' job is not only about teaching communicative abilities but to drive students to be much better prepared for facing global

challenges. Cates (2002) provides two main reasons why language teachers should deal with world concerns in their classrooms. According to this author, the first reason is ethical and personal: Teachers should aspire to be good professionals, which implies a moral responsibility as their specialized skills should be directed to improve society. To support this idea, the author provides an example of scientist and lawyer groups struggling to solve global problems.

The second reason lays in the social responsibility shared by the entire education community. The education field is considered to have the greatest influence over any social problem. The general conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1874 called for education to include a global perspective for the purpose of creating social awareness and understanding, as well as to prepare individuals to take and active part in solving both local and global problems. The World Confederation of Organizations of the Teaching Profession (WCOTP) represents another example of the social responsibility of education. WCOTP aim is to "foster a concept of *education* directed toward promotion of international understanding and good will, the safeguarding of peace and freedom, and respect of human dignity[..]" (UIA, n.d., par. 2).

A third significant reason is given by Catalán, Martinez, Mateo, Barroso, Bañares, García, González, Pérez, Malo, Pascual & Peña (1997). According to these authors, some students may not have the chance to make use of the foreign language too much over their adulthood. However, they would always benefit from learning and discussing about global issues as part of foreign language content.

As Cates (2012) mentions, many authors have pointed at the benefits that global issues may bring to the English as a Second Language (ESL) class. Whilst for some of them global issues mean authentic and significant materials available to the English classroom; others go further when thinking about the English teacher as having influence enough to equip their students with the necessary skills to improve the world. For its part, Richards & Rodgers (1986) claim that students learn the foreign language much better when they learn it through compelling contents. For its part, Thorpe (2009) considers that global issues are "familiar and realistic, making it easy for students to connect to

learning" (p. 4). For all these reasons, it is not surprising that ESL teachers have already incorporated global education and global issues to their mainstream classes throughout numerous ways: "contents, teaching methods, materials, course design, teacher training, and extracurricular activities" (Cates, 2012, p. 44).

ESL classes are highly flexible in terms of topic in comparison with many other subjects which are fairly limited. This fact makes a great deal easier the integration of global issues to the contents given in the ESL classes. Molina (1997) supports the same ideas when he states the following:

> Las lenguas extranjeras se prestan especialmente a la introducción de los valores transversales en sus contenidos, ya que lo que se transmite en estas disciplinas es el vehículo de comunicación, en definitiva el continente, y no el contenido, que puede seleccionarse en función de los intereses de alumnos y profesores. (as cited in Catalán et al, 1997, Presentación)

Among the number of examples provided by Cates (2012) regarding the flexible use of topics within the ESL class, we highlight just two of them: Past, present and future verb tenses can be taught by reviewing the prime cause of a certain global issue and its current situation, to then suggest possible actions aiming to reach a future solution. Likewise, comparatives can be taught by comparing human rights in different parts of the world.

But teaching about global issues is not sufficient; a shift in the teaching method is required too. Students need to develop an active attitude that leads them to react and reflect on the kind of world they want to live in. To do this, a more active and student-centered methodology is required, as well as a language usage focused on a communicative purpose rather than on language form. As Szesztay (2017) states, this shift has already started:

> Teachers of English have been at the forefront of educational change in many parts of the world. *Learner autonomy*, *group work*, *project work*, *communication tasks* are all predicated on a view of learning that sees students as active doers and thinkers, rather than passive recipients of knowledge. (p. 5)

This way, students would be able to critically think about global issues while carrying out meaningful discussions and researches in the foreign language.

16

Proper materials are essential when it comes to introduce global issues to the English classroom; nevertheless, they are frequently difficult to find. Even though this trend is changing nowadays, a great number of textbooks deal with global issues in a superficial and trivial manner. Starkey (as cited in Pike & Selby, 1988) condemns language books for having texts which clearly spread consumerism and touristic ideas rather than deeper ones. Besides, those issues are often dealt with through extremely short activities, and thus, they are insufficient to achieve a truly comprehensive development of the students. Fortunately, teachers may always design their own materials or even whole courses around global issues so that students master their language proficiency while broadening their social and environmental awareness (Cates, 2012).

Extracurricular activities, for their part, are ideal contexts to combine both language learning and global issues. Seminars, volunteer works, and homestay programs are solely a few examples of the wide range of possibilities available for educational centers to awake their students interest in other cultures and problems. Lastly, as global education gets more and more relevant these days, language teaching instruction is being upgraded by introducing workshops and courses to make teachers be properly skilled to design lessons on global issues (Cates, 2012).

We may establish a relation between the inclusion of cross-curriculum topics in the English classroom and the Content-Based Instruction (CBI). According to Stoller (2008), CBI is a curricular approach with a dual focus on language and subject content learning. There is a wide diversity in the way CBI is being implemented; but in general terms, it implies the teaching and learning of foreign languages and specific contents simultaneously. However, even though both share the underlying concept, CBI is mainly focused on the teaching of a non-linguistic subject belonging to the existing curriculum, while the inclusion of cross-curriculum topics in the English classroom does not imperatively involve such connection. Conversely, it is about dealing with those themes which are not covered by any existing subject.

Moving on now to the studies focused on the English classroom, Catalán, et al. (1997) start from the conviction that the English class can and should be closed to the

different issues affecting its context (including both local and global concerns). In these authors' view, "El desarrollo integral del alumno debe ser nuestro principal objetivo como educadores; formar individuos responsables, solidarios y con conciencia social no está reñido con que ellos aprendan a entender y producir mensajes en inglés" (p. 48). Moreover, they state that cross-curriculum issues need to be introduced within the English class the same way that daily life routines or hobbies are. Nevertheless, they do also note that for global issues to be a success within the secondary English class, care must be taken to select those problems students are truly interested in. To do this, as we have already mentioned before, a student-centered teaching method in which the teacher perfectly knows their students is absolutely required. As a result, in agreement with Moskowitz (1978), not only would students deal with real and topical issues, but also their motivation and responsibility towards the foreign language would greatly increase.

Continuing with Catalán, et al. (1997) ideas, adolescents attending secondary education are fully prepared to critically think about issues concerning society. They argue that, due to their cognitive level, adolescents are still learning to think and proceeding from a concrete to a formal operational stage, which allow them to make use of a propositional thought and a hypothetico-deductive reasoning (Lutte, 1991). Their psychological development is at an adaptation level, which means that adolescents are pursuing their own identity and role in the world so that they look forward to knowing about the reality around them.

Besides, they do also have a huge need of autonomy and a critical attitude which results in a desire to express themselves. All this leads Catalán, et al. to firmly state that adolescents are at an ideal moment to learn, specially about those cross-curricular topics in which they are interested in. This way, they encourage teachers to take advantage of all these characteristics by bringing real-world topics to the English classroom and propose a number of materials, activities and didactic strategies dealing with those global issues adolescents are most interested in.

Yakovchuk's (2004) research is also focused on the importance of global issues to the English teaching, as well as on the attitudes of English teachers towards them. Twenty-two teachers are requested to answer a series of research questions which turn out to be highly revealing. Similar to the ideas of Catalán, et al. (1997), Yakovchuk's findings show that, according to teachers, the students' characteristics and interests are the main criteria that should be used for selecting which global issues must be taught in the English class. Nevertheless, teachers contemplate the availability of teaching materials, relevance to the context and world topicality as aspects that should be taken into account as well.

On the other hand, research questions do also reveal that, as a general rule, both students and teachers are considered to be the ones who should decide what global issues are due to be discussed in the class. A good proportion of the teachers inquired perceive students as active participants in the teaching-learning process. As one of them states, many benefits can be derived from involving students in decision making: "Student motivation increases, [and] better quality and efficiency in learning [is achieved]" (Yakovchuk, p. 36).

Lastly, in *Developing children's understanding of the Global Goals* (2017)*,* Read provides a series of activities and lessons built around global issues and directed to upper-primary and lower-secondary students with the aim of making them aware of the different global concerns. This study includes some new elements as compared to the previously described ones: the 17 Global Goals. UNESCO's global goals for sustainable development were chosen in 2015 by world leaders. The main objective of this initiative was to work together for a better future so that by 2013 global issues should have already been overcome (UNESCO, n. d.).

Read (2017) describes current education as a "low-risk, discrete-item teaching, frequent testing and dependence on measurable results and outcomes" (p. 11); and considers teaching Global Goals as the best manner to improve this situation. Among the several far-reaching benefits of teaching global goals to pre-adolescents, Read highlights social skills development; encouragement of the student responsibility towards global issues and a positive and tolerant attitude towards others' perspectives; acquisition of a

foreign language to talk about significant issues confidently; opportunities to think "out of the box" (p.11) and to actively develop creative ideas and solutions.

CHAPTER II. CREATIVE WRITING

Writing is a day-to-day activity; many routines of our daily living require some kind of writing, such as shopping lists, notes, or emails. But creative writing is mildly different from such routinary actions (Seargeant & Greenwell, 2013). Many authors have tried to provide a proper definition of creative writing; but that is not an easy task since the term *creativity* can be slightly abstract and refer to a diversity of things (Anjara, 2008). Cambridge online dictionary defines it as "the activity of writing stories, poetry, etc" (n.p.). While some sources consider creative writing as being opposed to non-fiction writing like the technical or professional one, others do also consider as creative writings non-fiction genres like editorials and reviews. In this dissertation, we are going to follow the ideas of Csikszentmihalyi (1988) and Anjara (2008): The first author supports that a creative product is one which is both original and meaningful, while the second one claims that "creative writing is associated with originality of thought and expression" (p. 9) and that imagination is a key element to take into account to distinguish creative from non-creative forms of writing.

The high importance of creativity cannot be avoided. As Osborn (2013) observes, great human achievements are the product of creative thinking. This author provides tremendous value to both imagination and ideas, as he considers them to be the invisible forces pushing human beings towards development and change and thus, they are needed to think up solutions for all the problems that threaten humanity. On the other hand, writing is considered to be one of the best exercises to train imagination and to transmit personal values and ideas (Osborn, 2013; Sanz, 2010).

According to May (2010), there are numerous reasons why creative writing is a perfect activity to conduct: It is "easy, natural, healthy, sociable, cheap and accessible" (p. XX). This author argues that everybody can write because it is a natural mode of expression and that writing is good for us since it allows a better understanding of the world, which is the first step for change. Furthermore, Treffinger (1995) supports the idea that not only is everybody able to write but also to be creative. For its part, Harper (2008) further considers

creative writing as being an art form closely related to daily life since it makes use of common language and expressions in order to create.

This all makes creative writing a perfect activity to implement in the classroom. But, do educational centers actually encourage creativity? Many authors think they do not. Czurles, a Director of Art Education, considers schools to be *anti-creative* and argues that "[children are] highly creative until [they] reach at school" (as cited in Osborn, 2013, n.p.), where traditional methodologies restrain the development of their imagination. Czurles explains that, even though this trend is now shifting somehow, the general rule is that all students are told to do the same things in the exactly same manner so that all of them come up with the same result. This way, there is no opportunity for them to be creative or use their imagination but to remain passive.

Similarly, this negative trend of education concerning creativity does not allow students to reach high order thinking skills (HOTS), especially critical thinking and problem-solving. Students need to use their creativity in order to analyse, compare, question and evaluate contents to ultimately be able to think up their own personal ideas (Carr, 2012), instead of just receiving and accepting them from the teacher as if they were absolute truths.

In this vein, Morena & Sánchez (2002) consider education to boost certain mental processes at the expense of the others. According to these authors, memorization has been the most promoted process while creative and critical thinking have been relegated to second place. Carr (2012) does also criticize schools for encouraging the development of memorization above the other mental processes and goes back in time to quote Raths, Jonas, Rothstein & Wassermann (1967) when they stated that "drill, homework, [and the] quiet classroom were rewarded while inquiry, reflection [and] the consideration of alternatives [were] frowned upon" (p. 69). According to Morena & Sánchez (2002), the consequences of this are that those students who have greatest ability to memorize are benefited, whereas those who are more skilled at different mental processes are adversely affected. Secondly, students received an incomplete education because they are not allowed to evolve all the skills equally.

2. 1. Creative Writing in the English classroom

Turning now to the English class, it is important to begin by providing a brief review of the Krashen's (1982) Theory of Second Language Acquisition in which we are going to base our dissertation. First of all, according to this author, second language should be ideally acquired through an unconscious process; by contrast, it does not required to be learnt through an extensive and conscious study. Secondly, the monitor hypothesis explains that there is indeed a relationship between acquisition and learning so that students make use of what they have learnt about the language to `monitor´ or correct their production. Lastly, as Krashen once stated in a presentation, "We acquire language in one way, [...] when we get comprehensible input in a low anxiety environment" (Rounds, 2010, n.p.). This means that English teachers must always produce messages taking into account the students' proficiency level and create a pleasant class environment in which students feel free to make use of the language with no pressures and with communication purposes. Classroom psychological environment is named by Krashen as the Affective Filter, which is considered to be low when the environment is pleasant and anxiety-free; on the contrary, the Affective Filter is considered to be high when students are anxious and diffident (Krashen, 1982).

Several authors have also identified class environment as an important factor influencing the learning process and, more especially, the development of the student's creativity (Osborn, 2013; Morena & Sánchez, 2002). For that reason, teachers must promote student's motivation and enthusiasm by providing challenging and interesting activities while generating an environment of trust in which students are not afraid of making mistakes (Morena & Sánchez, 2002). Moreover, teachers must become creative models for their pupils, which required them to be open-minded, flexible, emphatic, receptive to new ideas, imaginative and positive (Esquivel, 1995; Whitlock & DuCette, 1989).

Considering the previously mentioned aspects, for creative writing to be a success in the English class—to allow students to both acquire English while developing their critical thinking and creativity—, activities must be first presented by using an appropriate language

understandable to the group of students they are addressed to. Secondly, activity requirements must be slightly above their proficiency level in order to make students strive a bit to meet them. In the same vein, activities must be designed to have a communicative purpose to encourage students to make use of the foreign language with a meaningful aim.

Thirdly, students must have certain learnt knowledge of the English language to use it as a monitor that guides them throughout the writing process. Besides, enough time to carry out the activity must be allowed so that students are able to carefully think on what they want to write without any pressure. Fourthly, topics suggested must be interesting and include some kind of problematic in order to foster their motivation and encourage them to use high order thinking skills. Fifthly, English class environment must be friendly and stress-free for them to experiment and make use of the language without worrying about accuracy more than it is actually necessary. Lastly, autonomy has to be given taking into account both the students' language proficiency and cognitive level in order to provide them the chance to develop their creativity.

The latter aspect is especially tough to achieve because, as we have mentioned before, there is a general tendency in education to turn students into passive subjects by requesting them to perform repetitive activities and, thus, not allowing them to be creative at all. In this sense, making students pass from a controlled practice to a freer one is actually complicated. Authors like Morena & Sánchez (2002) have also pointed at this fact. They consider that the students' production within the English class is mostly artificial, since the teacher exercises a continuous control over them mostly to correct any mistakes. On the contrary, a freer practice entails activities initiated by the teacher but not controlled by them so that students make decisions and produce language autonomously.

Nevertheless, for this practice to be a success a progressive transition from the controlled one is required. Besides, these authors suggest the teacher to create an adequate class environment which stimulates creativity and the creation of new ideas. In order to do so, on one hand, the English teacher must change the preset control roles by modifying the classroom organization. A non teacher-centered organization in which students work cooperatively in pairs or groups may be an example. On the other hand, the teacher must

give students the chance to decide among a range of personalized activities and flexible answers to avoid the pressure to come up with the exact right answer.

In the case of writing activities, as there is obviously not a unique and accurate correct answer, this pressure mainly comes from the grammatical correctness of the final product. As Murray (1972) already stated, "English teachers [...] study writing as a product, focusing [their] critical attention to what [the] students have done" (p. 11). They have been trained to look at any writing as if it were the result of a series of techniques and to write in a mechanical way. It is not surprising, therefore, that teachers give more prominence to the end result (finish writing) than to the writing process itself. However, according to Murray, teachers should focus on the writing process which is not about correctness or incorrectness but about "[...] using language to learn about our world, to evaluate what we learn about our world, to communicate what we learn about our world" (p. 12). Likewise, it requires teachers to be patient; to wait and respect each student's pace; and to remember that there are no absolutes in writing but alternatives.

CHAPTER III.
WHY EXPLORING GLOBAL ISSUES THROUGH CREATIVE WRITING?

3. 1. Reexamination of what has been hitherto exposed

As was seen in the previous sections, education cannot longer be reduced to the transmission of the traditional subject contents. It also needs to bring as many as possible of the global concerns to the classroom reality. In this way, it has become evident that educational centers cannot disregard the importance of the global dimension of education.

Living in an interconnected world in which the different societies are increasingly close brings about plenty of benefits to our students: they are worldwide linked to distant realities and are able to know what is happening miles away from their homes. In this sense, Globalization can be seen as a huge bridge that eases our understanding of the world. Nevertheless, more often than not, youth people make use of that interconnection just to stay up-to-date on the latest fashions, films, video games, and social media. Even though this does not cause any problem at first, the huge amount of information received may lead to a distorted reality that keeps them away from what really matters. This is clearly shown nowadays by the intolerance still remaining in our society despite the close relationships established among the different countries. At a time in which the world needs us to be fully aware of the global problemas and to get involved in them, education emerges as the most powerful tool to achieve this aim.

As it has been explained before, we need to teach our students to observe and judge what is happening both locally and globally by building on the humanistic values. A humanistic vision focused on a comprehensive education is required in order to help them achieve a final goal: to become responsible world citizens. In the same vein, global issues must pass through the school walls and enter the classroom to unleash a social common awareness. Students are the future of our world, so they should truly feel that they can play an active part in helping to solve these problems rather than being passive subjects.

Global issues lists are numerous. Even though each list takes different approaches and classifies and designates global issues in various ways, main problems remain overall the

same. As an intrinsic element of the teaching profession, educators are morally responsible for introducing global issues into their classrooms so that their corresponding subjects are impregnated with global matters and the school curriculum broadens its limits and establishes a significant connection with the outer world. Nevertheless, not only must the curriculum be modified but also the entire school life. Ideally, both inside and outside the classrooms, global issues should influence the whole educational center through teacher training, course design, extra-curricular activities, teaching strategies, contents and materials, among many others, which of course requires a great effort by all members of the educational community.

As many authors have claimed, the foreign language class, and thus the English class, can be considered as an ideal context to introduce global issues. The English class offers great possibilities regarding the inclusion of these issues. It is specially relevant the flexibility of topics that can be conveyed since one can learn a language by reading, writing, listening and speaking about any conceivable topic. In the same vein, grammar can be actually taught by making use of any topical issue relevant to adolescents. Consequently, learning is enhanced because lessons are enriched, activities become meaningful and students are highly motivated. This way, it has been proved that learning a foreign language does not conflict with learning about global issues at all, yet improves it in every aspect.

Moreover, adolescents are said to find themselves at a suitable moment to learn about global issues. Due to their cognitive level, they are prepared to reason and critically think about problems concerning us all at the same time as they are still learning how to think and organized knowledge; and looking for their own place, identity and values with which they will shape the previous one. Even though it is necessary to gradually start introducing global issues in primary schools, this all makes Secondary Education and Bachillerato the perfect moment to deal with those topics in depth.

Notwithstanding the importance of introducing global issues to the classroom, the wide range of benefits they deliver and the growing interest among the different educational communities to grand them a major role; there is still certain room for improvement. In the first place, it has been pointed at the difficulty to find adequate already

elaborated materials dealing with global issues. Many authors have criticized English textbooks for providing insufficient information or dealing with global issues in such a trivial way that students are not truly encourage to critically think and reflect on them. Thereby, very often global issues are superficially included in subject contents as if they were mere anecdotal facts, and thus, they fail to achieve the desired results. For these reasons, we encourage teachers to elaborate their own materials whenever possible.

In the second place, a significant change in the educational methodology must be made in order to fully obtain the benefits global issues may bring to the classroom. As we have stated before, one of the primary requirements for global issues to be a success is a shift from a teacher-centered to a student-centered approach to classroom learning. Teacher must focus not only on how to teach contents but also on how students may learn those contents. This way, the student must be placed at the center of the learning process. In the same vein, teachers are charged with providing students every opportunity to learn by offering them significant learning contexts and materials, while the latter must make greater effort in order to learn by taking an active role.

An active attitude is essential for them to be able to react and critically think about global issues, as well as to come up with ideas and solutions. This active attitude within the class environment can be directly linked with the importance of students being encouraged to feel active subjects able to change the world. They do need to start taking an active role within the classroom in order to be prepared to take such an active role in their future lives. Moreover, some authors note that by allowing students to choose the topics by themselves, lessons become more interesting and engaging and their responsibility towards global issues increases.

Turning now to the Spanish educational panorama, as we have mentioned above, current national regulation takes cross-curricular topics into consideration. Nevertheless, some authors criticise the lack of attention to certain cross-curricular issues because of they are deemed to threaten traditional values due to their contentious nature. This can be related to some authors' consideration that current education tends not to take any chances

regarding the topics taught, and thus, the ones chosen are frequently those traditionally perceived as the adequate to be discussed within an academic context.

In addition, other authors consider daily reality of classrooms to be slightly away from what the law actually indicates. According to them, there may be a trend among teachers to lay cross-curricular topics aside and focus almost solely on teaching subjects contents, which are generally considered to be a priority. If we add to this the passive teaching methodology that authors such as Díaz (2014) have pointed out in the Spanish educational system, we realize the necessity for bringing about meaningful changes.

Once the major obstacles currently faced by global issues in the classroom have been identified, we can clearly assert that there is still much to change. We fear that global issues may not be receiving enough, nor proper, attention; and consequently, students may not be receiving a comprehensive education. This situation has actually made us realize the need to play our part in trying to improve the way global issues are introduced and discussed in the English classroom. For that reason, our primary goal is to propose a series of activities aiming to successfully bring in global issues to the English class.

By conducting these activities, students will develop their language proficiency while at the same time bringing closer to the reality of today's world. Similarly, due to the lack of proper materials dealing with global issues, through this proposal of activities we aim to provide support to secondary schools teachers or, at least, offer them some ideas on how global issues can be included within the English lessons. Among the wide range of activities that can be implemented, we propose creative writing as an ideal activity through which students can be encouraged to practice grammar and vocabulary in such a creative way that they readily become aware of the usage of language as a vehicle for transmitting global understanding.

Generally speaking, as it has been mentioned in previous sections, writing is part of our daily lives. Within the academic context, it is one of the essential skills required to learn and master any language. Nevertheless, creative writing departs from that routine nature and brings multiple advantages teachers can make the most out of them in the classroom. To begin with, the most obvious advantage of implementing creative writing in the English

class is the increase of creativity in the education, which is really scarce as we have pointed out before. An enhancement of creativity through writing leads to a more active role of the students within their learning process, since they are required to come up with their own ideas instead of with a unique correct solution as it happens in the so common gap-filling exercises.

Secondly, creative writing is easy and natural since we all are able to write and be creative. It is also cheap and accessible inasmuch as to produce creative writing it is solely necessary to make use of common language and the imagination. Consequently, creative writing is able to foster the students' imagination and ideas, which are said to be the core of any societal changes and this, in turn, is exactly one of the purposes of including global issues into the classroom. For that end, the teacher can raise a specific problem and ask their students to compose a writing in which the problem is dealt with and tried to be solved. This way, students are encouraged to develop problem-solving skills which, at the same time, required them to make use of high-order thinking skills such as critical and creative thinking.

3. 2. Rationale

On the basis of this very first presentation, it has been shown how creative writing activities are perfectly able to meet the previously exposed needs of the current education for a successful treatment of global issues in the classroom. So now we will go on to present in greater depth the benefits of conducting creative writing activities dealing with global issues in the secondary English classroom. In order to do this, we will initially focus on the benefits creative writing exploring global issues entails for the development of the foreign language in itself and the foreign language class in general, and then turn our attention to the benefits regarding its subject matter: global issues.

3. 2. 1. Benefits for the Foreign Language Acquisition

While within the traditional English class writing may be seen as a dull and uninteresting task, a well-done creative writing activity can be quite the opposite. Creative

writing, indeed, can be a good alternative to the conventional repetition of textual models, such as the email or the opinion essay, that we have all had to perform in the foreign language class. As a result, the student's motivation will largely increase and their willingness towards writing will improve as well.

Moreover, through creative writing activities students are encouraged to make use of the language with a genuine purpose: to transmit their ideas while at the same time conveying their creativity. In this sense, creative writing may be considered as a form of interaction insofar as its main purpose is to communicate. This become especially relevant when global issues are the topics to dealt with, since students need to primarily focus on how to communicate about societal concerns which, in turn, promotes a significative language learning. Similarly, teenagers may find this communicative purpose as an additional reason why they should learn English aside from passing their exams, travelling or getting a job in the future. This way, addressing global issues in the classroom will always enrich and enhance the foreign language lesson, making it more meaningful and, thus, raising the students' interest in the language.

On the other hand, students do also develop their fluency and improve their written expression in the foreign language. Nevertheless, to do so there is no need for a deep concern on language form. If we follow Krashen's (1993) ideas, while writing students need to make use of what they have learnt about the language. This formal knowledge of language is sometimes used by students as a 'monitor' in order to guide their writing; but an excessive focus on grammar correctness may be disruptive to the student's creativity. For that reason, we consider that teachers should provide a greater emphasis to the writing process than to the final product in itself, even though correctness in language form should also be taken into account inasmuch as it is necessary to communicate properly.

This focus on the writing process leads to a class environment with a low affective filter that facilitates the second language acquisition (Krashen, 1982) because the students do not feel the anxiety of producing a perfect final product. What is more, since there is a close relationship between the students' anxiety and the quality of the final product, focussing on communication rather than on language indirectly contributes to more

effective results. Additionally, in order to promote a low affective filter teachers should also provide sufficient time for all the students to conduct the activity without pressure, which in turn allows for respecting all proficiency levels and working paces, as well as to establish a relationship of trust with them and letting them know that there is no problem about making mistakes.

Lastly, all creative writing activity requires certain degree of autonomy on the part of the student. This autonomy is essential when it comes to make them become active thinkers of global issues able to take decisions by themselves and come up with their own ideas and solutions. However, as be have indicated before, even though teenagers claim to have certain degree of autonomy, current educational trend does not usually promote it within the classroom. For this reason, a progressive transition from a controlled practice to a freer one must be carried out in order to implement proper creative writing activities in which the students critically think by themselves and make use of the language properly. Moreover, the degree of autonomy and difficulty of the activity should be always determined by the teachers considering both the proficiency and cognitive level of their students so that they are able to properly perform the task requested and improve their language production.

3. 2. 2. Benefits for the Global Issues Treatment

Aside from foreign language acquisition, there are numerous benefits of addressing global issues through creative writing activities. As we have mentioned before, when writing we are able to transmit our values and ideas, as well as to get to know the world around us better and even try to change it. This fact cannot be avoided and advantage should be taken in order to introduce and deal with global issues in the English classroom. In such a way, by offering creative writing activities to the students, teachers are allowing them to fully learn, understand and reflect about global issues while transmitting their own thoughts. In the same vein, since creative writing enables to write stories through their characters' voices, the writer's own voice can be reflected through them without having to be fully exposed on the writing; consequently, students may feel more confident when revealing their thoughts when writing.

On the other hand, introducing global issues in the English class opens a wide variety of topics to dealt with. From climate change and human rights, to health and refugees; there is unfortunately an almost never-ending list of concerns in which students can focus on. As it has been stated before, topics must be chosen according to the students' interests as long as we want activities to engage them and build their motivation, which means a student-centered learning in which the focus of attention is placed on the student's preferences and needs rather than on the teacher. Conversely, to prepare such a personalized learning, it is entirely necessary that teachers know all their students in depth. Following the same idea, global issues can make activities more challenging, especially if they are proposed as a problem that need to be solved by the students. This, therefore, requires them to develop problem solving skills that, along with the topics chosen by the students themselves, leads to an increased motivation and social awareness as well as a significant learning.

What is more, due to the flexibility of creative writing activities, students can be allowed to work cooperatively as well. Teamwork turns out to be highly relevant in this specific context since a primary purpose of learning about global issues is to develop a tolerant attitude towards the others' opinion, to know and respect different perspectives, to cooperate and communicate with others. Apart from this, we know that global issues are such because they threaten a great proportion of humankind and, thus, we must work together to try to find proper ways to overcome them. For this reason, it becomes evident the importance of get students used to work cooperatively at the school.

We do also believe necessary to mention current criticism of the number of global issues taught in the Spanish educational centers pointing to the exclusion on certain relevant, yet controvert, ones. From our point of view, all global issues all equally important so they all must be addressed. In view of this, any political or religious idea must be used as a filter when deciding on what global issues should be taught. We consider that the sole criteria determining whether a global issue has to be dealt with or not is its actuality. In other words, any issue that is currently happening and affecting society or the environment, and hence of great relevance, need to be addressed. Nevertheless, we do also consider that, depending on the grade in which we contemplate to introduce global issues,

some would be more appropriate for the students' age and intellectual development than others. On the other hand, teachers must also take into account not only which global issues to teach, but also the way to present them and in what depth they might best explain them to their students bearing in mind the previous features.

Neutrality, for its part, should be the stance taken by teachers when introducing global issues in the classroom. Students should be informed and aided to fully understand global issues and their relevance. Otherwise, if teachers take up a specific position when dealing with these issues, apart from transmitting the aforementioned humanistic values, students may risk being indoctrinated to react and think in a particular way. Education must do its best to help students get closer to the real world and become responsible citizens, which requires to provide them with a neutral and undistorted image of the reality.

Finally, the role the teacher is going to play throughout the number of activities we propose hereunder is that of facilitator and guide. We consider that students need to first receive certain knowledge about the topic that is going to be addressed in the class, from which they would be able to start reflecting and discussing. Within this context, the teacher is responsible for providing such very first introduction of the topic, which is intended to relate the students' prior knowledge to the new one. Then, the teacher must allow students to freely express their ideas and discuss about the topic while acting as a guide or monitor.

CHAPTER IV. PROPOSAL OF ACTIVITIES

Once we have presented a picture of the most significant benefits for which we consider creative writing activities absolutely appropriate to introduce global issues into the secondary English classroom, it is time now to turn to the proposal of activities per se.

4. 1. Context

First of all, our proposed activities are addressed to the first grade of Bachillerato. At that stage, students are generally between 15 and 16 years old, which means that they are close to reaching the age of maturity. From that moment on, they will play an active role as citizens and should be prepared to face responsibilities and take critical positions regarding both local and global events.

Even though the LOMCE (8/2013, de 9 de diciembre) does not allude to the Common European Framework of Reference for Languages (CEFR) in identifying the foreign language level that corresponds to each educational stage, Autonomous Communities do make use of the CEFR to establish that when finishing Bachillerato all students must have reached a B2 level in the first foreign language they have been studying (Pérez, 2012). We have resolved to focus on this specific grade because students are at such cognitive and English proficiency level that allows global issues to be discussed in greater depth as well as a greater flexibility of topics.

In this vein, we won't focus on a single global issue but in several of them. Each of our proposed activities concentrate on a different global issue, so that a broader range of them are addressed. Moreover, when selecting which global issues to include, we have been guided by the United Nations list since we consider it to be a comprehensive and reliable source.

Lastly, we must indicate that the following sessions are intended to be performed in the English class throughout a whole academic year. More precisely, teachers can carried out two of these sessions each term.

4. 2. General description

Before presenting the activities themselves, it is necessary to briefly explain the sessions in which we have included them. Instead of proposing isolated creative writing activities, we have deemed it appropriate to develop comprehensive sessions where writing activities are the central ones. This way, we do also present the manner in which each global issue is first introduced in the lesson as well as the way in which students are prepared to perform the writing activity. On this account, below we present six different sessions, independent from each other, whose core activities are creative writing activities.

In general, sessions are made up of three-four activities. The first activity of each session corresponds to a small task students are asked to perform at home before the session takes place through an online learning platform called Edmodo. This platform is very useful because it allows communication among the different members of the class, both teacher and students, as well as sharing of resources and materials. To do this, the teacher creates a private group and invites all students to join it. For each activity, the teacher publishes a comment on Edmodo explaining the task along with the required resources or materials (online videos, images, links to websites, etc.). Broadly speaking, these very first activities enable students to activate their prior knowledge about the issue that is going to be dealt with in the following session and to come into contact with the same. Besides, they allow the teacher to know what students already known about the issue in itself.

Through the second activity (and also third in some sessions) students learn new relevant information and facts in order to get a broader and more detailed overview on the addressed issue that will then serve them as the knowledge base to build on when carrying out the creative writing activity. Besides, they are also encouraged to engage brief discussions and give their personal opinion on the given issue for the purpose of bringing it closer to their own experiences.

Finally, students are asked to perform a creative writing activity which implies an enhanced effort since they have to make use of both their previous and new knowledges as well as the opinion they have formed on the issue in order to create a completely new

product. To do this, students are guided through models of what they are required to do (adverts, poems, biographies, etc). At the end of each session, follow-up activities are also suggested in order to offer ideas on how these sessions can be extended and taken a greater advantage of.

With regard to the materials and resources used throughout the different sessions, they all are varied, updated, and authentic which means that they are not specifically adapted to be used in the classroom nor elaborated prior the lesson. We consider that learning about global issues requires authentic materials by which a more realistic and closer vision of reality can be achieved. This way, through the series of videos, news, websites, infographics, poems and images used in these sessions, students are exposed to real and contemporary language at the same time that their interest and motivation increases as well.

On the other hand, as far as possible, we have included Information and Communication Technologies (ICT) within the activities proposed because they are extremely relevant at the present time. In our opinion, current education should capitalize on the numerous benefits ITCs can bring to the teaching-learning process while always considering a responsible usage of the same.

In respect of evaluation, we suggest assessing each session in the following manner: creative writing activity weight is 60%; participation is 30%; and the task performed through Edmodo is 10% of the final grade. When evaluating, the teacher should primarily focus his/her attention on the content and degree of reflexion developed by the student. Nevertheless, cannot be avoided since one of the main objectives of these activities is to improve and practice the English language. We propose each session to be 0,5 points of the final grade of the term in which it is implemented. This way, if two of these sessions are implemented each term, one point of the final grade of each term corresponds to the work students have done in relation to global issues.

Finally, we must indicate the contents from the BOCYL (ORDEN EDU/363/2015) pertaining to the first course of Bachillerato which are covered by the following proposed activities: Expression of logical relationships (conjunction, disjunction, opposition, cause,

purpose, comparison, result/correlation, and condition); time relationships; expression of affirmation, negation and interrogation; past time expressions (past simple and continuous, present perfect simple, past perfect simple, present simple and continuous, and simple future); expression of aspect (punctual and habitual); expression of modality (factuality, capacity, possibility/probability, necessity, and obligation); expression of quantity (number and quantity); expression of place (prepositions and adverbs of location, position, distance, motion, direction, and origin); expression of time (indications of time, duration, anteriority, posteriority sequence, simultaneousness, and frequency); and expression of manner.

4. 3. Sessions

SESSION 1: Fostering sustainable development through adverts		
Activities:	**Assessment criteria**	**Learning standards**
1. Reflect on a photo 2. Discussing consumerism 3. Adverts for reusing	Block 2. Oral production 1 . To produce brief presentations reflecting on the topic of consumerism in a coherent way. 2. To formulate personal opinions relating personal experiences to issues of general interest in face-to-face communication. Block 4. Written production 1. To elaborate a brief and clear comment describing some pictures and expressing their view on their topic. 2. To write an appealing advert in printed form to encourage reuse by following a given example.	Block 2. Oral production 1. The student is able to produce spontaneous and well-reasoned presentations as well as responses to questions regarding the topic of consumerism. 2. The student is able to relate topics of general interest such as recycling/shopping habits. Block 4. Written production 1. The student is able to write a comment on electronic form describing some photos consumerism in a rational and clear way considering the conventions of communication on the internet. 2. The student is able to reassign a purpose for an old object and to elaborate an advert to promote it in written form taking into account the appellative function of language.
Timing 55'	**Contents** 1. Expression of oral and written messages with clarity and coherence readjusting them according to the difficulties and available resources. 2. Exchange of information, opinions and views. 3. Narration of punctual and habitual events. 4. Description of people, places, activities and objects.	

40

Activity 1		
Title: Reflect on a photo	**Type:** Previously knowledge	**Timing** 10'
Classroom management: individual work	**Resources:** computer/tablet/mobile phone with internet access	

Learning standards

Block 4. Written production
1. The student is able to examine some pictures related to the effects of consumerism and write a comment in electronic form describing and reflecting on them with a clear and coherent structure.
2. The student is able to apply the writing conventions regulating communication on the internet.

Development

Through Edmodo, an online learning platform, students are asked to write a brief reflection on some pictures (**Annex I**) related to the topic they are going to dealt with in the following class. They are also asked to choose another picture/photo (print or online) which means something similar to them. If it is online, they have to sent it to the teacher via email so that it can be displayed in class; if it is printed, they have to physically bring it to class.

Activity 2		
Title: Discussing Consumerism	**Type:** Introductory activity	**Timing** 20'
Classroom management: individual work	**Resources:** computer, projector, internet access and images	

Learning standards

Block 2. Oral production
1. The student is able to produce a spontaneous description of the picture/photo he/she has chosen in connection with the topic of consumerism by making use of a neutral register and adequate lexicon.
2. The student is able to defend his/her opinions on issues related to consumerism providing clear but elaborated reasons, establishing linkages between matters of general interest and his/her own experiences and showing enough fluency to maintain the communication smoothly.

Development

Some students are asked to explain the pictures/photos they have brought to class or sent to the teacher as well as the reasons why they have chosen them. Then, the teacher raises a series of questions to encourage them to discuss consumerism and its negative effects (want vs needs, advertisements, packaging, waste, pollution, recycle, reduce, reuse, country inequalities) while at the same time he/she tries to relate this all to their own experiences by asking questions such as the following: *How many times a week do you buy? Do you think you have too many things? Do we really need to have all those things or just want to? Does buying make us happy? What values do you consider that consumerism conveys?*

Activity 3		
Title: Adverts for reusing	**Type:** Extension activity	**Timing** 35'
Classroom management: individual work	**Resources:** computer and projector	

Learning standards

Block 4. Written production

1. The student is able to write a brief advert in paper form following the structure of a given model and adapting its language to the appellative function in order to make it appealing to the audience.
2. The student is able to assign a new purpose to an object taking into account the need(s) it may meet.

Development

Students are first required to think of an object they have but never use. Then, they have to think of a new use and purpose to give to that object. Once this is done, they have to write a brief advert for a magazine (80 words approximately) to promote it so that people want to reuse it instead of buying a new product. To carry out this activity, the teacher provides an example (**Annex II**) taken from a real print campaign and some guidelines on the main features of adverts (persuasive, original, brief and descriptive) and the main parts they should include (strong heading, product description and the need it meets, a call for action and contact information).

Follow-up: Students can be asked to turn their adverts into digital version through the web page Canvas and present them to the rest of the class. For that, they do also have to take a picture or draw a picture of the advertised product to include it in the advert. This would take another session.

SESSION 2: Thinking about the migrant crisis through refugees' stories		
Activities: 1. What does it mean to be a refugee? 2. What is happening 3. Others share their stories 4. A life	**Assessment criteria** Block 1. Oral comprehension 1.To identify and comprehend the main ideas and relevant details of the teacher's explanations and displayed videos about the Europe's migrant crisis with visual aids. Block 2. Oral production 1. To form and formulate personal opinions about the Europe's migrant crisis providing clear and coherent reasoning. Block. 4 Written production 1. To relate the previous knowledge and the new information to compose a comment and a narrative writing related to the given topic (migrant crisis).	**Learning standards** Block 1. Oral comprehension 1. The student is able to understand the information presented by the teacher through a clear and well-structure speech at a moderate pace regarding the Europe's migrant crisis. Block 2. Oral production 1. The student is able to clearly present his/her opinions about the Europe's migrant crisis in a reasoned manner. Block. 4 Written production 1. The student is able to compose a comment in electronic format and a narrative writing in paper format related to the given topic taking into account the different aids provided by the teacher. 2. The student is able to express opinions and feelings as well as to narrate events in a coherent sequence.
Timing 55'	**Contents** 1. Mobilization of prior knowledge of the topic and activity. 2. Expression of oral and written messages with clarity and coherence. 3. Exchange of opinions, beliefs and views. 4. Narration of past events, description of moods and present situations. 5. Description of people and places.	

Activity 1		
Title: What does it mean to be a refugee?	**Type:** Previous knowledge	**Timing** 10'
Classroom management: individual work	**Resources:** computer/tablet/mobile phone with internet access	

Learning standards

Block 4. Written production
  1. The student is able to relate what he/she watches in a video about Syrian refugees to their previous knowledge and write a comment on electronic form describing and reflecting on them with a clear and coherent structure.
  2. The student is able to apply the writing conventions regulating communication on the internet.

Development
Through Edmodo students are asked to watch at home a short film[2] published by National Geographic and made up of a collection of shorts capturing the reality of Syrian refugees. Then, they are required to answer the following question: *What does it mean to be a refugee?*

Activity 2		
Title: What is happening	**Type:** Introductory activity	**Timing** 15'
Classroom management: individual work	**Resources:** computer, projector and internet access	

Learning standards

Block 1. Oral comprehension
  1. The student is able to comprehend the information provided by the teacher on the current Europe's migrant crisis having some visual aids to support the oral input.
  2. The student is able to relate what the teacher has explained to his/her prior knowledge to form a clear opinion on the issue of refugees in Europe.
 	
Block 2. Oral production
  1. The student is able to clearly express and justify his/her opinions and showing enough fluency to maintain the communication smoothly.

Development
The teacher displays the following quote from the UN on the whiteboard: "Nearly 20 people are forcibly displaced every minute as a result of conflict or persecution" (n.d., Refugees) and three figures (**Annex III**) also taken from the UN web page in order to explain the Europe's migrant crisis. The teacher does also encourage students to share their opinions and feelings about this situation.

[2] Sperandeo, L. (2016, March 24). *Syrian refugees: A human crisis revealed in a powerful short film* [Video]. Retrieved from https://www.youtube.com/watch?v=hiujzFNgHcE

Activity 3		
Title: Others share their stories	**Type:** Extension activity	**Timing 5'**
Classroom management: individual work	**Resources:** computer, projector and internet access	
Learning standards Block 1. Oral comprehension 1. The student is able to recognize and understand both the main points and the most relevant details of a video about some refugees' testimonies.		
Development Students watch two videos³ in which refugee teens share their stories. This will help them perform the following activity.		

Activity 4		
Title: A life	**Type:** Reinforcement activity	**Timing 35'**
Classroom management: individual work	**Resources:** computer, projector, worksheet	
Learning standards Block 4. Writing production 1. The student is able to make use of all the resources provided by the teacher (previous information, videos, list of questions and photographs) in order to compose a well-structured and detailed writing describing the life of a fictitious refugee in third person singular.		
Development Students are asked to imagine that they are in charge of sharing the story of a refugee teenager, such as the ones they have just watched in the videos, to help them make known the horror refugees are currently living. To do so, they have to make up and develop a life for an invented character. As an aid, they are given a list of questions (**Annex IV**) they can answer in order to create the character as well as some photographs of real refugee people (**Annex V**). Stories must be written in 3rd person singular with an approximate length of 150 words. **Follow-up**: Students can be asked to read out their writings to the rest of the class.		

³ BBC Three (Producer). (2017, October 2). *Life Of A Syrian Refugee Girl* [Video]. Retrieved from https://www.youtube.com/watch?v=KYSIA1KOOcU

Mashable docs (Producer). (2015, November 20). *From Damascus to Detroit, a Young Syrian Refugee Shares Her Story* [Video]. Retrieved from https://www.youtube.com/watch?v=TCJC_BeYhkw

SESSION 3: Poetry to condemn violence against women		
Activities: 1. Infographic 2. Women in Spain 3. Some poetry 4. Writing a poem through a sense	**Assessment criteria** Block 2. Oral production 1. To express opinion about the situation of women in Spain through a clear and well-structured discourse in face-to-face communication. 2. To summarize and paraphrase a poem about abuse against women by making use of a proper lexical repertoire. Block 3. Written comprehension 1. To recognize general and more specific lexicon from an infographic about violence against women. 2. To understand the general meaning of some poems related to violence against women. Block 4. Written production 1.To elaborate a brief and clear comment in electronic form to justify a decision. 2. To compose a poem dealing with abuse against women adjusting the language to the poetic function and making use of an adequate lexical repertoire.	**Learning standards** Block 2. Oral production 1.The student is able to participate in a discussion about the situation of women in Spain providing his/her opinion in a clear way. 2. The student is able to summarize a poem about abuse against women by paraphrasing and making use of a flexible lexical repertoire. Block 3. Written comprehension 1.The student is able to infer the meaning from an infographic in electronic form about violence against women. 2.The student is able to fluently comprehend the broad sense of some poems related to violence against women. Block 4. Written production 1. The student is able to write in electronic form a comment to express his/her opinion on the given topic. 2. The student is able to compose a poem dealing with abuse against women in which he/she expresses feelings, reactions and experiences.
Timing 55'	**Contents** 1. Usage of both common and more specialized lexicon. 2. Identification of textual type in order to comprehend the same. 3. Formulation of hypothesis about content. 4. Exchange of opinions, beliefs and views.	

46

Activity 1		
Title: Infographic	**Type:** Introductory activity	**Timing** 10'
Classroom management: individual work	**Resources:** computer/tablet/mobile phone with internet access	

Learning standards

Block 3. Written comprehension
1. The student is able to comprehend the information shown in an infographic on violence against women even if they have to look some words up in the dictionary or infer the meaning from the context.

Block 4. Written production
1. The student is able to select one fact from the infographic he/she has just read and write a brief comment in electronic form justifying his/her choice.

Development

Though Edmodo students are asked to read an infographic[4] published by the UN showing facts of violence against women. Then, they are asked to answer the following question: Which fact shook/surprised you the most? Why? After that, there are required to choose a sense (touch, sight, hearing, smell and taste) which is going to be essential to perform the writing activity during the English session, but students are not given this information yet.

Activity 2		
Title: Women in Spain	**Type:** Extension activity	**Timing** 15'
Classroom management: individual work	**Resources:** computer, projector and internet access	

Learning standards

Block 1. Oral comprehension
1. The student is able to comprehend the information in the news displayed and explained by the teacher on the current situation of women in our country having some visual aids to support this oral input.

Block 2. Oral production
1. The student is able to employ the information he/she has just received in order to form a clear opinion on the issue and express the same though a spontaneous and coherent discourse.

Development

The teacher displays an online news[5] in the whiteboard to explain the inequalities women in Spain still suffer. The news is read and discussed.

---

[4] United Nations Women. (2015, November 6). *Explore the facts: Violence against women* [infographic]. Retrieved from http://www.unwomen.org/en/digital-library/multimedia/2015/11/infographic-violence-against-women

[5] Govan, F. (2017). *Five reasons why Spain is still failing on women's rights.* Retrieved from https://www.thelocal.es/20170308/reasons-why-spain-is-still-failing-on-womens-rights

Activity 3		
Title: Some poetry	**Type:** Extension activity	**Timing** 10'
Classroom management: individual work	**Resources:** worksheet	

Learning standards

Block 3. Written comprehension
1. The student is able to infer and interpret the general meaning of some poems about mistreatment of women.

Block 2. Oral production
1. The student is able to summarize and paraphrase the general ideas of some poems about mistreatment of women by making use of a flexible and proper lexical repertoire.

Development

The teacher provides a worksheet (**Annex VI**) with part of two poems dealing with violence against women which serve as a model for the following activity. Students read and try to explain them briefly.

Activity 4		
Title: Writing a poem through a sense	**Type:** Reinforcement activity	**Timing** 30'
Classroom management: pair work	**Resources:**-	

Learning standards

Block 4. Written production
1. The student is able to identify the senses implied in words, choose those related to the specific feeling of fear and list them.
2. The student is able to compose a poem by using the previous words seeking to reflect the inner feelings a woman who have experienced abuse may have. The student is also able to identify similarities of sounds in words to achieve rhyme.

Development

Students are paired according to the sense they have chosen through Edmodo. They are first required to draw a circle on a sheet, brainstorm and write any words (noun, adjectives, verbs) that relate their chosen sense with fear. After that, they have to use those words to write a poem (6 lines minimum) dealing with the fear a woman might feel when she is threatened by any kind of physical or psychological violence.

Follow-up: Students can be encouraged to read their poems out and vote for the two best ones. Winner poems can be published on the school web on the International Women's Day.

SESSION 4: The digital gap told through storytelling		
Activities:	**Assessment criteria**	**Learning standards**
1. What is the digital gap? 2. Plickers 3. What do you think? 4. Write a chain story	<u>Block 2. Oral production</u> 1. To produce a clear and well-structured spontaneous discourse expressing personal opinion on the digital gap taking into consideration all the previous information received. <u>Block 3. Writing comprehension</u> 1.To identify and understand the main points and general meaning of some online news dealing with the digital gap taking into account sociocultural aspects. <u>Block 4. Writing production</u> 1.To form a clear opinion on the given topic and express the same by means of a comment in electronic form. 2. To cooperatively write a story about the digital gap following a given prompt and to assess and correct it at the end.	<u>Block 2. Oral production</u> 1.1.The student is able to participate in a discussion about the digital gap providing his/her opinion in a clear way taking into account the new information he/she has received <u>Block 3. Writing comprehension</u> 1.The student is able to comprehend the general meaning and most relevant details of online news on topical issues (the digital gap) with certain extension. <u>Block 4. Writing production</u> 1. The student is able to write a comment in electronic form providing his/her view on the digital gap with an appropriate justification and a clear language. 2. The student is able to write a story cooperatively about the digital gap in paper form and to review it and correct any mistakes.
Timing 55'	**Contents** 1. Formulation of suggestions, wishes and hypothesis. 2. Exchange of opinions, beliefs and views. 3. Expression of the message with clarity , adjusting the same to the specific type of text. 4. Distinction between the different types of comprehension (general meaning, essential information, relevant details, implications).	

Activity 1		
Title: What is the digital gap?	**Type:** Introductory activity	**Timing** 15'
Classroom management: individual work	**Resources:** computer/tablet/mobile phone with internet access	

Learning standards

Block 3. Written comprehension
1. The student is able to understand the main points of some online news dealing with the digital gap and its implications even if they have to look some words up in a dictionary or infer their meaning through the context.

Block 4. Written production
1. The student is able to relate his/her previous knowledge and the new information to form a personal opinion on the topic and express the same through a clear and well-structured comment in electronic form.

Development

Through Edmodo, students are asked to read at home some recent news on the digital gap published by different online magazines[6] and to answer the following questions: *Did you know what the digital gap is before reading these news? Do you agree with the second news when it states that the greatest difference now between rich and poor children is the way they use technology?*

Activity 2		
Title: Plickers	**Type:** Reinforcement	**Timing** 10'
Classroom management: individual work	**Resources:** computer, projector, internet access, tablet/iphone and printed codes ('paper clicker')	

Learning standards

Block 3. Written comprehension
1. The student is able to understand the questions displayed through Plickers about the news they were asked to read at home.
2. The student is able to recall the main information of the news he/she read in order to correctly answer the questions the teacher suggests.

Development

The teacher uses Plickers, an assessment tool, to check in a funny way if students have really read the news. By doing this, students get actively engaged while start thinking about the topic. The teacher gives each students a card with a code they have to dispose according to their answers and uses his/her tablet/iphone to scan and save their responses. The test can be found in **Annex VII**.

---

[6] Sandle, T. (2017). *Social impact of digital inequality revealed*. Retrieved from http://www.digitaljournal.com/tech-and-science/technology/social-impact-of-digital-inequality-revealed/article/498805

The Hechinger Report (2017). *Technology overuse may be the new digital divide*. Retrieved from https://www.usnews.com/news/national-news/articles/2017-10-23/technology-overuse-may-be-the-new-digital-divide

Activity 3		
Title: What do you think?	**Type:** Extension activity	**Timing** 10'
Classroom management: individual work	**Resources:** -	
Learning standards Block 2. Oral production 1. The student is able to answers the questions provided by the teacher on the digital gap by giving his/her point of view as well as providing suggestions on how to close it in a clear and coherent manner showing enough fluency to maintain the communication smoothly.		
Development The teacher creates a brief discussion by asking the students their opinion on the given topic: *Do you think there is such a digital gap in Spain? Do you think it is good to let children use an electronic device whenever they want to? What negative effects an excessive use may lead to? What do you think we can do in order to close the digital gap in the developing countries?*		

Activity 4		
Title: Write a chain story	**Type:** Reinforcement activity	**Timing** 35'
Classroom management: group work	**Resources:** computer and projector	
Learning standards Block 4. Written production 1. The student is able to write a story cooperatively about the digital gap by arranging new sentences into already elaborated ones always bearing in mind the plot of the story. 2. The student is able to assess the finished writing and to identify and correct any mistakes.		
Development Students work in groups of four to write a chain story. They are given two writing prompts (**Annex VIII**) to choose from in order to keep writing them. One by one each member of the group should add a sentence until they reach the end of the story. Once stories are written, the whole group can review and correct any mistakes. Writing prompts are intended for students to think over how lives could change whether technology disappears or arrives. Stories must have an approximate length of 250 words. **Follow-up:** They can be asked to turn their stories into online books with illustrations by using the website StoryBird and to present their final works to their classmates. This would take another session.		

SESSION 5: Poetry to think up solutions for the water crisis		
Activities: 1. Kahoot 2. Facts of the water crisis 3. Who is going to solve the water crisis?	**Assessment criteria** Block 3. Written comprehension 1. To understand some statements about water resources and usage and to recall prior knowledge to correctly select the right answer. 2. To identify and understand the main points and essential details of a website related to the water crisis. Block 4. Written production 1. To propose solutions to the water crisis by means of poem lines adjusting the text to the specific textual type and its requirements.	**Learning standards** Block 3. Written comprehension 1. The students is able to comprehend a number of statements about water resources and usage and to indicate the correct answers by leaning on his/her prior knowledge. 2. The students is able to comprehend the general sense and significant details of a website related to the water crisis. Block 4. Written production 1. The students is able to generate solutions to the water crisis and to present them by means of some poem lines following a given example provided by the teacher.
Timing 55'	**Contents** 1. Mobilization of previous knowledge of the topic and textual type. 2. Understanding of present situations, their implications and specific points of view. 3. Formulation of suggestions and hypothesis.	

Activity 1		
Title: Kahoot	**Type:** Previous knowledge	**Timing** 10'
Classroom management: individual work	**Resources:** computer/tablet/mobile phone with internet access	
Learning standards Block 3. Written comprehension 1. The student is able to understand the statements displayed through Kahoot about water resources and usage. 2. The student is able to recall his/her previous knowledge of water resources and usage in order to correctly perform the activity (multiple choice).		
Development Through Edmodo, students are asked to test their knowledge on water resources and usage by choosing the correct questions through Kahoot (**Annex IX**).		

Activity 2		
Title: Facts of the water crisis	**Type**: Introductory activity	**Timing** 20'
Classroom management: individual work	**Resources:** computer, projector, and internet access	

Learning standards

Block 2. Oral production
1. The student is able to lean on the new information he/she has just read on a website focused on the water crisis to critically think about the situations, form an opinion and express it through clear and well-reasoned discourse.

Block 3. Written comprehension
1. The student is able to identify and comprehend the general meaning and most relevant details of a website on the water crisis with the aid of the teacher's oral explanation.

Development

The teacher displays the website water.org[7] on the whiteboard to explain the water crisis. The whole class goes through the page to read and discuss some relevant facts of the water crisis and its implications.

Activity 3		
Title: Who is going to solve the water crisis?	**Type:** Extension activity	**Timing** 35'
Classroom management: individual work	**Resources:** computer, projector, and internet access	

Learning standards

Block 4. Written production
1. The student is able to generate hypothetical solutions to the water crisis.
2. The student is able to suggest those solutions through at least two lines of a whole-class poem taking into consideration the examples given and rhyme.

Development

The whole class is required to write a poem in which they come up with solutions for the water crisis. Everyone should contribute at least two verses to the whole-class poem. Before starting to write, students are given the title, which is a question they have to answer, as well as an example of what they have to do (**Annex X**).

Follow up: once the poem is finished, the whole class can read it aloud together.

---

[7] Water Crisis - Learn About The Global Water Crisis. (n.d.) Retrieved from https://water.org/our-impact/water-crisis/

SESSION 6: Dialogue to highlight the right to education		
Activities: 1. The meaning of education 2. Watching and discussing 3. Writing a dialogue	**Assessment criteria** Block 1. Oral comprehension 1.To identify and understand the general meaning of a video dealing with the importance of education. Block 2. Oral production 1.To make use of both prior and new knowledge of the given topic to form an opinion and express it clearly and coherently. Block 4. Written production 1. To suggest ideas in written form related to the meaning and implications of education. 2. To compose a dialogue between two different characters taking into account textual features and the communicative function.	**Learning standards** Block 1. Oral comprehension 1.The student is able to comprehend the main ideas from the testimonies of children about education shown in a video. Block 2. Oral production 1.The student is able to participate in a discussion providing his/her view on the given topic leaning on the information he/she has just learnt. Block 4. Written production 1.The student is able to propose ideas in paper form about education in different countries taking into consideration sociocultural aspects. 2. The student is able to develop a written dialogue transmitting the opinion and experiences of two different characters and taking into consideration the textual features of dialogues and the argumentative function.
Timing 55'	**Contents** 1. Expression and comprehension of opinions, beliefs, points of view and experiences. 2. Mobilization of general and communicative competencies to successfully perform the activity. 3. Written exchange of information, opinions and experiences. 4. Formulation of suggestions, wishes, needs and conditions.	

Activity 1		
Title: The meaning of education	**Type:** Previously knowledge	**Timing** 5'
Classroom management: individual work	**Resources:** computer/tablet/mobile phone with internet access	
Learning standards Block 4. Written production 1. The student is able to recall prior knowledge and to select and write at least two ideas he/she considers that are related to education.		
Development Through Edmodo students are asked to brainstorm some ideas (at least two) about what education means to them..		

Activity 2		
Title: Watching and discussing	**Type:** Introductory activity	**Timing** 15'
Classroom management: individual work	**Resources:** computer, projector, and internet access	
Learning standards Block 1. Oral comprehension 1. The student is able to recognize and understand the main ideas of the testimonies shown in a video on the importance of education to children and its social implications. Block 2. Oral production 1. The student is able to relate his/her prior knowledge and the new information learnt to form a clear view on the difficulties children and young people in developing countries face to receive an education. He/she is also able to voice his/her opinion in a clear and well-reasoned manner.		
Development Students watch a video[8] published by Unicef about what education means to some children from developing countries. Then, the teacher shows the following data on the whiteboard, together with a figure (**Annex XI**) that supports the following information to encourage students to think and give their own view: "According to the United Nations 263 million children and youth are out of school from primary to upper secondary".		

---

[8] UNICEF. (2015, May 19). *What does education mean to you?* [Video]. Retrieved from https://www.youtube.com/watch?v=Un5msddQl6U

Activity 3		
Title: Writing a dialogue	**Type:** Extension activity	**Timing** 40'
Classroom management: pair work	**Resources:**-	

Learning standards

Block 4. Written production
1. The student is able to predict possible complains a young person from a developed country and other from a developing country may have regarding education and to enumerate them in two different lists.
2. The student is able to employ the previous ideas to develop a dialogue in written form to compare and contrast those two different points of view taking into account the textual features of dialogues and the communicative function (argumentative).

Development

In pairs, students are first required to make two lists; one of them of the complains a teen from a developed country who actually receives an education but hates to study may have about having to go to school everyday. The second list should focus on the complains a teen from a developing country who wants to receive an education but can barely go to school because it is too far away may have. After that, they have to write down a dialogue (250 words approximately) in which those two characters talk to each other about education giving their reasons for hating or wanting to go to school.

CONCLUSIONS

The present Master's Thesis was primarily centered upon global issues, their inclusion in education and treatment within the classroom, more precisely, through the English subject. Furthermore, it was focused on creative writing and supports creative writing as a perfect manner to integrate and explore global issues in the classroom. Consequently, the purpose of this Master's Thesis was to provide a number of creative writing activities addressing global issues, and contextualized within specific class sessions, in order to offer useful class resources aiming to successfully teach and engage students in a meaningful reflection.

To carry this out, we have first examined the existing literature on the series of topics we were interested in with the aim of establishing a theoretical framework upon which we have supported our subsequent proposal of activities. First, we have presented a literature review of the importance of accomplishing an education adapted to the sort of evolving and paradoxical world we live in; the prime roles that both the global dimension of education and the global issues play within this context; the specific situation of cross-curricular topics in the Spanish educational system; and the wide range of possibilities for dealing with global issues that the English as a second language subject presents.

In second place, we have considered necessary to devote another chapter to the creative writing. In this case, we have presented a literature review to clarify what creative writing is; the numerous benefits it brings to the class; and the changes in education that are necessary to get to implement creative writing activities appropriately. In the third place, we have included a brief overview of the previous chapters in order to ease the reader's understanding and follow-up of our thesis. Then, we have explicitly relate global issues and creative writing by exposing the reasons why creative writing activities in the English class perfectly meet the requirements for a successful treatment of global issues. Lastly, we have presented the proposal of activities in itself which is the result of a meticulous and laborious work.

In so doing, we have proven the tremendous importance global issues play in contemporary education, as well as that the great flexibility of the English subject makes it a perfect setting for introducing and discussing them. Furthermore, it has been demonstrated that it is actually possible to deal with global issues in the classroom in a profound and significant way rather than in a trivial and frivolous one through creative writing activities where students work with a considerable degree of autonomy and the materials used are truly authentic; thereby obtaining more challenging and interesting activities, a significant learning context and hopefully a critical thinking.

It is worthy to mention that designing the proposal of activities has made us realize the difficulty that this process involves and the time and effort that creating your own material entails. For this reason, we expect the present proposal to be useful to any foreign language teacher intending to integrate global issues into their lessons or, at least, to encourage and inspire teachers of any other subject to elaborate their own material addressing global issues in a suitable way. It can be therefore conclude that in spite of the laborious work, we find it worthy to struggle to achieve an integral education aspiring to route students towards a common major objective: to create a better world for all.

Finally, I would like to note that the final stage of any proposal is its implementation. Thereby, the present proposal would need to be put into practice in order to for us to experience and assess its results within a real context and to keep our work on the right track. In view of this, a future work may focus on the implementation of this proposal by examining the extent to which it meets the objectives and presenting possible improvements.

REFERENCES

Alan, M. (2017). Epigraph. In M. Alan & P. Nik (Eds.), *Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals* (n.p.). UK, London: British Council.

Alger, C. F. & Harf, J. E. (1985). *Global education: Why? For whom? About what?* Washington, DC: American Association of Colleges for Teacher Education.

Anderson, G.G. (1996). Global Issues in the University ESL Classroom. *The Language Teacher, 20*(11), 20-25.

Anjara, D. N. (2008). *Creative writing*. New Delhi, India: Pearson Education India.

Arnove, R. F., Torres, C. A. & Franz, S. (Eds.). (2013). *Comparative education: The Dialectic of the global and the local*. Plymouth, UK: Rowman & Littlefield Publishers.

Bhargava, V. K. (Ed.). (2006). Introduction to Global issues. In V. K. Bhargava (Ed.), *Global Issues for Global Citizens: An Introduction to Key Development Challenges* (pp. 1-28)*. Washington, DC: World Bank Publications. Retrieved from http://documents.worldbank.org/curated/en/390361468319746301/pdf/374520Global0i1OR0OFFICIAL0USE0ONLY.pdf

Bokova, I. (2015). Foreword. In UNESCO (2015). *Rethinking education: Towards a common global goal?* Paris: UNESCO. Retrieved from http://unesdoc.unesco.org/images/0023/002325/232555e.pdf

Boto, G. R. & Sánchez, T. (2004). Los temas transversales y la educación en valores dentro del nuevo marco legislativo estatal. *III Congreso de la Asociación Española de Ciencias del Deporte*. Valencia.

Bourn D. (2012). Development education: From the margins to the mainstream. *The international journal for global and development education research*, (1), 25-39.

Bourn, D. (2014). The theory and practice of development education: A pedagogy for global social justice. Abingdon: Routledge.

Bourn D. & Hunt F. (2011). *The global dimension in secondary schools*. Research Paper no.1. London, UK: Development Education Research Centre. Retrieved from http://discovery.ucl.ac.uk/1473868/

Carr, K. (2012). How can we teach critical thinking? *Childhood Education*, *65*(2), 69-73. DOI: 10.1080/00094056.1988.10522400

Catalán, R., Martínez, B., Mateo, M., Barroso, E., Bañares, C., García, M., González, E., Pérez, M., Malo, C., Pascual, L. & Peña, S. (1997). *Los temas transversales en la clase de inglés*. Pamplona, España: Departamento de Educación y Cultura. Gobierno de Navarra. Retrieved from https://www.educacion.navarra.es/documents/713364/714655/temas+transversales+en+la+clase+de+ingles.pdf/6aae9876-7b7e-4f5b-a00e-0240d8276fc2

Cates, K. (2002). Teaching for a Better World: Global Issues and Language Education. *Human Rights Education in Asian Schools*, *5*, 41-51. Retrieved from https://www.hurights.or.jp/pub/hreas/5/06cates.pdf

Creativity. (n.d.). In Cambridge's online dictionary. Retrieved from https://dictionary.cambridge.org/es/diccionario/ingles/creative-writing

Csikszentmihalyi, M. (1988). Society, culture, and person: A systems view of creativity. In R. J. Sternberg (Ed.), *The nature of creativity: Contemporary psychological perspectives*. Cambridge, UK: Cambridge University Press.

Delors, J. (1996). *Learning: The treasure within*, Report to UNESCO of the International Commission on Education for the Twenty-First Century (Highlights). Paris: UNESCO. Retrieved from http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf

Department for Education and Skills. (2000). *Developing a global dimension to the school curriculum*. London, UK: DfES. Retrieved from http://dera.ioe.ac.uk/6152/7/globald_Redacted.pdf

Department for International Development, Think Global, Department for Education & British Council (2000). *Developing a global dimension in the school curriculum*. Retrieved from https://globaldimension.org.uk/resource/developing-the-global-dimension-in-the-school-curriculum/

Esquivel, G. B. (1995). Teacher behaviors that foster creativity. *Educational Psychology Review*, *7*(2), 185-202.

Díaz, C. P. (2014). Una revisión de la metodología AICLE. *Didáctica, Innovación y Multimedia*, *28*. Retrieved from http://dim.pangea.org/revista28.htm

Gaudelli, William (2003). *World class: Teaching and learning in global times*. Mahwah, NJ: Lawrence Erlbaum.

Giddens, A. (1990). *The Consequences of Modernity*. Stanford, CA: Stanford University Press.

Grandgade, K. D. (2005). *Gandhian Approach to Development and Social Work*. New Delhi: Concept Publishing Company.

Harper, G. (Ed.).(2008). *Creative Writing Guidebook*. London, UK: Continuum.

Harrison, D. (2008) *Oxfam and the rise of development education in England from 1959 to 1979* (Unpublished PhD). London: Institute of Education, University of London.

Hicks, D. (2007a). Responding to the world. In D. Hicks & C. Holden (Eds.), *Teaching the Global Dimension. Key Principles and Effective Practice* (pp. 3-13). London, UK: Routledge.

Hicks, D. (2007b). Principles and precedents. In D. Hicks & C. Holden (Eds.), *Teaching the global dimension. Key principles and effective practice* (pp. 14-30). London, UK: Routledge.

Kishan, N. R. (2007). *Global Trends in Teacher Education.* New Delhi: APH Publishing Corporation.

Kniep, W. (1985). A *critical review of the short history of global education*. New York, NY: American Forum for Global Education.

Kniep, W. M. (Ed.). (1987). *Next steps in global education: A handbook for curriculum development*. New York, NY: The American Forum for Global Education.

 Krashen, S. (1982). *Principles and practice in second language acquisition*. New York, NY: Pergamon.

Krashen, S. (1993). We learn to write by reading, but writing can make you smarter. *Ilha do Desterro*, *29*, 27-38. Retrieved from https://periodicos.ufsc.br/index.php/desterro/article/viewFile/8721/8101

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo (LOGSE). *Boletín Oficial del Estado* [BOE], núm. 238, 4 de octubre de 1990, pp. 28927-28942.

Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE). *Boletín Oficial del Estado* [BOE], núm. 106, 4 de mayo de 2006, pp. 17158-17207.

Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa (LOMCE). *Boletín Oficial del Estado* [BOE], núm. 295, 10 de diciembre de 2013, pp. 97858-97921.

Lutte, G. (1991). *Liberad la adolescencia. La psicología de los jóvenes de hoy*. Barcelona, España: Herder.

Mark, K. (1993). Some thoughts about global content. *The Language Teacher*, *17*(5), 37-40.

Marshall, J. (2014). *Introduction to Comparative and International Education*. London, UK: Sage Publications Ltd.

May, S. (2010). *Get Started In Creative Writing: Teach Yourself*. London, UK: McGraw-Hill Companies, Inc.

Morena, M. & Sánchez, A. (2002). Entrenamiento del pensamiento creativo en el aprendizaje de una lengua extranjera. *EduPsykhé*, *1*(1), 177-196. Retrieved from https://webcache.googleusercontent.com/search?q=cache:pENaaFt7R5AJ:https://dialnet.unirioja.es/descarga/articulo/259844.pdf+&cd=1&hl=es&ct=clnk&gl=es&client=safari

Moskowitz, G. (1978). *Caring and sharing in the foreign language class*. Rowley, Mass: Newbury House Publishers.

Murray, D. (1972). Teach Writing as Process Not Product. *The Leaflet, 71*(3), 11-14.

ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León. *Boletín Oficial de Castilla y León* [BOCYL], núm. 86, pp. 32785-32795.

Osborn, A. (2013). Applied Imagination: Principles and Procedures of Creative Writing. United kingdom, UK: Read Books Ltd.

Patama H. & Juliati (2016). Global Education in English Classroom: Integrating Global Issues into English Language Teaching. *International Journal of Social Science and Humanity,* 6(9), 719-722. doi: 10.18178/ijssh.2016.6.9.739

Pérez, J. A. (Dir). (2012). *La enseñanza de las lenguas extranjeras en el sistema educativo español*. Eurydice España-REDIE. Retrieved from https://sede.educacion.gob.es/publiventa/la-ensenanza-de-las-lenguas-extranjeras-en-el-sistema-educativo-espanol-curso-escolar-201213/ensenanza-lenguas/20405

Pike, G. & Selby D. (1988). *Global teacher, global learner*. London, UK: Hodder & Stoughton.

Ramírez, M. A. (2016). ¿Qué ha sido de Educación para la Ciudadanía con el Partido Popular? *Foro de Educación*, 14(20), 105-128. doi: http://dx.doi.org/10.14516/fde. 2016.014.020.007

Read, C. (2017). Developing children's understanding of the global goals. In M. Alan & P. Nik (Eds.), *Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals* (pp. 11-19). UK, London: British Council.

Real Decreto 1344/1991, de 13 de septiembre, por el que se establece el currículo de la Educación primaria. *Boletín Oficial del Estado* [BOE], núm. 220, pp. 30226-30228.

Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación primaria. *Boletín Oficial del Estado* [BOE], núm. 293, pp. 43053-43102.

Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. *Boletín Oficial del Estado* [BOE], núm. 3, pp. 169-546.

Reynolds, R., Bradbery, D., Brown, J., Donnelly, D., Ferguson-Patrick, K., Macqueen, S. & Ross, A. (2015). A values-based pedagogical stance: Teaching teachers for global education in Australia. In B. Maguth & J. Hilburn (Eds.), *The State of Global Education: Learning with the World and its People* (pp. 184-187). New York, NY: Routledge.

Richardson, R. (1990). *Daring to be a Teacher*. Stoke-on-Trent, UK: Trentham Books.

Richards, J. C. & Rodgers, T. S. (1986). *Approaches and methods in language learning*. Cambridge, UK: Cambridge University Press. doi:10.1017/CBO978051166730

Rosales López, C. (2015). Evolución y desarrollo actual de los temas transversales: Posibilidades y límites. *Foro de Educación*, 13(18), 143-160. doi: http://dx.doi.org/ 10.14516/fde.2015.013.018.008

Rounds, M. (2010, October 15). *Stephen Krashen on language acquisition* [Video]. Retrieved from https://www.youtube.com/watch?v=NiTsduRreug

Sanz, M. (2010). La construcción del componente cultural: Enfoque comunicativo y literatura. *Marco ELE*, (10), 129-138. Retrieved from http://marcoele.com/descargas/ expolingua_2006.sanz.pdf

Seargeant, P. & Greenwell B. (2013). F*rom language to creative writing: An introduction.* New York, NY: Bloomsbury Publishing Plc.

Sevilla, J. M. (1997). Educación en Valores, transversalidad y medios de comunicación social. *Comunicar*, 9, 43-49.

Stoller, F. L. (2008). Content-based instruction. In N. Van Deusen-Scholl & N. H. Hornberger (Eds.), *Encyclopedia of Language and E*ducation (2nd edition). *4*(2)*,* 59–70. New York, NY: Springer Science. Retrieved from https://link.springer.com/content/pdf/bfm%3A978-0-387-30424-3%2F1.pdf

Szesztay, M. (2017). Foreword. In M. Alan & P. Nik (Eds.), *Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals* (p. 5). UK, London: British Council.

Thorpe, M. (2009). Integrating Social Issues. *NET Working: Social Issues in the English Classroom* (pp. 4-6). Retrieved from http://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/networking%20social%20issues_updated%20may%202012.pdf

Treffinger, D. J. (1995). Creative problem solving: Overview and educational implications. *Educational Psychology Review*, *7(3),* 301-312.

UNESCO. (2015). *Rethinking education: Towards a common global goal?.* Paris: UNESCO. Retrieved from http://unesdoc.unesco.org/images/0023/002325/232555e.pdf

UNESCO. (n. d.). *UNESCO and Sustainable Development Goals*. Retrieved from https://en.unesco.org/sdgs

Union des Associations Internationales (UIA). (n.d.). *World Confederation of Organizations of the Teaching Profession (WCOTP).* Retrieved from https://uia.org/s/or/en/1100005574

United Nations. (n.d.). Global Issues Overview. Retrieved from http://www.un.org/en/sections/issues-depth/global-issues-overview

United Nations. (n.d.) *Refugees.* Retrieved from http://www.un.org/en/sections/issues-depth/refugees/index.html

Vidorreta, M. R. (2010). Aportaciones conceptuales a los temas transversales en el s. XXI. *Revista Arista Digital*, 16, 17-46.

Whitlock, M. S. & DuCette, J. P. (1989). Outstanding and average teachers of the gifted: A comparative study. *Gifted Child Quarterly*, *33*(1), 15-21.

Whitty, G., Rowe, G. & Aggleton, P. (1994). Subjects and themes in the secondary-school curriculum. *Research Papers in Education*, *9*(2), 159-181.

Yakovchuk, N. (2004). Global Issues and Global Values in Foreign Language. *ELTED*, *8*, 28-47. Retrieved from http://wrap.warwick.ac.uk/3245/1/WRAP_Yakovchuk_yako-volume8.pdf

Yus, R. (1998). *Temas Transversales: Hacia una nueva escuela*. Barcelona, España: Editorial Graó.

100 People Foundation (2011). *100 People: Global issues through our lens*. Retrieved from http://www.100people.org/100_People_Curriculum-Global_Issues.pdf

ANNEXES

Annex I[1]. Images to comment through Edmodo in session 1.

---

[1] Dakowicz, M. (Photographer). (2004). *Two young girls scavenging for recyclables the garbage dump in Phnom Penh, Cambodia.* [Photography]. Alamy Stock.

Henderson, J. (Photographer). (2010). [Photography]. Retrieved from https://www.flickr.com/photos/jbhthescots/

Annex II[2]. Model of advert to be displayed in session 1.

Annex III[3]. Figures about refugees to be displayed in session 2.

Annex IV. Guiding questions to aid students in the creation of the story of a refugee in session 2.

- What is/her name?
- Where is he/she from?
- How does he/she look like?
- What is his/her family like? Are his/her parents alive? Are both of them with him/her now? Has he/she got siblings?

---

2 Organ, G. (Copywrtier) & Chandler, G. (Art Director). (2010, July). *Go Green Guide Corporate Express Australia: Coconuts* [Digital image]. Retrieved from https://www.coloribus.com/adsarchive/prints/go-green-guide-corporate-express-australia-coconuts-14686855/

3 United Nations. (2018). *Refugees* [Digital image]. Retrieved from http://www.un.org/en/sections/issues-depth/refugees/index.html

- How did he/she fled his/her country? (boat, truck, car, etc.)
- In which country is he/she living now? What does he/she think about living there?
- How does he/she live? (Describe the place) Does he/she have running water and electricity?
- Do they go to school?
- What does he/she miss the most from his/her life before having to fled?
- What is his/her greatest wish?

Annex V[4]. Images of refugee teenagers to display in session 2.

---
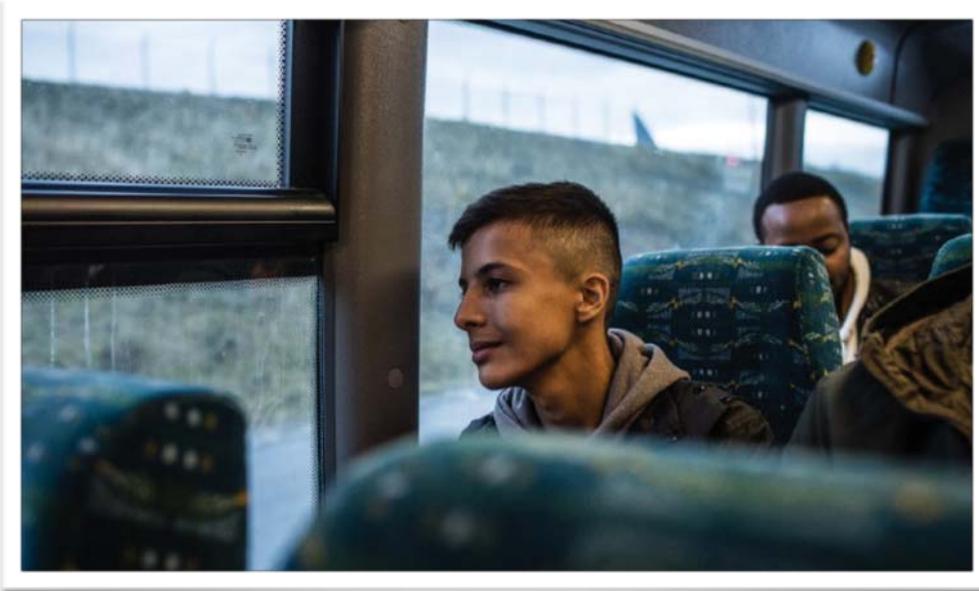
4 Knowles-Coursin, M. (Photographer). (2015, April 28). *Syrians asylum seeker* [Photography]. Retrieved from. https://www.pri.org/stories/2015-04-28/journey-syrian-refugees-take-sweden-confusing-now-imagine-doing-it-teenager.

Meet Mason Almellehan , the 'Malala of Syria' (2015). [Photography]. Retrieved from https:// edition.cnn.com/2015/06/26/middleeast/jordan-malala-of-syria/index.html

Annex VI[5]. Models of poems about violence against women to provide to students in session 3.

A Letter to Rising Survivors	(Common) sense?
I know how it feels To live in a house but sleep in the guest room, Have to ask if you can eat this cereal, or that bread, or that milk, Have to ask where the bathroom is every time you have to go, Have to ask the quickest way to the grocery store, Because you sleep in the guest room, And the house is your body.	They hear but hardly listen, They look but barely see, They hear loud noises; And roll their eyes again. They see her blush, Her hair, disheveled – not lush. Resume their favourite past time They jump – To conclusions. If only they listened, The noises were her screams. If only they saw, Her red face, were the prints of his paw.

Annex VII. Questions to ask through Plickers in session 4.

True or false:

1. Technology does not make our lives easier.
2. People who fully participate in the digital realm have more advantages in real life than those who do not.
3. Nobody today struggles to have some of their needs met because a lack of digital access.
4. Race and class are the two main social structures related to the digital gap.
5. The gap in students' access to computers and mobile phones is being rapidly closed in developed countries.
6. The main difference between rich and poor children in developed countries is the content they watch and the time they spent in front of any digital device such as tv or tablet.

Annex VIII. Writing prompts to provide in sessions 4.

Option 1.
Miguel is 14 years old and lives in a remote village of Argentina where internet access has not yet arrived. His dream has always been to become a veterinary surgeon in order to help those who cannot express for themselves. One day Ordenadores Sin Fronteras succeed in reaching out some computers and internet connection to Miguel's village. From that day, his life will change forever…

Option 2.
You wake up one morning and find out that all digital devices have stopped working…

---

5 Coelco14. (2018, March 25). *A letter to raising survivors*. Retrieved from https://www.powerpoetry.org/poems/letter-rising-survivors

Shah, S. (2015, November 14). *(Common) sense?* Retrieved from http://highonpoems.com/28463/english-poems/short-poem/common-sense

Annex IX. Questions to ask through Kahoot in session 5.

1. Which percentage of the Earth is covered by water? 15%, 70-75%/, 85%
2. Which percentage of the Earth's water is fresh? 3%/25%/80%
3. Where is most of the freshwater on Earth located? Oceans/glaciers/store tanks
4. Everyone has access to running water: True/False
5. How many people lack access to safely managed drinking water services? a hundred/a billion/ 2.1 billion people
6. Which percentage of natural disasters are water-related? 10%/50%/90%
7. What is 44% of freshwater used by?men/industry/animals
8. How many cups of water can a healthy adult human drink? 5/30/48
9. How many liters of water are used to make a bottled water? around 0,5/3/ 6
10. About 95 percent of the water entering our homes goes down the drain. True/False
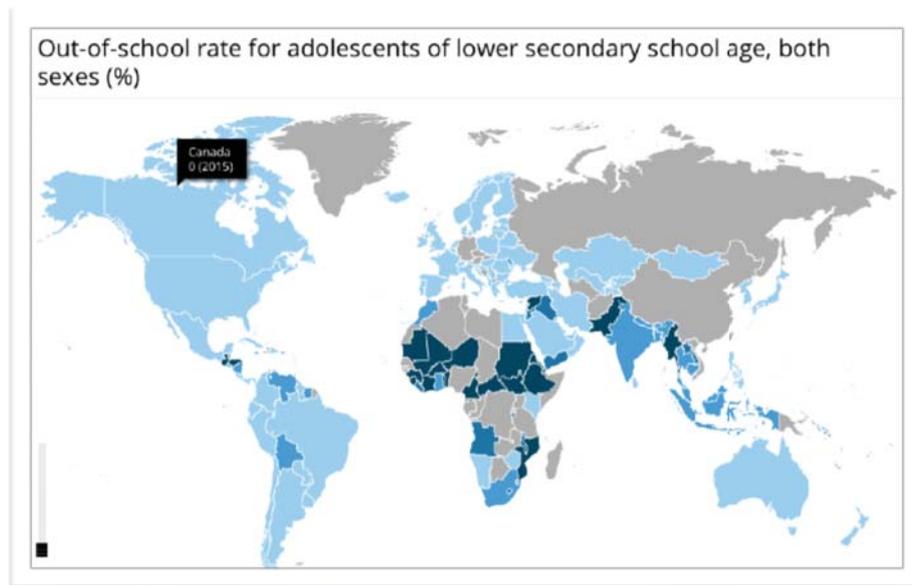
Annex X. Model of verse to provide in session 5.

Who is going to solve the global water crisis?

I, said the president of Spain,
I'll establish laws to improve water management one day

Not I, said the man though
Everything I do, what is it to you?

Annex XI[6]. Figure on the percentage of out-of-school teens to be displayed in session 6.

Out-of-school rate for adolescents of lower secondary school age, both sexes (%)

Canada
0 (2015)

---

6 The UNESCO Institute for Statistics. (2017). *Percentage of out-of-school children of primary school age* [Digital image]. Retrieved form https://tellmaps.com/uis/oosc/#!/tellmap/-528275754