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Developing Willingness to Communicate in EFL through Content and Language Integrated Learning

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DEVELOPING WILLINGNESS TO COMMUNICATE IN EFL THROUGH CONTENT AND LANGUAGE INTEGRATED LEARNING

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1. INTRODUCTION

The development of students' digital competence in language education constitutes nowadays an indispensable part of educational policies all around the world, as Bozdoğan (2015, p. 164) asserts. In the present study, this competence is integrated via Computer Assisted Language Learning (CALL) in Fernández Fontecha's (2010, 2012, 2014) *Language-oriented Content and Language Integrated Learning (CLIL) model.* This model sets the foundation for both the teaching programme and the research project that will be developed in the subsequent sections. Both CLIL and CALL represent efficient methods of fostering foreign language education that can complement each other perfectly. According to the European Commission's report (2014, as cited in Bozdoğan, 2015, p. 165), CALL generates positive effects on language competences by producing more successful outcomes from CLIL practices. Within this context, the European Commission's report (2014, as cited in Bozdoğan, 2015, p. 165) also establishes some of the criteria for successful implementation of both CLIL and CALL: learning processes with references to constructivist tools and game-based tools, adoption of student-centred learning, teacher training with proper pedagogical design, teaching approaches including selection of online materials, among others.

First and foremost, it should be clarified that the research project of this *Trabajo Fin de Máster (TFM)* is devoted to Content and Language Integrated Learning (CLIL) and its potential effects on native Spanish students' Willingness to Communicate (WTC) within the context of the compulsory subject area of English pertaining to the first year of Baccalaureate. On the one hand, WTC is described as "the intention to initiate communication, given a choice. […] orientations towards language learning, as well as social support would influence students' WTC in a second language" (MacIntyre et al., 2001, p. 369). On the other hand, CLIL can be defined simply as an approach in which an additional language, which is not usually the learners' mother tongue, is employed as the medium of instruction in order both to learn and to teach non-linguistic content. In this respect, the subject *Aprendizaje y enseñanza de la Lengua Extranjera* was mostly focused on these aspects. Thus, I will constantly make reference to this

subject in the following theoretical framework. I will also explore some interesting ideas underlined in two other subjects, *Complementos para la formación disciplinar* and *Aprendizaje y desarrollo de la personalidad,* which have also been reflected in the research project.

In essence, the subsequent theoretical framework aims at pinpointing the theoretical knowledge acquired in the above-mentioned subjects that has given rise to the elaboration of the present study. The reader will thus be provided in this theoretical framework, first of all, with solid theoretical knowledge on the constructivist perspective that underpins Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model. In this respect, the work of Piaget and Vygotsky will be highlighted due to their particular salience within constructivism. Secondly, the relationship between constructivism and the combination of CLIL and CALL, which led to the design of Fernández Fontecha's (2010, 2012, 2014) model, will be further analysed, as well as the influences that prompted the creation of this model. Within this context, the instruction delivery mode in Fernández Fontecha's (2010, 2012, 2014) model, which is also based on constructivist principles, will be briefly mentioned. Finally, Fernández Fontecha's model (2010, 2012, 2014) will be linked to some of the hypotheses formulated by the linguist Stephen Krashen, more specifically, the Acquisition-Learning hypothesis, the Monitor hypothesis, the Affective Filter hypothesis, and the Input hypothesis.

2. THEORETICAL FRAMEWORK

2.1. Constructivism

It is crucial to comment here on the two major trends that have been developed throughout history in relation to learning theories in psychology and education: objectivism and constructivism (Cobb, 1994; Cronjé, 2006; Jonassen, 1991; Vrasidas, 2000, as cited in Fernández Fontecha, 2014, p. 154). Both objectivism and constructivism were analysed in both *Aprendizaje y enseñanza de la Lengua Extranjera* and *Aprendizaje y desarrollo de la personalidad*. On the one hand, objectivism, also known as instructivism, is represented by behaviourism and cognitivism. Traditional behaviourists proposed that children imitate and practise the sounds and linguistic patterns produced by those who are around them until they are able to create their own linguistic "habits" (Lightbown and Spada, 2013, p. 15). In connection with behaviourism, cognitivism established the idea that knowledge is divided into independent chunks that should be directly and systematically taught, as Fernández Fontecha (2014, p. 154) asserts. On the other hand, the author also contends that constructivism emerged as a completely new paradigm involving innovative forms of knowledge transmission, retrieval, processing, and construction. Besides that, she adds that the constructivist theory involves two main ideas: the construction of knowledge is regarded as an active process and students' previous knowledge is crucial to construct new knowledge.

Moreover, it was also pointed out in *Aprendizaje y desarrollo de la personalidad* that both the cognitive and the constructive perspectives emerged as reactions to the previous learning theories. The previous learning theories completely ignored the cognitive mechanisms employed by students in order to process information. On the contrary, both cognitivism and constructivism are mostly devoted to these cognitive mechanisms and this fact constitutes an obstacle inasmuch as they are unobservable. In contrast to cognitivism and constructivism, the previous learning theories, developed by influential figures such as Pavlov or Watson, paid more attention to learners' behaviour rather than what they know and how they have acquired that knowledge.

Within the constructivist perspective, it is worth analysing Piaget's work. He was one the earliest proponents of the idea that children's language is built on their cognitive development (Lightbown and Spada, 2013, p. 25) and this development emerges from children's own actions on their physical environment:

> In Piaget's view, infants and children at play behave like little scientists. Their exploratory play –in which they manipulate objects in all sorts of ways to see what happens –can be thought as experimentation. They are strongly motivated to explore those objects and situations that they partly but do not fully understand (Gray and Bjorklund, 2014, p. 426). The developing cognitive understanding is built on the interaction between the child and the things that can be observed or manipulated (Lightbown and Spada, 2013, p. 25).

As it was discussed in *Aprendizaje y desarrollo de la personalidad*, an individual is the result of the interaction and the information to which the individual is exposed from birth, rather than just a product of his/her environment. As a consequence of this interaction with the environment, children develop mental representations, also known as *schemes*, which are "closely tied to specific objects" (Gray and Bjorklund, 2014, p. 426). Consequently, children's cognitive development somehow determines the way they acquire language. In that sense, Lightbown and Spada (2013, p. 25) provide a particular example of this behavioural pattern: "the use of certain terms such as 'bigger' and 'more' depends on the children's understanding of the concepts they represent". As children get older, they consequently create new, more abstract, more sophisticated schemes which are not as closely tied to reality as their earlier schemes (Gray and Bjorklund, 2014, p. 426).

Another influential figure within constructivism who also studied child development was Vygotsky. According to Gray and Bjorklund (2014, p. 430), Vygotsky conceived cognitive development as the internalisation of the symbols, knowledge, modes, and ideas of reasoning that evolve over time and represent the culture in which children are born. In this same vein, he paid special attention to the conversations that children have with other children and those they have with adults. The reason why Vygostky's study was focused on this point is that these two kinds of conversations are the origins of thought and language and represent the *scaffolding* with which children are provided (Lightbown and Spada,

2013, p. 25): "[…] scaffolding, that is, a kind of supportive structure that helps them make the most of the knowledge they have and also to acquire new knowledge".

Concerning the concept of scaffolding, students should accept the challenge of using their own language abilities, and this challenge consequently needs to be balanced with the right amounts of support in order to ensure language development (Cameron, 2001; Gibbons, 2002, as cited in Lundin and Persson, 2015, p. 14). Following this reasoning, the term *zone of proximal development* (ZPD) was coined and defined by Vygotsky as "a metaphorical place in which children may do more than they would be able to do independently" (Lightbown and Spada, 2013, p. 25). As Gray and Bjorklund (2014, p. 430) underline, pupils should be capable of carrying out in this metaphorical place "the realm of activities" that they are able to do "in collaboration with more competent others but cannot yet do alone". Therefore, Vygotsky came to the conclusion that children are able to advance to higher levels of knowledge and performance in a supportive environment (Lightbown and Spada, 2013, p. 25) rather than working on their own.

Essentially, the basic difference between both Piaget and Vygotsky's research on child development, according to Gray and Bjorklund (2014, p. 433), is that, unlike the former, the latter did not regard the course and content of intellectual growth as "universal". Besides that, as Lightbown and Spada (2013, p. 25) argue, Vygotsky regarded language as internalised speech that stems from social interaction, rather than as a symbolic system acquired through interaction with the physical environment, as Piaget suggested. Simply put, Piaget concentrated his attention on children's interaction with the physical environment, while Vygotsky emphasised children's interaction with their social environment (Gray and Bjorklund, 2014, p. 430).

2.2. Constructivism and the Combination of CLIL and CALL

First of all, in order to establish a link between these constructivist views and CLIL, it is of paramount importance to note that cooperative work, as it is described by Vygotsky in his sociocultural developmental theory, is "a corner stone when pupils engage in learning" (Lightbown and Spada, 2013, as cited in Lundin and Persson, 2015, p. 13). In turn, collaborative work is undeniably one of the main features that define CLIL. In this way, students learn and progress when they meet others, "a sentiment which goes hand in hand with the interactive learning focus of CLIL and the aims of the syllabus" (Lundin and Persson, 2015, p. 13).

Regarding the relationship between constructivism and the combination of CLIL and CALL, Met (1998, as cited in Fernández Fontecha, 2010, pp. 46-47) claims that both CLIL and CALL operate under the same constructivist structure, in fact, most of the constructivist philosophy of learning is shared by both approaches. In this regard, it has been stated that CALL, especially Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model, attempts to improve CLIL by supporting most of their main features in the following aspects: quantity and quality of the exposure to the target language and authenticity of materials, visual support, collaborative learning, contextualised language, learners' motivation; content accessibility, and learning by doing (Fernández Fontecha, 2010, pp. 46-47). This language-oriented CLIL model has been partly followed in the teaching programme reflected in the present study.

Fernández Fontecha (2010, p. 47) decided to create a device that could ensure systematic instruction and facilitate the detection and integration of the above-mentioned aspects. For that purpose, she adapted Koenraard and Westhoff's (2003) model of TalenQuest to the creation of her CLILQuest. Additionally, a CLILQuest is extremely similar to a WebQuest since both are learner-centred activities based on inquiry-oriented or problem-based learning tasks that benefit from the resources available on the Internet (Koenradd and Westhoff, 2003; Pérez Torres, 2006, as cited in Fernández Fontecha, 2010, p. 47). More specifically, the CLILQuest involves the use of web tasks in a CLIL environment (Fernández Fontecha, 2010, p. 47).

With reference to the influences that prompted the creation of the CLILQuest, it is necessary to comment on two well-known models: Jonassen's (1994) Constructivist Learning Environments (CLEs) and Oliver's (2001) constructivist learning designs. On one side, like a CLE, and also the WebQuest, the purpose of the CLILQuest is to be active, collaborative, constructive, intentional, complex, conversational, reflective, and contextual (Fernández Fontecha, 2010, p. 48). On the other side, the task type, which is the central part of the CLILQuest and presents the overall task, may correspond to one or several of Oliver's constructivist learning designs (Fernández Fontecha, 2012, p. 325). In his designs, Oliver distinguished five constructivist learning designs that may potentially motivate instruction: problem-based learning (PBL), in which students have to make use of their knowledge to find the best possible solution to a real-life problem; case-based learning, which is a kind of PBL that requires the use of knowledge acquired through prior experience; project-based learning, in which pupils create their own products; inquiry-based learning (IBL), which requires the formulation of questions, hypothesis, predictions, conclusions, among other aspects; and role-playing, in which students play a specific role to deal with a problem-solving activity (Fernández Fontecha, 2014, p. 155).

Moreover, it is important to highlight that the instruction delivery mode in Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model was *Dokeos*, an Open Source Learning Management System (LMS), which is also based on constructivist principles (Fernández Fontecha, 2010, p. 56). According to Fernández Fontecha (2014, p. 157), it can be safely said that the use of Information and Communication Technologies (ICT) and the web 2.0 definitely promotes the expansion of this constructivist view since the chances of being exposed to authentic samples of the target language increase thanks to the use of quasi-real settings, quasi-real expertise, and quasi-real purposes. Although any CLIL model can be effective without the use of technological aids, ICT has a central role in Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model as it can substantially increase the possibilities of the CLIL activity (Fernández Fontecha, 2012, p. 321).

2.3. Krashen's Theory of Second Language Acquisition and CLIL

CLIL is unquestionably related to a series of hypothesis formulated by Krashen in the late seventies that were highlighted in *Complementos para la formación disciplinar.* To begin with, Hummel (2014, p. 71) argues that Krashen's Acquisition-Learning Hypothesis is based on the idea that "only 'acquisition' or subconsciously acquired knowledge leads to productive output; 'learning', the learner's conscious knowledge of the rules of a language, only serves as a 'monitor'". Following this reasoning, Hummel clarifies that the term "monitor" comes from Krashen's Monitor Model, which represents his model of second language acquisition. In this model, it is contended that students have two systems, acquisition and learning, and that the latter merely acts as monitor or editor of the former, as Hummel (2014, p. 71) poses. It is therefore crucial to distinguish between language acquisition (unconscious) and language learning (conscious) as two different ways to develop competence in the target language, as Lundin and Persson (2015, p. 13) propose. In that sense, Tarnopolsky (2013, p. 4) cleverly notes that the target language itself is acquired to some extent in an implicit way inasmuch as pupils do not need to make conscious efforts to remember the linguistic aspects: "(…) conscious acquisition which is the most natural and probably the simplest way of gaining commands of any language" (Krashen, 1981, as cited in Tarnopolsky, 2013, p. 4).

Furthermore, in order to predict students' success in language learning, three factors should be specifically analysed, among the wide range of variables that are inextricably linked to language learning. These three factors are: motivation, anxiety, and Willingness to Communicate (WTC) (Píriz Rico, 2015, p. 51). The first two terms, motivation and anxiety, were explained in detail in *Complementos para la formación disciplinar.* In connection with CLIL, it is commonly thought that CLIL is the absolute antithesis of an anxiety-arousal situation: "In CLIL the learners' *affective filter* may be lower than in other situations, for learning takes place in a relatively anxiety-free environment" (Lasagabaster and Sierra, 2009, as cited in Píriz Rico, 2015, p. 51). On the other hand, motivation is regarded as a predictor of frequency of communication, in other words, a predictor of WTC, (Lahuerta, 2014, as cited in Píriz Rico, 2015, p. 12). CLIL is therefore viewed as

a tool for both enhancing pupils' motivation and, consequently, their WTC; and for releasing them from anxiety.

The term *affective filter* was first coined by Krashen when suggesting that everyone possesses a filter that may block access to language acquisition due to certain circumstances such as stress or anxiety (Hummel, 2014, p. 73). In this same vein, Krashen also paid special attention to the importance of providing students with comprehensible input (Lundin and Persson, 2015, p. 13). Nevertheless, comprehensible input is only accessible under two circumstances: when students' affective filter is not blocking access to input and when pupils are exposed to real language that goes slightly beyond their actual level (Hummel, 2014, p. 71). Following this reasoning, it may safely be stated that CLIL seems to be an adequate means for fostering comprehensible input mainly due to the following two reasons: CLIL lesson plans can only succeed in anxiety-free settings, in which the student's affective filter is not supposed to block this access, and CLIL-related tasks are usually based on real samples of the target language slightly beyond the student's current level.

Before discussing in detail the following teaching programme, it is worth indicating that this teaching programme rests upon the fundamental principles of Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model for the purpose of accomplishing all the goals stated above.

3. TEACHING PROGRAMME

3.1. Introduction

The present teaching programme has been designed for students of first year of Baccalaureate. At this point, there are still twenty weeks left before the academic year finishes. Students are supposed to have properly acquired the linguistic content that they have studied throughout the previous months. So far, the lessons have followed the traditional dynamics that characterise most traditional EFL contexts. In the same way, the first four didactic units of the present teaching programme, which will last approximately eight weeks, will follow a similar approach. Concerning the cultural content of these four units, they will be devoted to encouraging students to appreciate and celebrate cultural diversity. Immediately after these four units, there will be a change.

A CLIL lesson plan based on Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model will be implemented during the last three months of the academic year. Generally speaking, this plan is expected to help students acquire the linguistic content of the target language that they are supposed to learn at this level in a more effective and meaningful way than in a traditional EFL context. The implementation of this model aims at enhancing learners' receptive and productive skills through meaningful tasks and activities based on real-life situations that will undoubtedly motivate them. In reference to the non-linguistic content that is required to introduce the linguistic content in the present teaching programme, it is included via the topic of *The English language as the language of globalisation*. The topic is further divided into three subtopics: *The positive and negative consequences of the role of the English language as the language of globalisation, The colonial past of Great Britain,* and *The UNESCO's initiatives on protecting endangered languages.* Hence, the non-linguistic content is completely focused on English-speaking countries, the cultural aspects of these countries and the worldwide influence of the English language. This content will allow pupils to develop an understanding of the diverse cultural groups that represent their first foreign language. It is worth noting that those same non-linguistic contents in a traditional EFL setting will be analysed through thoroughly

selected materials, such as readings and subtitled videos, which will be subsequently commented and analysed in the classroom.

3.2. Course objectives

According to *Decreto* 21/2015 (dated on 26th June, BOE, 2015):

Dado que el Bachillerato debe favorecer una formación integral del alumno, el currículo incorpora, aparte de los conocimientos académicos de raíz científica, un conjunto de actitudes, valores y normas, con la finalidad de permitir que el alumno actúe con autonomía y responsabilidad en el seno de una sociedad pluralista, en la cual tendrá que convivir con valores, creencias y culturas varias (p. 13482).

The objectives of this stage are enumerated in Article 4 of the same *Decreto:*

Los alumnos deberán desarrollar a lo largo del Bachillerato las capacidades que les permitan:

a) Ejercer la ciudadanía democrática, desde una perspectiva global, y adquirir una conciencia cívica responsable, inspirada por los valores de la Constitución española así como por los derechos humanos, que fomenten la corresponsabilidad en la construcción de una sociedad justa y equitativa.

b) Consolidar una madurez personal y social que les permita actuar de forma responsable y autónoma y desarrollar su espíritu crítico. Prever y resolver pacíficamente los conflictos personales, familiares y sociales.

c) Fomentar la igualdad efectiva de derechos y oportunidades entre hombres y mujeres, analizar y valorar críticamente las desigualdades y discriminaciones existentes, y en particular la violencia contra la mujer, e impulsar la igualdad real y la no discriminación de las personas por cualquier condición o circunstancia personal o social, con atención especial a las personas con discapacidad.

d) Afianzar los hábitos de lectura, estudio y disciplina, como condiciones necesarias para el eficaz aprovechamiento del aprendizaje, y como medio de desarrollo personal.

e) Dominar, tanto en su expresión oral como escrita, la lengua castellana.

f) Expresarse con fluidez y corrección en una o más lenguas extranjeras.

*g)	Utilizar con solvencia y responsabilidad las tecnologías de la información y la comunicación.*

*h)	Conocer y valorar críticamente las realidades del mundo contemporáneo, sus antecedentes históricos y los principales factores de su evolución. Participar de forma solidaria en el desarrollo o/y mejora de su entorno social.*

*i)	Acceder a los conocimientos científicos y tecnológicos fundamentales y dominar las habilidades básicas propias de la modalidad elegida.*

*j)	Comprender los elementos y procedimientos fundamentales de la investigación y de los métodos científicos. Conocer y valorar de forma crítica la contribución de la ciencia y la tecnología en el cambio de las condiciones de vida, así como afianzar la sensibilidad y el respeto hacia el medio ambiente.*

*k)	Afianzar el espíritu emprendedor con actitudes de creatividad, flexibilidad, iniciativa, trabajo en equipo, confianza en uno mismo y sentido crítico.*

*l)	Desarrollar la sensibilidad artística y literaria, así como el criterio estético, como fuentes de formación y enriquecimiento cultural.*

## 3.3.	Content

As it is highlighted in *Decreto* 21/2015 (dated on 26th June, BOE, 2015), contents are categorised into four blocks in relation to the main particular features and needs in foreign language teaching and learning:

Bloque 1. Comprensión de textos orales

Bloque 2. Producción de textos orales: expresión e interacción

Bloque 3. Comprensión de textos escritos

Bloque 4. Producción de textos escritos: expresión e interacción.

## 3.4.	Key competences

The key competences that students are expected to acquire throughout the first year of Baccalaureate, which are also underlined in *Decreto* 21/2015 (dated on 26th June, BOE, 2015), will be practised through the present teaching programme:

1. *Competencia en comunicación lingüística CCL.*
2. *Competencia matemática y competencias básicas en ciencia y tecnología CMCT.*
3. *Competencia digital CD.*
4. *Competencia para aprender a aprender CPAA.*
5. *Competencias sociales y cívicas CSC.*
6. *Sentido de la iniciativa e espíritu emprendedor SIE.*
7. *Conciencia y expresiones culturales CEC.*

3.5.   Methodology

The methodology implemented throughout the whole academic year before the application of the CLIL lesson plan and during the four units that precede the CLIL lesson plan, can be described as an eclectic one. In this respect, it is clear that there is not a specific method or approach that can ensure that students' second language acquisition process will be fully developed. Thus, the most appropriate way to proceed is to combine several approaches. In this case, Communicative Language Teaching (CLT), and Task-based Language Teaching (TBLT), which are considered approaches rather than methods, will be combined.

On one side, Richards and Rodgers (2014, pp. 85-86) argue that CLT aims at placing communicative competence as the purpose of language teaching. These authors further state that CLT intends to enhance the instruction of the four language skills that highlight the interdependence between language and communication. In this same vein, they need to clarify that language and communication are interdependent inasmuch as language should provide the purpose of communicating the speaker's objectives.

On the other side, Willis (2004, p. 8) cleverly notes that teachers adopt TBLT basically because it is a meaning-focused approach that provides students with real-life language use. Within this approach, language needs to be applicable in real-world activities by completing some of these activities inside the classroom (Brown, Collins, and Duguid, 1989, as cited in Willis (2004, p. 8). Simply put, Willis (2004, p. 8) further states that:

[…] the cognition, knowledge, and/ or skills […] need to be 'situated' not in a location (the classroom) but in an activity (task). In this way, language that is used in the classroom becomes truly communicative rather than pseudo-communicative. Authentic materials […] play an important role in such programs.

3.5.1. Fernández Fontecha's (2010, 2012, 2014) Language-Oriented CLIL Model

During the last twelve weeks of the academic year, a CLIL lesson plan based on Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model will be developed. In this model, the teacher has to establish the sequence of non-linguistic contents by preserving the linguistic goals of the foreign language curriculum (Fernández Fontecha, 2012, p. 317). With this purpose in mind, Fernández Fontecha (2012, pp. 317-320) created a framework whose main purpose is to carry out a selection of non-linguistic contents in line with the subsequent treatment of the linguistic aspects. In addition, the adequate integration of project work constitutes another important objective since it is understood as a means to encourage students to engage in language and content learning (Stoller, 2002, p. 107).

On the one hand, regarding the treatment of the linguistic aspects, it is worth mentioning that it is extremely difficult to maintain the objectives of the foreign language curriculum while creating the sequence of non-linguistic contents, due mainly to time restrains. The simplest and most logical solution is to establish some flipped sessions to solve this problem. The purpose of these sessions is to thoroughly explain linguistic content, but without wasting time and energy in the actual classroom. They are strategically arranged to encourage students to practise some specific linguistic contents a couple days before the given contents are required in the real classroom. In other words, pupils are given a couple of days to master some linguistic contents before they are actually put into practice. This implies that learners receive constant and personal guidance to deal with potential difficulties that may possibly emerge from the simultaneous teaching of linguistic and non-linguistic content: "Moving the direct instruction outside of class time frees up more time for teachers to interact one-on-one or in small groups with students. Ideally, a teacher in a flipped classroom is able to talk to every

student in every class every day" (Bergmann and Sams, 2013, p. 24). Besides that, these additional flipped classrooms will be developed through *Focus on Form* (FonF)[1] activities, more specifically, *Proactive FonF.* Doughty and Williams (1998, p. 198) define Proactive FonF as the type of FonF in which:

> [...] the teacher chooses a form in advance to present to students in order to help them complete a communicative task. This can be done explicitly through formal instruction, while a less explicit focus might involve asking students to alter or manipulate a text that contains a target form. This differs from traditional grammar instruction as the grammar focus is not centered on a set of language structures imposed by the syllabus. Instead the choice of form is determined by the communicative needs of the learners. The choice of forms is also influenced by other factors such as individual learner differences, developmental language learning sequences, and L1 influences.

Nonetheless, it is of outmost importance to note that this guidance is only possible thanks to the total integration of ICT in this model.

On the other hand, with regard to project work, Stoller (2002, p. 107) contends that:

> By integrating project work into content-based classrooms, educator create vibrant learning environments that require active student involvement, stimulate higher-level thinking skills, and give students responsibility for their own learning [...] instructor distance themselves from teacher-dominated instruction and move toward creating a community involving authentic communication, cooperative learning, collaboration, and problem solving.

Furthermore, the contents in Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model are presented according to the *Content and Language Processing Sequence* (CLPS). CLPS is a well-organised sequence constituted by several graded categories: *Topic* and *Subtopics, Module, CLILQuest* and *quests* (Fernández Fontecha, 2010, p. 49). Each category portrays a more specific stage of the process by which the content is organised than the previous category (Fernández Fontecha, 2010, p. 49).

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[1] "Focus on *form*…overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Long, 1991, pp. 45-46) "[…] triggered by perceived problems with comprehension or production" (Long and Robinson, 1998, p.23).

Firstly, the topic stands out for being the most abstract category among all the categories that comprise the CLPS and it establishes the foundations for the definition of subtopics, modules, and CLILQuests (Fernández Fontecha, 2010, p. 49). According to Kidd and Marquardson (1993, as cited in Fernández Fontecha, 2012, p. 323), topic selection is undoubtedly the first step in CLIL syllabus design. If the topic does not correspond to a specific subject, things may be extremely complex for learners unless the following aspects are taken into account by the teacher: the topic should be motivating, it must have some social interest, the complexity of the conceptual load of the topic, and its degree of difficulty due mainly to the fact that its instruction is delivered through a language that is not the mother tongue (Fernández Fontecha, 2012, p. 323). In this line, although it is true that:

> Each topic has linguistic potential inasmuch as its concepts and meaning are transmitted by no other means than language […], based on aspects such as the moment at which the instruction of the topic takes places […] it is the teacher's decision to find the linguistic part of a topic adequate or not (Fernández Fontecha, 2012, p. 323).

Concerning the different domains or "spheres of action […] in which social life is organised" described by the Common European Framework (Council of Europe, 2001, as cited in Fernández Fontecha, 2012, p. 327), which are the personal, the public, the occupational, and the educational domain, it has been stated that they trigger diverse registers and genres due to factors such as learners' age or the general goals of CLIL instruction. For this reason, a particular topic can be addressed from different angles (Fernández Fontecha, 2012, pp. 327-328). Apart from that, topics can be divided into subtopics, which are the subsequent smaller categories of content. The relationship between a topic and its subtopics is similar to the relationship of the traditional subjects and its subsequent units since, when choosing the subtopics, it is crucial to bear in mind that they should always cover the essential information of the topic (Fernández Fontecha, 2012, p. 323).

Secondly, the module, which is conveyed through the CLILQuests, is the smallest unit of content and represents "a further degree of specification in content processing" (Fernández Fontecha, 2010, p. 49). In addition, a series of

modules develop each topic or subtopic (Fernández Fontecha, 2012, p. 323). The module aims at classifying the contents of the subtopic by placing them in two different blocks (see Figure 1): the declarative knowledge, which is integrated into the *Background Knowledge Axis,* and the procedural knowledge, which is inserted into the *Practical Knowledge Axis* (Fernández Fontecha, 2010, p. 49). On one side, the Background Knowledge Axis is constituted by both the *Introductory Module*, in which the main concept and ideas of the subtopic are integrated, and the *Core-Knowledge Module*, which contains solely theoretical knowledge. On the other side, the Practical Knowledge Axis comprises both the *Case Module*, in which the subtopic is developed through specific real-like examples, and the *Awareness Module*, in which the knowledge acquired in the Background Knowledge Axis is applied to problems related to students' lives (Fernández Fontecha, 2010, p. 49). Interestingly, both axis create a complementary relationship in which the theoretical knowledge found in the Background Knowledge Axis should be supported with practical examples of the Practical Knowledge Axis. Likewise, the practical knowledge requires a wider context that is only offered by the theoretical knowledge (Fernández Fontecha, 2012, p. 323).
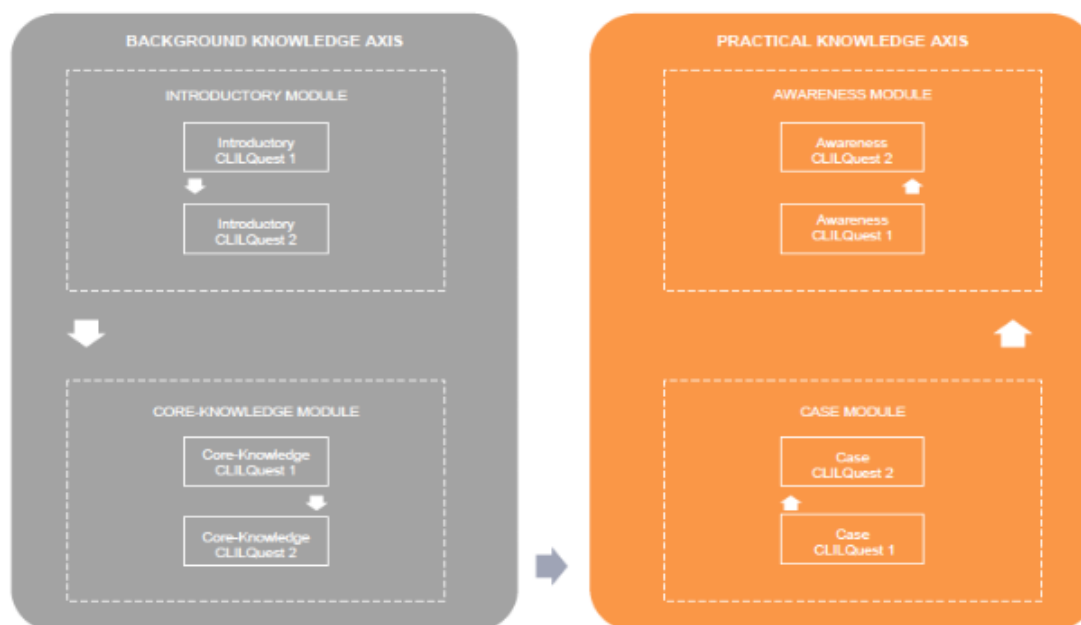

Figure 1. CLILQuest integration within modular structure (Fernández Fontecha, 2010, p. 55)

Finally, the product that arises from the CLPS is the CLILQuest. The CLILQuest, which receives its name after Dodge (2001) and March's (2000, 2003) idea of WebQuest (Fernández Fontecha, 2012, p. 324), is an ICT-based task that constitutes the unit of learning in this model (Fernández Fontecha, 2012, p. 320). It is embedded in a thematic module, with a specific role within a CLIL setting, as Fernández Fontecha (2010, p. 45) poses. Like the WebQuest, the CLILQuest is an inquiry-oriented activity that makes use of online resources, fosters the development of students' higher-order thinking skills, and promotes the use of the target language with a purpose thanks to authentic Web information (Fernández Fontecha, 2012, pp. 324-325). Moreover, when it comes to the treatment of the four skills in this model, they can be approached holistically by means of the CLILQuest (Enright and McCloskey, 1998, as cited in Fernández Fontecha, 2010, p. 50). Broadly speaking, according to Fernández Fontecha (2010, p. 50), pupils mainly use their receptive skills, such as when searching for information, in the first parts of a CLILQuest. In contrast, they employ their productive skills, such as when writing a report, at the end of the CLILQuest.

With reference to the CLILQuest's classification, it can be categorised in terms of both: the kind of knowledge that it involves and the type of relationship that links a CLILQuest to another. In connection with the first type of categorisation, the type of knowledge that it covers, there are four types of modules: *Introductory, Core-Knowledge, Case, and Awareness Module*. The first two modules promote *declarative knowledge*, i.e. "Knowledge that something is the case, as in knowing a grammatical rule" (Hummel, 2014, p. 76), while the other two promote *procedural knowledge,* i.e. "The knowledge of how to do something; underlies automatic performance" (Hummel, 2014, p. 76). Accordingly, it is possible to identify four types of CLILQuests for each of the four modules. In fact, each type of CLILQuest adopts the name and the characteristics of the module to which it belongs. Concerning the second type of classification, the relationship can be both dependent and independent. At one end of the spectrum, a CLILQuest is dependent when it relies heavily on the outcomes of another CLILQuest to be completed, and this dependent relationship between two CLILQuests may take place both within the same module or across modules. At the other end of the spectrum, CLILQuests can also be independent inasmuch as they do not

necessarily need to depend on the outcomes of other CLILQuests (Fernández Fontecha, 2010, pp. 55-54).

In connection with the sections that comprise a CLILQuest, there are five: *guide, test, development, quest section,* and *a scaffold/web resources section* (see Figure 2). (Fernández Fontecha, 2012, p. 325). Firstly, the task type and the roles that participants should take on are specified in the guide. Secondly, the two main objectives of the test section are the activation of pupils' background knowledge on a given subtopic, and the use of FonF techniques in order to link the vocabulary and structures of the target language to those of the first language. Thirdly, the development section is devoted to the description of each of the quests, or particular tasks, that develop the task type of each CLILQuest. Fourthly, the participants' teams, the quest's main objectives, and the quest's expected outcomes are included in the quest section. Finally, there is a list of web resources with extra information (Fernández Fontecha, 2012, p. 325) that may be useful for both those who are struggling to accomplish the tasks and those who want to learn more. Apart from that, it is of paramount importance to note that the vocabulary that appears in the test section will be of outmost importance in the rest of the modules and that the work done at the beginning, in the Introductory CLILQuest, will be continued in the following CLILQuest, the Core-Knowledge (Fernández Fontecha, 2012, pp. 329-330).
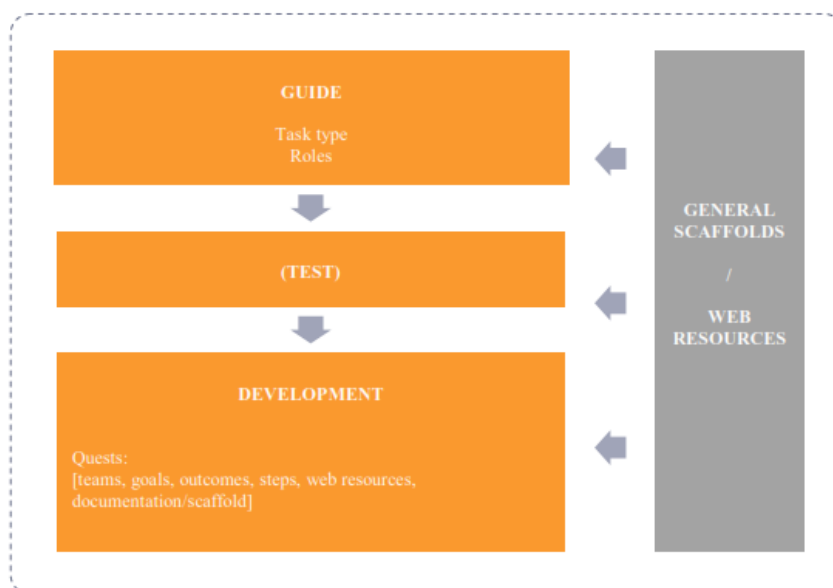
Figure 2. Components and structure of the CLILQuest (Fernández Fontecha, 2010, p. 53)

Moreover, the CLILQuests are embedded in superior units, the thematic modules, which were explained further above. The modules offer cohesion and flexibility to foreign language teaching (Fernández Fontecha, 2010, p. 45) along with the categorisation of the declarative and procedural knowledge entailed by a CLILQuest (Fernández Fontecha, 2010, p. 45).

3.6. Attention to diversity

According to the *Orden* 6/2014 (dated on 6th June, passed by *la Consejería de Educación, Cultura y Turismo de La Rioja* and mentioned in *Decreto* 21/2015 (dated on 26th June, BOE, 2015), all the high schools that are publicly financed are bound to create a plan devoted to attention to diversity. Broadly speaking, organisational and curricular measures are required to achieve the personalised attention that students with special needs may necessitate. Starting from the premise that all students should enjoy access to the same basic principles of equality and equity in opportunities, foreign language teaching must be characterised by the ability to be easily adapted to each and every student's needs.

It is only necessary to spend one-hour session with a group of students to know who is able to follow the normal routine, who is totally incapable, and who may struggle without an adequate scaffolding. For this reason, I truly believe that the present teaching programme offers a wide variety of online resources that students will use according to their academic level. In other words, some may work entirely independently without making use of these online resources, others could work with a certain degree of autonomy but still making use of them, while others may rely heavily on them. More specifically, those students with higher capacities, who are able to work without the constant supervision of the teacher, will be provided with optional extra homework designed especially for them to do at home. The purpose of this extra homework is to motivate them since they may feel that they need to do more than what they are actually doing in the classroom. On the contrary, if there is a pupil who faces many difficulties every day in the

development of the tasks, he/she will be provided with extra homework to do at home so as to help him/her understand the basic concepts.

3.7. Assessment criteria

According to *Decreto* 21/2015 (dated on 26th June, BOE, 2015), the assessment criteria for Baccalaureate students are the following:

1. Construir textos coherentes y bien estructurados sobre temas de interés personal, o asuntos cotidianos o menos habituales, en un registro formal, neutro o informal, utilizando adecuadamente los recursos de cohesión más comunes, y mostrando un control razonable de expresiones, estructuras y un léxico de uso frecuente, tanto de carácter general como más específico.

2. Conocer, seleccionar con atención, y saber aplicar con eficacia, las estrategias adecuadas para producir textos orales de diversos tipos y de cierta longitud, intentando nuevas formulaciones y combinaciones dentro del propio repertorio, y corrigiendo los errores (p. e. en tiempos verbales, o en referencias temporales o espaciales) que conducen a malentendidos si el interlocutor indica que hay un problema.

3. Ser consciente de los rasgos socioculturales y sociolingüísticos salientes de las comunidades en las que se utiliza la lengua meta, y de sus diferencias con respecto a las culturas propias, relativos a costumbres, usos, actitudes, valores y tabúes, y actuar en consecuencia, adaptándose adecuadamente a las características de los interlocutores y de la situación comunicativa en la producción del texto oral.

4. Adecuar la producción del texto oral a las funciones comunicativas requeridas, seleccionando, dentro de un repertorio de exponentes habituales, los más adecuados al propósito comunicativo, y los patrones discursivos típicos de presentación y organización de la información, entre otros, el refuerzo o la recuperación del tema.

5. Utilizar con razonable corrección las estructuras morfosintácticas, los patrones discursivos y los elementos de conexión y de cohesión de uso común de manera que el discurso esté bien organizado y cumpla adecuadamente la función o funciones comunicativas correspondientes.

6. Conocer, y saber seleccionar y utilizar, léxico oral común y más especializado relacionado con los propios intereses y necesidades en el ámbito personal, público, académico y ocupacional/laboral, y expresiones y modismos de uso habitual.

7. Reproducir, con la suficiente corrección para ser bien comprendido la mayoría de las veces, patrones sonoros, acentuales, rítmicos y de entonación de carácter general, haciendo un uso consciente de los mismos para expresar distintos significados según las demandas del contexto.

8. Mostrar la fluidez necesaria para mantener la comunicación y garantizar el objetivo comunicativo principal del mensaje, aunque puede haber algunas pausas para buscar palabras y titubeos en la expresión de algunas ideas más complejas.

9. Mostrar cierta flexibilidad en la interacción por lo que respecta a los mecanismos de toma y cesión del turno de palabra, la colaboración con el interlocutor y el mantenimiento de la comunicación, aunque puede que no siempre se haga de manera elegante.

To begin with, the evaluation procedure of the four traditional didactic units includes both summative and formative assessment. On the one hand, summative assessment is required since the teacher needs to constantly examine if students' knowledge and skills are developed as expected. It is based on the evaluation of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the activities that students should carry out during class time.

On the other hand, the formative assessment of the four traditional didactic units consists of three parts. Firstly, pupils have to take two exams: the first exam, at the end of the second didactic unit, and the second exam, at the end of the four didactic unit. The purpose is to prove that they have assimilated the linguistic contents that are expected at this stage (their writing, listening, speaking, and reading abilities will be assessed). Additionally, they are supposed to be able to fully understand and comment on the non-linguistic aspects that may have arisen throughout these four units. Secondly, in connection with their speaking skills, the active participation in class on the part of students will also be rewarded, as well as their willingness to collaborate with their peers and their work in oral

presentations. Finally, there is also a student portfolio in which they should evaluate and comment on their own learning progress. In fact, it is recommended that they comment on their own strengths, which they have to maintain and increase, and also on their own mistakes, which they should correct and learn how to do so.

1. FIRST EXAM (35%) (Writing 10%, listening 10%, speaking 5%, and reading 10%). SECOND EXAM (35%) (Writing 10%, listening 10%, speaking 5%, and reading 10%).
2. SPEAKING SKILLS (20%) (Participation in class 5%, group work 5%, and oral presentations 10%).
3. PORTFOLIO (10%) (Writing 5%, and reflection 5%).

Table 1. Components of the summative assessment.

In relation to the CLIL lesson plan, it is worth mentioning that its evaluation will be mainly focused on linguistic aspects inasmuch as the non-linguistic content in Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model is just a tool for fostering the assimilation of the required linguistic contents. Notwithstanding the above, it is crucial to clarify that the topic of this CLIL lesson plan was selected mostly because of its open nature, which does give rise to several semantic fields. Hence, the implementation of a CLIL lesson plan does not necessarily imply that students will only learn the lexicon that is directly related to the selected topic. Nonetheless, the specific assessment criteria of the CLIL lesson plan will be further discussed in section 2.10.6.

3.8. Sequencing

Ten didactic units comprise the present teaching programme. They will be developed during the last twenty weeks of an academic year. The first four didactic units, which follow the patterns of a traditional EFL context, will last approximately eight weeks in total, each one lasting two weeks. After that, the remaining six didactic units will be implemented in a different way, as a CLIL

lesson plan based on CLILQuests. At this point, it is important to be aware that, in terms of linguistic load, each CLILQuest equates to two traditional didactic units. In consequence, each CLILQuest will last approximately four weeks. In order to cover the last twelve weeks of the academic year, three CLILQuests will thus be developed in the same time period in which six traditional didactic units would take place. Notwithstanding the foregoing, some of the quests that constitute the CLILQuests may last slightly longer than expected. For this reason, this content sequence may not be followed completely.

Tables 2 and 3 summarise the development of the teaching programme over the twenty-week period. Table 2 corresponds to the first four traditional didactic units and table 3 provides explanation on the three CLILQuests. Immediately after these two tables, the development of the present teaching programme will be reflected also through tables.

	MONTH 1			
WEEK 1	HOUR 1	HOUR 2	HOUR 3	HOUR 4
	TDU1	TDU1	TDU1	TDU1
WEEK 2	HOUR 5	HOUR 6	HOUR 7	HOUR 8
	TDU1	TDU1	TDU1	TDU1
WEEK 3	HOUR 9	HOUR 10	HOUR 11	HOUR 12
	TDU2	TDU2	TDU2	TDU2
WEEK 4	HOUR 13	HOUR 14	HOUR 15	HOUR 16
	TDU2	TDU2	TDU2	TDU2
	MONTH 2			
WEEK 5	HOUR 17	HOUR 18	HOUR 19	HOUR 20
	TDU3	TDU3	TDU3	TDU3
WEEK 6	HOUR 21	HOUR 22	HOUR 23	HOUR 24
	TDU3	TDU3	TDU3	TDU3
WEEK 7	HOUR 25	HOUR 26	HOUR 27	HOUR 28
	TDU4****	TDU4	TDU4	TDU4
WEEK 8	HOUR 29	HOUR 30	HOUR 31	HOUR 32
	TDU4	TDU4	TDU4	TDU4

Table 2. The traditional EFL units.

List of abbreviations:

C (CLILQuest: It is the product that arises from the Content and Language Processing Sequence, CLPS).

q (quest: It is an ICT-mediated task and one of the categories that constitute the CLPS).

OPT (Oxford Placement Test: It establishes students' FL achievement).

TDU (traditional didactic unit).

Test (test section: Its aim is to test students' prior knowledge. It contains some key terms about the topic).

WTC q. (the L2 WTC four-part questionnaire of MacIntyre et al., 2001).

WUA (warming-up activity)

	MONTH 3			
WEEK 9	HOUR 33	HOUR 34	HOUR 35	HOUR 36
	OPT / WTC q.	WUA	C1 (q1, q2)	C1 (q1, q2)
WEEK 10	HOUR 37	HOUR 38	HOUR 39	HOUR 40
	C1 (q1, q2)	C1 (q3, q4)	C1 (q3, q4)	C1 (q5)
WEEK 11	HOUR 41	HOUR 42	HOUR 43	HOUR 44
	C1 (q5)	C1 (q5)	C1 (q6, q7)	C1 (q6, q7)
WEEK 12	HOUR 45	HOUR 46	HOUR 47	HOUR 48
	C1 (q6, q7)	C1 (q8)	C1 (q8)	C1 (q9)
	MONTH 4			
WEEK 13	HOUR 49	HOUR 50	HOUR 51	HOUR 52
	C2 (q1, q2)	C2 (q1, q2)	C2 (q1, q2)	C2 (q3, q4)
WEEK 14	HOUR 53	HOUR 54	HOUR 55	HOUR 56
	C2 (q3, q4)	C2 (q3, q4)	C2 (q5, q6)	C2 (q5, q6)
WEEK 15	HOUR 57	HOUR 58	HOUR 59	HOUR 60
	C2 (q5, q6)	C2 (q7)	C2 (q7)	C2 (q8)
WEEK 16	HOUR 61	HOUR 62	HOUR 63	HOUR 64
	C2 (q8)	C2 (q9)	C2 (q9)	C2 (q10)
	MONTH 5			
WEEK 17	HOUR 65	HOUR 66	HOUR 67	HOUR 68
	C3 (q1)	C3 (q1)	C3 (q3)	C3 (q2)
WEEK 18	HOUR 69	HOUR 70	HOUR 71	HOUR 72
	C3 (q2)	C3 (q3)	C3 (q3)	C3 (q3)
WEEK 19	HOUR 73	HOUR 74	HOUR 75	HOUR 76
	C3 (q4)	C3 (q4)	C3 (q5)	C3 (q5)
WEEK 20	HOUR 77	HOUR 78	HOUR 79	HOUR 80
	C3 (q5)	C3 (q6)	C3 (q6)	WTC / OPT

Table 3. The three CLILQuests.

3.9. Development

UNIT 1. Around the world (8 sessions / 2 weeks)

Linguistic and non-linguistic content

This unit aims at encouraging students to enhance their intercultural understanding. In order words, they are expected to develop their social skills so as to interact and engage with people from different cultures, always in a respectful way. Hence, they will learn about diverse cultures.

They will also use modal verbs (ability and permission), false friends related to the topic of intercultural understanding, nouns with their corresponding prepositions, phrasal verbs related to this topic, and different ways to invite people to events.

Goals

Being able to use modal verbs (permission and ability) correctly in written and spoken form.

Being able to distinguish some false friends that could mislead them.

Being able to identify and reproduce /ʊ/ and /uː/ sounds.

Being able to identify and use a wide range of nouns with their corresponding preposition in written and spoken form.

Being able to identify and use some phrasal verbs in written and spoken form.

Being able to understand and interpret written and oral texts, as well as answering questions related to the texts.

Being able to invite people to specific events in written and spoken form.

Being able to do research on a special day in a different country from one's own country.

Being able to present the information obtained through their research in front of their classmates and their teacher.

Competences

C1 | C2 | C3 | C4 | C5 | C6 | C7

Content

Bloque I. Comprensión de textos orales. Listening activity on people celebrating their special days in different countries. Answering questions related to the listening activity, true-false questions.

Bloque II. Producción de textos orales: expresión e interacción. Researching on a special day in a different country to present the information in front their classmates and their teacher. Frequent activities in which students work in pairs and exchange opinions.

Bloque III. Comprensión de textos escritos. Reading a text entitled: "Worldwide celebrations". Answering questions related to the text, true-false questions. Finding relevant expressions in the text that may be useful afterwards.

Bloque IV. Producción de textos escritos: expresión e interacción. Students have to invite a friend to a party in written form and write down what dates are special to them and why.

Intervention strategies

Different kinds of tasks to motivate students.

Continued use of new technologies.

Constant reception of scaffolding.

Students with high capacities will have the chance to get extra work. Meanwhile, those who struggle will obtain extra scaffolding.

Methodology

Communicative Language Teaching (CLT)

Task-based language teaching (TBLT)

Assessment

Formative. It is based on the evaluation of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the exercises that students should carry out during class time.

Summative. It is based on the evaluation of the three following aspects: two exams (their writing, listening, speaking, and reading abilities will be assessed); their active participation in class, their willingness to collaborate with their peers, and their work in oral presentations; and a student portfolio, in which they should evaluate and comment on their own learning progress.

Materials and Resources

Textbook.

Real material from different websites.

Laptops and projector.

UNIT 2. The worldwide influence of music (8 sessions / 2 weeks)

Linguistic and non-linguistic content
The present unit tries to highlight the relevance of music as an element present in all the different cultures that makes people interested in more than just their own culture. Pupils will learn about different worldwide initiatives whose purpose is to celebrate cultural diversity.
They will also use present tenses, question forms, countable and uncountable nouns, partitives with uncountable nouns, phrasal verbs related to the topic, and some compound nouns and adjectives.

Goals
Being able to use present tenses correctly in written and spoken form.
Being able to distinguish between countable and uncountable nouns in written and spoken form.
Being able to identify and reproduce rising and falling intonation.
Being able to identify and use a wide variety of compound nouns and adjectives in written and spoken form.
Being able to identify and use some phrasal verbs in written and spoken form.
Being able to understand and interpret written and oral texts, as well as answering questions related to the texts.
Being able to write an email to a friend to invite him/her to a special party and write about their musical likes and dislikes.
Being able to do research on one of the WOMAD festivals that will take place this year.
Being able to present the information obtained through their research in front of their classmates and their teacher.

Competences
C1 | C2 | C3 | C4 | C5 | C6 | C7

Content
Bloque I. Comprensión de textos orales. Listening activity on several people's favourite hobbies. Answering questions related to the listening activity (true-false questions).
Bloque II. Producción de textos orales: expresión e interacción. Researching on one of the WOMAD festivals to present the information in front of their classmates and their teacher. Frequent activities in which students work in pairs and exchange opinions.
Bloque III. Comprensión de textos escritos. Reading a text entitled: "The wonderful of World WOMAD". Answering questions related to the text (true-false questions). Finding relevant expressions in the text that may be useful afterwards.
Bloque IV. Producción de textos escritos: expresión e interacción. Students have to write an email to a friend to invite him/her to a special party and write about their musical likes and dislikes.

Intervention strategies
Different kinds of tasks to motivate students.
Continued use of new technologies.
Constant reception of scaffolding.
Students with high capacities will have the chance to get extra work. Meanwhile, those who struggle will obtain extra scaffolding.

Methodology
Communicative Language Teaching (CLT)
Task-based language teaching (TBLT)

Assessment
Formative. It is based on the evaluation of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the exercises that students should carry out during class time.
Summative. It is based on the evaluation of the three following aspects: two exams (their writing, listening, speaking, and reading abilities will be assessed); their active participation in class, their willingness to collaborate with their peers, and their work in oral presentations; and a student portfolio, in which they should evaluate and comment on their own learning progress.

Materials and Resources
Textbooks.
Real material from different websites.
Laptops and projector.

UNIT 3. Fast food and its impact all over the world (8 sessions / 2 weeks)

Linguistic and non-linguistic content

This unit intends to make students reflect on the fact that fast food is present everywhere. Students will be also aware of fast food's pernicious effects on human health.

They will also work with relative clauses, their uses and functions; quantifiers; adverbs and expressions of frequency; and vocabulary to describe food.

Goals

Being able to use defining relative clauses and non-defining relative clauses correctly in written and spoken form.

Being able to use quantifiers correctly in written and spoken form.

Being able to use adverbs and expressions of frequency correctly in written and spoken form.

Being able to identify and reproduce /e/, /ə/ and /ɜ:/ sounds.

Being able to understand and interpret written and oral texts, as well as answering questions related to the texts.

Being able to create the menu of their own restaurant.

Being able to write a review of a restaurant they frequently go.

Being able to do research on fast food and its impact on human health.

Being able to present the information obtained through their research in front of their classmates and their teacher.

Competences

C1 | C2 | C3 | C4 | C5 | C6 | C7

Content

Bloque I. Comprensión de textos orales. Listening activity about a couple deciding the restaurant where they are going to have dinner. Answering questions related to the listening activity (true-false questions).

Bloque II. Producción de textos orales: expresión e interacción. Researching on fast food's pernicious effects on human health to present the information in front of their classmates and their teacher. Frequent activities in which students work in pairs and exchange opinions.

Bloque III. Comprensión de textos escritos. Reading a text entitled: "McDonalds won the Cold War". Answering questions related to the text (true-false questions). Finding relevant expressions in the text that may be useful afterwards.

Bloque IV. Producción de textos escritos: expresión e interacción. Students have to create the menu of the restaurant they own, write a review of a restaurant and write about what kind of food they like and what kind they dislike.

Intervention strategies

Different kinds of tasks to motivate students.

Continued use of new technologies.

Constant reception of scaffolding.

Students with high capacities will have the chance to get extra work. Meanwhile, those who struggle will obtain extra scaffolding.

Methodology

Communicative Language Teaching (CLT)

Task-based language teaching (TBLT)

Assessment

Formative. It is based on the evaluation of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the exercises that students should carry out during class time.

Summative. It is based on the evaluation of the three following aspects: two exams (their writing, listening, speaking, and reading abilities will be assessed); their active participation in class, their willingness to collaborate with their peers, and their work in oral presentations; and a student portfolio, in which they should evaluate and comment on their own learning progress.

Materials and Resources

Textbooks.

Real material from different websites.

Laptops and projector.

UNIT 4. The English language: beyond the United Kingdom and the United States (8 sessions / 2 weeks)

Linguistic and non-linguistic content
The present unit offers the possibility of discovering the different "Englishes" that exist all around the world in order to show students that British and American English are not the only two correct models to study.
They will also work with *used to* and *would*, *be used to* and *get used to*, noun suffixes, noun prefixes, and adjectives describing places.

Goals
Being able to distinguish between *used to* and *would* in written and spoken form.
Being able to distinguish between *be used to* and *get used to* in written and spoken form.
Being able to identify and distinguish some accents in English.
Being able to form and use some important noun suffixes in written and spoken form.
Being able to form and use some important noun prefixes in written and spoken form.
Being able to understand and interpret written and oral texts, as well as answering questions related to the texts.
Being able to write a touristic guide for travellers in the capital of an English-speaking country (they can choose neither the UK nor the US).
Being able to do research on the cultural aspects of an English-speaking country.
Being able to present the information obtained through their research in front of their classmates and their teacher.

Competences
C1 | C2 | **C3** | C4 | C5 | **C6** | **C7**

Content
Bloque I. Comprensión de textos orales. Listening activity about a conference on climate change in which English-speakers from different countries deliver speeches. Answering questions related to the listening activity (true-false questions).
Bloque II. Producción de textos orales: expresión e interacción. Researching on the topic to present the information in front of their classmates and their teacher. Frequent activities in which students work in pairs and exchange opinions.
Bloque III. Comprensión de textos escritos. Reading a text entitled: "World Englishes and their increasing importance". Answering questions related to the text (true-false questions). Finding relevant expressions in the text that may be useful afterwards.
Bloque IV. Producción de textos escritos: expresión e interacción. Students have to write a touristic guide for travellers in the capital of an English-speaking country and write about the relevance of the English language in Spain.

Intervention strategies
Different kinds of tasks to motivate students.
Continued use of new technologies.
Constant reception of scaffolding.
Students with high capacities will have the chance to get extra work. Meanwhile, those who struggle will obtain extra scaffolding.

Methodology
Communicative Language Teaching (CLT)
Task-based language teaching (TBLT)

Assessment
Formative. It is based on the evaluation of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the exercises that students should carry out during class time.
Summative. It is based on the evaluation of the three following aspects: two exams (their writing, listening, speaking, and reading abilities will be assessed); their active participation in class, their willingness to collaborate with their peers, and their work in oral presentations; and a student portfolio, in which they should evaluate and comment on their own learning progress.

Materials and Resources
Textbooks.
Real material from different websites.
Laptops and projector.

UNIT 5. CLILQuest 1 / Part 1: The positive and negative consequences of the role of the English language as the language of globalisation
(8 sessions / 2 weeks)

Linguistic and non-linguistic content

This unit aims at making students reflect on the English language as the language of globalisation and the current situation of our globalised world.

Pupils will also broaden their knowledge of reported speech, modal verbs (advice and obligation, possibility and certainty), imperative forms, question tags, and exclamatory sentences and phrases.

Goals

Being able to form and use reported statements in written and spoken form.

Being able to form and use; modal verbs (advice and obligation) in written and spoken form.

Being able to form and use; modal verbs (possibility and certainty) in written and spoken form.

Being able to identify and use imperative forms in written and spoken form.

Being able to identify and use question tags in written and spoken form.

Being able to identify and use exclamatory sentences and phrases in written and spoken form.

Being able to work in groups and individually.

Being able to identify the important information and discard the irrelevant while doing research on the English language as the language of globalisation.

Being able to write summaries with their findings after doing research.

Being able to create an online poster by making use of online tools.

Being able to create a video with images, clips and music.

Being able to use vocabulary related to globalisation.

Being able to create an online blog in which students will include all the gathered information.

Being able to present the online magazine in front of their classmates and their teacher.

Being able to make use of the peer assessment rubric properly.

Being able to write a report evaluating the other teams' work.

Competences

C1 | C2 | C3 | C4 | C5 | C6 | C7

Content

Bloque I. Comprensión de textos orales. Students have to watch several videos included in the web resources section provided by the teacher in order to obtain the information they need. They should also listen carefully to the other teams' presentation.

Bloque II. Producción de textos orales: expresión e interacción. Presenting the online blog to their classmates and their teacher with all the gathered information. In the presentation, they should deliver a speech in which they summarise the most remarkable aspects in an effective way. Everyone should understand the arguments that students put forward.

Bloque III. Comprensión de textos escritos. Reading online articles on the positive and negative consequences of the role of the English language as the language of globalisation. They have to Identify the most significant positive and negative consequences.

Bloque IV. Producción de textos escritos: expresión e interacción. Students have to write summaries with the information available online and gather all the important information on their online blogs. They should also write a report evaluating the other teams' work by taking into account every aspect analysed in the peer assessment rubric provided by the teacher into account.

Intervention strategies

Different kinds of tasks to motivate students / Continued use of new technologies / Constant reception of scaffolding.

Methodology

Language-oriented CLIL: theme-based instruction

Assessment

Formative. It is based on the evaluation of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the linguistic aspects reflected in the "products" (digital magazine, blogs, timeline, etc.) that they have to create throughout the three CLILQuests.

Summative. It is based on the evaluation of the four following aspects: a test section (flipped sessions); an exam at the end of the three CLILQuests (their writing, listening, speaking, and reading abilities will be assessed); their active participation in class, their collaboration within the team, and their work in oral presentations; and a final report where they have to evaluate their own work and the other teams' work.

Materials and Resources

Real material (videos and articles) from different websites / Computer with internet connection, screen and projector (teacher) /Computer with internet connection (every team)

UNIT 6. CLILQuest 1 / Part 2: The positive and negative consequences of the role of the English language as the language of globalisation
(8 sessions / 2 weeks)

Linguistic and non-linguistic content

The present unit aims at making students reflect on the English language as the language of globalisation and the current situation of our globalised world.

Pupils will also broaden their knowledge of reported speech, modal verbs (advice and obligation, possibility and certainty), imperative forms, question tags, and exclamatory sentences and phrases.

Goals

Being able to form and use reported statements in written and spoken form.
Being able to form and use; modal verbs (advice and obligation) in written and spoken form.
Being able to form and use; modal verbs (possibility and certainty) in written and spoken form.
Being able to identify and use imperative forms in written and spoken form.
Being able to identify and use question tags in written and spoken form.
Being able to identify and use exclamatory sentences and phrases in written and spoken form.
Being able to work in groups and individually.
Being able to identify the important information and discard the irrelevant while doing research on the English language as the language of globalisation.
Being able to write summaries with their findings after doing research.
Being able to create an online poster by making use of online tools.
Being able to create a video with images, clips and music.
Being able to use vocabulary related to globalisation.
Being able to create an online blog in which students will include all the gathered information.
Being able to present the online magazine in front of their classmates and their teacher.
Being able to make use of the peer assessment rubric properly.
Being able to write a report evaluating the other teams' work.

Competences

C1 | C2 | C3 | C4 | C5 | C6 | C7

Content

Bloque I. Comprensión de textos orales. Students have to watch several videos included in the web resources section provided by the teacher in order to obtain the information they need. They should also listen carefully to the other teams' presentation.

Bloque II. Producción de textos orales: expresión e interacción. Presenting the online blog to their classmates and their teacher with all the gathered information. In the presentation, they should deliver a speech in which they summarise the most remarkable aspects in an effective way. Everyone should understand the arguments that students put forward.

Bloque III. Comprensión de textos escritos. Reading online articles on the positive and negative consequences of the role of the English language as the language of globalisation. They have to Identify the most significant positive and negative consequences.

Bloque IV. Producción de textos escritos: expresión e interacción. Students have to write summaries with the information available online and gather all the important information on their online blogs. They should also write a report evaluating the other teams' work by taking into account every aspect analysed in the peer assessment rubric provided by the teacher into account.

Intervention strategies

Different kinds of tasks to motivate students / Continued use of new technologies / Constant reception of scaffolding.

Methodology

Language-oriented CLIL: theme-based instruction

Assessment

Formative. It is based on the evaluation of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the linguistic aspects reflected in the "products" (digital magazine, blogs, timeline, etc.) that they have to create throughout three CLILQuests.

Summative. It is based on the evaluation of the four following aspects: a test section (flipped sessions); an exam at the end of the three CLILQuests (their writing, listening, speaking, and reading abilities will be assessed); their active participation in class, their collaboration within the team, and their work in oral presentations; and a final report where they have to evaluate their own work and the other teams' work.

Materials and Resources

Real material (videos and articles) from different websites / Computer with internet connection, screen and projector (teacher) / Computer with internet connection (every team)

UNIT 7. CLILQuest 2 / Part 1: The colonial past of Great Britain (8 sessions / 2 weeks)

Linguistic and non-linguistic content

This unit tries to encourage students to develop an understanding of the colonial past of Great Britain to better understand what happened to those languages that were pushed aside by English in their own territory and why the English language is nowadays present everywhere in the world.

Students will also deal with past tenses (past simple, past continuous, present perfect simple, present perfect continuous, past perfect simple, and past perfect continuous), defining and non-defining relative clauses, linking words of cause and effect, and sequence words.

Goals

Being able to form and use past simple and past continuous tenses in written and spoken form.

Being able to form and use present perfect simple and present perfect continuous tenses in written and spoken form.

Being able to form and use past perfect simple and past perfect continuous tenses in written and spoken form.

Being able to form and use defining and non-defining relative clauses in written and spoken form.

Being able to identify and use linking words of cause and effect in written and spoken form.

Being able to identify and use question tags in written and spoken form.

Being able to identify and use sequence words in written and spoken form.

Being able to work in groups and individually.

Being able to identify the important information and discard the irrelevant while doing research on the topic and write summaries with their findings.

Being able to create an online mind-map, an infographic, or a history essay with the gathered information.

Being able to create a timeline covering the whole time period with which they are dealing.

Being able to use vocabulary related to the colonial past of Great Britain.

Being able to create an online magazine in which students will include all the gathered information.

Being able to present the online magazine in front of their classmates and their teacher.

Being able to make use of the peer assessment rubric properly and write a report evaluating the other teams' work.

Competences

C1 | **C2** | **C3** | **C4** | **C5** | **C6** | C7

Content

Bloque I. Comprensión de textos orales. Pupils have to watch several videos included in the web resources section provided by the teacher in order to obtain the information they need. They should also listen carefully to the other teams' presentation.

Bloque II. Producción de textos orales: expresión e interacción. Presenting the online magazine to their classmates and their teacher with all the gathered information. In the presentation, they should deliver a speech in which they summarise the most remarkable aspects in an effective way. Everyone should understand the arguments that students put forward.

Bloque III. Comprensión de textos escritos. Reading online articles on the diverse subtopics related to the colonial past of Great Britain. They should be capable of selecting just the important information and avoiding the irrelevant data.

Bloque IV. Producción de textos escritos: expresión e interacción. Students have to write summaries with the information available online. They should also write a history essay, an online poster, a timeline and a mind-map with the summarised information. Finally, they have to include everything on their online magazines.

Intervention strategies

Different kinds of tasks to motivate students / Continued use of new technologies / Constant reception of scaffolding.

Methodology

Language-oriented CLIL: theme-based instruction

Assessment

Formative. It is based on the evaluation of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the linguistic aspects reflected in the "products" (digital magazine, blogs, timeline, etc.) that they have to create throughout the three CLILQuests.

Summative. It is based on the evaluation of the four following aspects: a test section (flipped sessions); an exam at the end of the three CLILQuests (their writing, listening, speaking, and reading abilities will be assessed); their active participation in class, their collaboration within the team, and their work in oral presentations; and a final report where they have to evaluate their own work and the other teams' work.

Materials and Resources

Real material (videos and articles) from different websites / Computer with internet connection, screen and projector (teacher) / Computer with internet connection (every team)

UNIT 8. CLILQuest 2 / part 2: The colonial past of Great Britain (8 sessions / 2 weeks)

Linguistic and non-linguistic content

The present unit tries to encourage students to develop an understanding of the colonial past of Great Britain to better understand what happened to those languages that were pushed aside by English in their own territory and why the English language is nowadays present everywhere in the world.

Students will also deal with past tenses (past simple, past continuous, present perfect simple, present perfect continuous, past perfect simple, and past perfect continuous), defining and non-defining relative clauses, linking words of cause and effect, and sequence words.

Goals

Being able to form and use past simple and past continuous tenses in written and spoken form.
Being able to form and use present perfect simple and present perfect continuous tenses in written and spoken form.
Being able to form and use past perfect simple and past perfect continuous tenses in written and spoken form.
Being able to form and use defining and non-defining relative clauses in written and spoken form.
Being able to identify and use linking words of cause and effect in written and spoken form.
Being able to identify and use question tags in written and spoken form.
Being able to identify and use sequence words in written and spoken form.
Being able to work in groups and individually.
Being able to identify the important information and discard the irrelevant while doing research on the topic and write summaries with their findings.
Being able to create an online mind-map, an infographic, or a history essay with the gathered information.
Being able to create a timeline covering the whole time period with which they are dealing.
Being able to use vocabulary related to the colonial past of Great Britain.
Being able to create an online magazine in which students will include all the gathered information.
Being able to present the online magazine in front of their classmates and their teacher.
Being able to make use of the peer assessment rubric properly and write a report evaluating the other teams' work.

Competences

C1 | C2 | C3 | C4 | C5 | C6 | C7

Content

Bloque I. Comprensión de textos orales. Pupils have to watch several videos included in the web resources section provided by the teacher in order to obtain the information they need. They should also listen carefully to the other teams' presentation.
Bloque II. Producción de textos orales: expresión e interacción. Presenting the online magazine to their classmates and their teacher with all the gathered information. In the presentation, they should deliver a speech in which they summarise the most remarkable aspects in an effective way. Everyone should understand the arguments that students put forward.
Bloque III. Comprensión de textos escritos. Reading online articles on the diverse subtopics related to the colonial past of Great Britain. They should be capable of selecting just the important information and avoiding the irrelevant data.
Bloque IV. Producción de textos escritos: expresión e interacción. Students have to write summaries with the information available online. They should also write a history essay, an online poster, a timeline and a mind-map with the summarised information. Finally, they have to include everything on their online magazines.

Intervention strategies

Different kinds of tasks to motivate students / Continued use of new technologies / Constant reception of scaffolding.

Methodology

Language-oriented CLIL: theme-based instruction

Assessment

Formative. It is based on the evaluation of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the linguistic aspects reflected in the "products" (digital magazine, blogs, timeline, etc.) that they have to create throughout the three CLILQuests.
Summative. It is based on the evaluation of the four following aspects: a test section (flipped sessions); an exam at the end of the three CLILQuests (their writing, listening, speaking, and reading abilities will be assessed); their active participation in class, their collaboration within the team, and their work in oral presentations; and a final report where they have to evaluate their own work and the other teams' work.

Materials and Resources

Real material (videos and articles) from different websites / Computer with internet connection, screen and projector (teacher) / Computer with internet connection (every team)

UNIT 9. CLILQuest 3 / Part 1: The UNESCO's initiatives on protecting endangered languages (8 sessions / 2 weeks)

Linguistic and non-linguistic content

This unit offers pupils the possibility of discovering the diverse initiatives promoted by the UNESCO to protect the endangered languages threatened by the English language.

Students will also work with future tenses (be going to, will/won't, present continuous with future meaning, future perfect, future continuous), conditionals (zero, first, second, third and mixed), comparison expressions and structures, yes / no questions, wh-questions, and subject questions (who, what, which).

Goals

Being able to form and use the structure *be going to* and *will/won't* in written and spoken form.

Being able to form and use future perfect, future continuous, present continuous tenses with future meaning in written and spoken form.

Being able to form and use conditional tenses in written and spoken form.

Being able to identify and use comparison expressions and structures in written and spoken form.

Being able to identify, formulate and use yes / no questions, wh-questions, and subject questions in written and spoken form.

Being able to work in groups and individually.

Being able to identify the important information and discard the irrelevant while doing research on the UNESCO's initiatives in order to write about the current situation of a specific endangered language.

Being able to take part in a quiz on the UNESCO's initiatives.

Being able to create charts depicting the rise in the number of English speakers and the decline in the number of native speakers in the geographical areas in which the endangered language that students are dealing with used to be the most important one, as well as writing a description of the evolution in the figures that the charts illustrate.

Being able to use words and verbs to talk about endangered languages and potential solutions to solve this complex situation.

Being able to organise a round table or discussion on the following topic: "Is it worth investing money in UNESCO's initiatives on protecting endangered languages threatened by English?" with keynote speakers, a moderator, and audience.

Being able to deliver a well-organised and clear speech in the debate, as well as formulating and answering questions.

Being able to write a report on the whole experience, from the very beginning of CLILQuest 1 to the end of CLILQuest 3.

Competences

C1 | C2 | C3 | C4 | C5 | C6 | C7

Content

Bloque I. Comprensión de textos orales. Students have to watch several videos included in the web resources section provided by the teacher in order to obtain the information they need. They should also listen carefully to the other teams' presentation.

Bloque II. Producción de textos orales: expresión e interacción. Organising and taking part in the final debate where they should deliver a speech highlighting the most remarkable aspects of what they have found in an effective way. Everyone should understand the arguments that students put forward.

Bloque III. Comprensión de textos escritos. Reading online articles on the diverse initiatives promoted by the UNESCO to protect the endangered languages threatened by the English language. They should be capable of selecting just the important information and avoiding the irrelevant data.

Bloque IV. Producción de textos escritos: expresión e interacción. Students have to write a summary with the main ideas they consider worth mentioning in the debate about both the UNESCO's initiatives devoted to protecting endangered languages and the most relevant facts about the endangered language they have found. They should also write a final report on the whole experience, from the beginning of CLILQuest 1 to the end of CLILQuest 3.

Intervention strategies

Different kinds of tasks to motivate students / Continued use of new technologies / Constant reception of scaffolding.

Methodology

Language-oriented CLIL: theme-based instruction

Assessment

Formative. It is based on the evaluation of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the linguistic aspects reflected in the "products" (digital magazine, blogs, timeline, etc.) that they have to create throughout the three CLILQuests.

Summative. It is based on the evaluation of the four following aspects: a test section (flipped sessions); an exam at the end of the three CLILQuests (their writing, listening, speaking, and reading abilities will be assessed); their active participation in class, their collaboration within the team, and their work in oral presentations; and a final report where they have to evaluate their own work and the other teams' work.

Materials and Resources

Real material (videos and articles) from different websites / Computer with internet connection, screen and projector (teacher) / Computer with internet connection (every team)

UNIT 10. CLILQuest 3 / Part 2: The UNESCO's initiatives on protecting endangered languages (8 sessions / 2 weeks)

Linguistic and non-linguistic content

This unit offers pupils the possibility of discovering the diverse initiatives promoted by the UNESCO to protect the endangered languages threatened by the English language.

Students will also work with future tenses (be going to, will/won't, present continuous with future meaning, future perfect, future continuous), conditionals (zero, first, second, third and mixed), comparison expressions and structures, yes / no questions, wh-questions, and subject questions (who, what, which).

Goals

Being able to form and use the structure *be going to* and *will/won't* in written and spoken form.

Being able to form and use future perfect, future continuous, present continuous tenses with future meaning in written and spoken form.

Being able to form and use conditional tenses in written and spoken form.

Being able to identify and use comparison expressions and structures in written and spoken form.

Being able to identify, formulate and use yes / no questions, wh-questions, and subject questions in written and spoken form.

Being able to work in groups and individually.

Being able to identify the important information and discard the irrelevant while doing research on the UNESCO's initiatives in order to write about the current situation of a specific endangered language.

Being able to take part in a quiz on the UNESCO's initiatives.

Being able to create charts depicting the rise in the number of English speakers and the decline in the number of native speakers in the geographical areas in which the endangered language that students are dealing with used to be the most important one, as well as writing a description of the evolution in the figures that the charts illustrate.

Being able to use words and verbs to talk about endangered languages and potential solutions to solve this complex situation.

Being able to organise a round table or discussion on the following topic: "Is it worth investing money in UNESCO's initiatives on protecting endangered languages threatened by English?" with keynote speakers, a moderator, and audience.

Being able to deliver a well-organised and clear speech in the debate, as well as formulating and answering questions.

Being able to write a report on the whole experience, from the very beginning of CLILQuest 1 to the end of CLILQuest 3.

Competences

C1 | C2 | C3 | C4 | C5 | C6 | C7

Content

Bloque I. Comprensión de textos orales. Students have to watch several videos included in the web resources section provided by the teacher in order to obtain the information they need. They should also listen carefully to the other teams' presentation.

Bloque II. Producción de textos orales: expresión e interacción. Organising and taking part in the final debate where they should deliver a speech highlighting the most remarkable aspects of what they have found in an effective way. Everyone should understand the arguments that students put forward.

Bloque III. Comprensión de textos escritos. Reading online articles on the diverse initiatives promoted by the UNESCO to protect the endangered languages threatened by the English language. They should be capable of selecting just the important information and avoiding the irrelevant data.

Bloque IV. Producción de textos escritos: expresión e interacción. Students have to write a summary with the main ideas they consider worth mentioning in the debate about both the UNESCO's initiatives devoted to protecting endangered languages and the most relevant facts about the endangered language they have found. They should also write a final report on the whole experience, from the beginning of CLILQuest 1 to the end of CLILQuest 3.

Intervention strategies

Different kinds of tasks to motivate students / Continued use of new technologies / Constant reception of scaffolding.

Methodology

Language-oriented CLIL: theme-based instruction

Assessment

Formative. It is based on the evaluation of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the linguistic aspects reflected in the "products" (digital magazine, blogs, timeline, etc.) that they have to create throughout the three CLILQuests.

Summative. It is based on the evaluation of the four following aspects: a test section (flipped sessions); an exam at the end of the three CLILQuests (their writing, listening, speaking, and reading abilities will be assessed); their active participation in class, their collaboration within the team, and their work in oral presentations; and a final report where they have to evaluate their own work and the other teams' work.

Materials and Resources

Real material (videos and articles) from different websites / Computer with internet connection, screen and projector (teacher) / Computer with internet connection (every team)

3.10. Didactic unit: CLILQuest 2 (The Colonial Past of Great Britain)

3.10.1. Introduction

First and foremost, it is of outmost importance to note that this didactic unit is extracted from a broader CLIL lesson plan that is also integrated into the present teaching programme. In fact, this didactic unit has already been partially explained in the previous tables (units 7 and 8). This didactic unit, which corresponds exactly to CLILQuest 2, will be carried out in a one-month period. The other two CLILQuests, 1 and 3, will not therefore be developed.

The present didactic unit, which is especially designed for first year of Baccalaureate students, whose mother tongue is Spanish, can be categorised within theme-based instruction inasmuch as its main goal is to master language. Content is therefore just the means that allows this process to occur. This kind of instruction thus helps students improve their second language skills and proficiency (Met, 1999, p. 7). In this respect, teachers in theme-based instruction should "create a course of study designed to unlock and build on their own students' interests and the content can be chosen from an enormous number of diverse topics" (Davies, 2003, p. 1). For this reason, students will deal with the topic of *The English language as the language of globalisation*. The implementation of this topic will be relatively easy to accomplish since they will be at the same time studying the last units of *Historia del mundo contemporáneo*, which is a compulsory course for all students of first year of Baccalaureate, regardless of the optional courses that they have also chosen. Contemporary world history goes from a study of the decline of the former regime caused by the Industrial Revolution to our present day.

Contemporary world history aims at providing pupils with knowledge of our contemporary world, encouraging them to regard history as a process in which every aspect wields influence on the entire world, and depicting the world and its conflicts from a geopolitical and social perspective within globalisation. Therefore, the use of the topic of *The English language as the language of globalisation* is highly appropriate since it is one of the many issues caused by globalisation. Additionally, English is the first foreign language studied by these students.

Hence, every aspect that they can learn about the English language and its history will be incredibly useful for the assimilation of this language. Dealing with globalisation is therefore a way to combine history and the English language and consequently, by the end of the present didactic unit, students will have broadened their knowledge on both contemporary world history and English. As a result, they will establish a strong connection between these two subjects. In this same vein, they will be able to transfer some of the contents of contemporary world history to English learning and vice versa, as well as enhancing their Intercultural Competence.

Concerning the non-linguistic content that they will deal with throughout the whole CLIL lesson plan, in the CLILQuest 1, they will start by analysing globalisation, its advantages and disadvantages, and the role that English plays within it. Secondly, in CLILQuest 2, which is exactly the one on which the present didactic unit is based, they will learn about the colonial past of Great Britain since it is a necessary prerequisite for understanding why the English is nowadays the most important language on earth. With that purpose in mind, they will analyse the specific cases of colonisation in the United States, Australia, and India. This knowledge will enable them to better understand the impact of globalisation, which is represented by the English language, all around the world. In addition, this information is crucial to cope with a serious issue related to globalisation, the extinction of languages because of the worldwide influence of the English language, which will be the central topic in CLILQuest 3. Pupils should reflect on this issue to become aware of not only the benefits of having a global language, but also the serious shortcomings.

With reference to the linguistic content, it is important to note that the present didactic unit lasts exactly four weeks, while a traditional didactic unit last approximately two weeks. Hence, its linguistic burden equates to that of two traditional didactic units. Students will develop their knowledge of past tenses (past simple, past continuous, present perfect simple, present perfect continuous, past perfect simple, and past perfect continuous), defining and non-defining relative clauses, linking words of cause and effect, and sequence words. Students will be able to put all these grammatical aspects into practice through the real-life situations provided in this CLIL lesson plan. Notwithstanding that, due

to time constrains, a significant amount of the linguistic aspects will not possibly be covered during the face-to-face sessions. As mentioned previously, it will be required to establish some additional flipped sessions.

3.10.2. Unit objectives

By the end of this unit, students will be able to:

- Distinguish the different time periods which comprise the colonial past of Great Britain.

- Use words and verbs related to globalisation, as well as those related to the colonial past of Great Britain.

- Identify, structure and use: modal verbs, reported speech, comparisons, conditionals, liking words of cause and effect, and sequence words, both in an oral and written manner.

- Identify the important information and discard the irrelevant one while gathering data from written and oral texts.

- Acquire the ability to write summaries and essays on the subtopics that they have to deal with in the present didactic unit.

- Create a blog and a digital magazine by making use of online tools.

- Jointly organise a final debate to put everything they have learnt throughout the unit into practice.

- Work in groups and individually. Interestingly, some tasks will encourage students to take individual decisions within a group. All team members should also agree on the decisions each individual makes. Therefore, students' ability to discuss will be incredibly enhanced.

3.10.3. Key competences

The following key competences, which are established in *Decreto* 21/2015 (dated on 26th June, BOE, 2015), are expected to develop:

1. Competencia en comunicación lingüística (C1). This competence is enhanced throughout the whole didactic unit because the language use is present in every session.

2. Competencia matemática Y competencias básicas en ciencia y tecnología (C2). This competence will be fostered when students have to complete tasks which involve reading and grammar activities. For example, they will be asked to create a timeline and to arrange it.

3. Competencia digital (C3). This competence is developed throughout this didactic unit since it is based on Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model that is based on the use of new technologies.

4. Aprender a aprender (C4). This competence will be enhanced by writing several reports in which learners will reflect on their own learning process, their own participation in teams, their classmates' participation in teams, the work done by their classmates, their own work and so on.

5. Competencias sociales y cívicas (C5). This competence will be fostered when analysing the major events in the colonial past of Great Britain. This will allow students to better understand the past actions of the British and their repercussion which are regarded as the main reason why the English language has such a huge influence all around the world nowadays.

6. Sentido de la iniciativa y espíritu emprendedor (C6). Not only will students be expected to work autonomously and in collaborative groups in some activities, but they should also be able to find a balance between their autonomy and their teammates' opinion. In some activities, each team member has a specific role in which he/she is the only person in charge of making decisions since nobody else has the knowledge to make a fair judgement.

7. Conciencia y expresiones culturales (C7). On the one hand, students will be allowed to be creative all the time since many tasks are focused on creating a product in which students can reflect their preferences. In this regard, they have to create a digital magazine, a poster, an online blog, a timeline, among other things. On the other hand, they will learn about cultural aspects of the British colonies that are analysed in the present didactic unit: Australia, the United States and India.

3.10.4. Content

The specific contents of the first year of Baccalaureate, which are classified into four blocks in *Decreto* 21/2015 (dated on 26th June, BOE, 2015), highlight the specific characteristics and needs in foreign language teaching and learning.

BLOQUE I: COMPRENSIÓN DE TEXTOS ORALES

This blocks is devoted to comprehension strategies regarding oral texts. These strategies should be put into practice by students to understand those oral texts which they are supposed to comprehend at this level. In this connection, they should be able to grasp the essential information, the main ideas, the relevant details and both implicit and explicit opinions, if they are highlighted, in any given text. By the same token, they will constantly be asked in the present didactic unit to analyse videos from which they should extract just the relevant information.

In addition, they have to apply sociocultural and sociolinguistic aspects to everyday situations and more unusual events in personal, public, academic and labour contexts. For instance, they will be asked to play a different role such as linguist, economist or political expert. Hence, they should be able to adapt themselves to diverse roles to complete the tasks successfully. Moreover, students should be capable of distinguishing the different communicative purposes associated with the discursive patterns employed in the text to organise and present the information, as well as the main communicative function of oral texts and its implications, when they are readily discernible. To cite an example, students should be able to identify and comprehend the main purpose of the keynote speakers who will put forward arguments in a final debate.

BLOQUE II: PRODUCCIÓN DE TEXTOS ORALES

Students must have the ability to talk in a coherent and structured way about personal issues, everyday situations and non-habitual events for long time periods and correct those mistakes which lead to miscommunication. This is precisely what students will do throughout this unit while talking in the diverse oral presentations and the final debate. Besides, they should be able to use

morphosyntactic structures, discursive patterns and liking words to structure the speech properly.

The should also take care of their rhythm and intonation while giving a speech in order to successfully convey the message they want to transmit. Likewise, they should prove that they have enough fluency by maintaining communication and accomplishing the communicative goal. Nonetheless, some hesitancies and pauses are allowed when trying to express complex ideas. As a matter of fact, in this unit, students will analyse and evaluate their classmates' oral production by filling out an oral presentation rubric in which the above-mentioned aspects, among others, will be assessed.

BLOQUE III: COMPRENSIÓN DE TEXTOS ESCRITOS

Students should be able to grasp the most relevant details of any given advertisement or information of an advertising nature about issues of personal or academic interest. To cite an example, in this unit, students will need to identify the most important details in the UNESCO's advertising campaigns that they have to analyse. Moreover, they should use only the information they need in order to complete a specific task. This is an ability they have to demonstrate throughout the whole unit. Furthermore, students have to follow, without any difficulty, storylines that present a clear structure; simple, straightforward language; descriptions of people and the relationships between them; and a written language which is based on Standard English. In this unit, students will constantly deal with historical sources, which are characterised by the above-mentioned features.

BLOQUE IV: PRODUCCIÓN DE TEXTOS ESCRITOS: EXPRESIÓN E INTERACCIÓN

Students must accomplish the following communicative goals when writing: write descriptions with enough detail: use their own words, organise the text in a coherent fashion, justify personal opinions about general issues, use cohesion elements, and use common words or more specific ones (depending on the communicative context). Additionally, their pieces of writing should have a certain length since they have to extend the information with which they are initially

provided by taking a series of steps established in a draft which they need to prepare before starting writing. Throughout this unit, students are bound to write a history essay, several summaries among other similar tasks in which they have to meet the requirements that have just been mentioned.

3.10.5. Methodology

As aforementioned, pupils will follow a CLIL lesson plan based on Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model, in which the non-linguistic contents are presented according to the well-organised categories that comprise the CLPS (Topic, Subtopic, Module, CLILQuest, and quests). On the other hand, regarding the treatment of the linguistic aspects, flipped sessions represent the efficient method so as to deal with the combination of linguistic and non-linguistic content while saving time and energy in the actual classroom, as discussed earlier.

3.10.6. Assessment criteria

First and foremost, it is important to note that the evaluation should always be focused on the above-mentioned objectives of the unit inasmuch as the teacher has to make sure that students have acquired them. Furthermore, not only does this include formative assessment, but also summative assessment.

Regarding the former, the teacher has to constantly check if students' knowledge and skills are developed as expected throughout the three CLILQuests. It is based on the assessment of the two following aspects: the speaking activities and the interaction that takes place during the development of every session, and the linguistic aspects reflected in the "products" (digital magazine, blogs, timeline, etc.) that students have to create throughout the three CLILQuests.

With reference to the latter, the teacher needs a final mark to establish the level of each student. The summative evaluation consists of four parts. Firstly, there is a test section that students must complete before developing the three CLILQuests. This test section includes all the linguistic contents required in order

to carry the subsequent tasks out successfully. To this end, this test section will be developed through a series of periodical flipped sessions, which have already been discussed above. Secondly, students have to take an exam at the end of the three CLILQuests to prove that they have assimilated the linguistic contents that are expected at this stage (their writing, listening, speaking, and reading abilities will be assessed). Additionally, they are supposed to be able to fully understand and comment on the non-linguistic aspects that may have arisen throughout the three CLILQuests. Thirdly, in connection with their speaking skills, the active participation in class on the part of students will also be rewarded, as well as their collaboration within the team and their work in oral presentations. Finally, there is also a report where they have to evaluate the other teams' work. They should take every aspect mentioned in the peer assessment rubric provided by the teacher into account. Besides that, it is recommended that they also reflect in this report their own achievements, which they have to maintain and strengthen, and on their own mistakes, which they should correct and learn how to do so.

4. TEST SECTION (20%)
5. EXAM (50%) (Writing 15%, listening 10%, speaking 10%, and reading 15%).
6. SPEAKING SKILLS (20%) (Participation in class 5%, collaboration in groups 5%, and oral presentations 10%).
7. REPORT (10%) (Writing 5%, and reflection 5%).

Table 4. Components of the summative assessment.

In reference to peer assessment, it is also an important part in the assessment procedure inasmuch the teacher gives students rubrics after all the oral presentations in order to comment on their classmates' intervention. It is in fact an incredibly powerful way to obtain feedback since students' strengths and weaknesses will be pointed out by both the teacher and the classmates. In this sense, peer assessment is a valuable source of feedback since they are people evaluating a peer who is in the same situation, experiencing the same feelings and emotions. Hence, the sense of empathy between two students is definitely

stronger than that between a teacher and his/her student as teachers are seen by students at a different level. By the same token, they will probably be more aware of their own mistakes and try to correct them more thoroughly later on if they have been spotted by a classmate.

3.10.7. CLILQuest guides

In order to develop the three CLILQuests successfully, students will be provided with a series of guides that explain the CLILQuests in more detail. There is one guide for each CLILQuest.

Preparatory work
OPT / WTC QUESTIONNAIRE (1h) First of all, you will take the OPT (Oxford Placement Test) twice: before the treatment is administered and after its implementation, to determine the evolution in your Foreign Language (FL) achievement throughout the whole treatment. With regard to your WTC during class time, you will also take twice an adapted version of the first part of the L2 WTC four-part questionnaire of MacIntyre *et al. (*2001), before the treatment is administered and after its implementation. You will take this questionnaire during normal class time.
WARMING-UP ACTIVITY (1h) You have to complete this activity which contains some key terms about *The English language as the language of globalisation* before dealing with the different quests. Although this is an individual activity, you will be provided with a list of web resources in case you are not able to answer a question on your own. Firstly, you have to read a warming-up reading about the role of the English language within globalisation. Immediately after that, you will have an open questions section with ten items which are related to the issues mentioned in the warming-up reading. You have to justify your answers very briefly. Later, a true or false questions section with fifteen items. You will need to judge whether these statements are true or not. In order to accomplish this section successfully, in each statement, you will be provided with the exact online source from which each statement was taken. Finally, in the last section, your teacher will test whether you have assimilated the relevant data that you will need in the following CLILQuests or not. Under no circumstances are you allowed to access any of the web resources available in this last section. It is a matching questions section in which you have to match each term with each definition. You have five terms and eight definitions to match. In consequence, there are three definitions which will not be matched.
TEST SECTION (1h) Before you start dealing with the three CLILQuests, you have to complete this test which contains all the linguistic contents required in order to carry the subsequent tasks out successfully. To this end, it will be developed through a series of periodical flipped sessions. Your teacher wants to know how much each of you knows about it. For this reason, this test is an individual activity.

CLILQuest 1: Introductory CLILQuest / Introductory Module

TASK TYPE

The United Nations Education, Scientific and Cultural Organisation (UNESCO), who regularly publishes a list of endangered languages, has decided to take a more active role in order to stop the extinction of some languages because of the influence of English. The organisation is trying to make high school students reflect on the topic of *The English language as the language of globalisation*. For this reason, the UNESCO is encouraging English teachers all over the world to create projects focused on this idea that they can implement in their classrooms.

With this purpose in mind, your English teacher has created three CLILQuests which will last three months. In the CLILQuest 1, you have to carry out research on the topic of *The English language as the language of globalisation*. The objective of CLILQuest 1 is dual. At one end of the spectrum, you have to learn about this issue, gather information about it and reflect it on an online blog. At the other end of the spectrum, you have to write a report evaluating the other teams' work.

In CLILQuest 1, you will broaden your knowledge of reported speech, modal verbs (advice and obligation, possibility and certainty), imperative forms, question tags, and exclamatory sentences and phrases. You will need to understand these grammatical aspects completely in order to know how to use them to describe the current situation of our globalised world.

ROLES

You must listen to the instructions of your teacher on the teams and the roles that you have to play. Your class will be divided into teams of five people. Quests 5, 8 and 9 will be carried out by all the groups at the same time, but quest 5 will be carry out by groups formed by two teams (team 1 with team 4, team 2 with team 5, and team 3 with team 6). Quest 1 and 2 will be carried out simultaneously, as well and quest 3 and 4, and 6 and 7. Thus, teams 1, 2, and 3 will complete quest 1, while teams 4, 5, and 6 deal with quest 2. Identically, the former teams will develop quest 3, while quest 4 is completed by the latter teams. Likewise, the former teams will carry out quest 6. Meanwhile, the latter teams will be developing quest 7.

	Quest 1	Quest 2	Quest 3	Quest 4	Quest 5	Quest 6	Quest 7	Quest 8	Quest 9
TEAM 1	X		X			X		X	X
TEAM 2	X		X			X		X	X
TEAM 3	X		X			X		X	X
TEAM 4		X		X			X	X	X
TEAM 5		X		X			X	X	X
TEAM 6		X		X			X	X	X
TEAMS 1 & 4					X				
TEAMS 2 & 5					X				
TEAMS 3 & 6					X				

CLILQuest 2: Core-Knowledge CLILQuest / Core-Knowledge Module

TASK TYPE

Before organising the final debate on the following question: "Is it worth investing money in the UNESCO's initiatives on protecting endangered languages threatened by English?" which will take place in CLILQuest 3, you should learn a bit about the colonial past of Great Britain. Now, you can make use of the information you have gathered throughout CLILQuest 1 since you are going to need it. The information collected throughout CLILQuest 1 is related to the data which appear in CLILQuest 2. In fact, the information of CLILQuest 1 is somehow a consequence of the new information you are going to deal with in CLILQuest 2. For that purpose, your team with another team will create a digital magazine where you will reflect the work of each member (linguist, economist, political scientist, sociologist and cultural expert). Each quest will be devoted to a magazine section since each of them deals with a different time period in the British colonial past. Additionally, each magazine section will be divided into five different subsections (politics, economy, society, culture and linguistic aspects) where the work of each team member will appear.

Your teacher will provide you with information about the colonial past of Great Britain and elaborate activities based on it since it is one of the reasons why the English language is nowadays present everywhere in the world. On no account can you start dealing with the current situation of The English language as the language of globalisation without being aware of the colonial past of Great Britain. Hence, the purpose of CLILQuest 2 is to create the above-mentioned digital magazine, prepare an oral presentation on it and a report evaluating the other teams' work.

In connection with linguistic content, you will deal with past tenses (past simple, past continuous, present perfect simple, present perfect continuous, past perfect simple, and past perfect continuous); defining and non-defining relative clauses, linking words of cause and effect, and sequence words.

ROLES

You will maintain the teams of five people you had in CLILQuest 1. Every team consists of a political scientist, an economist, a sociologist, a cultural expert and a linguist. Quest 1 and 2 will be carried out simultaneously, as well and quest 3 and 4, and 5 and 6. Therefore, teams 1, 2, and 3 will complete quest 1, while teams 4, 5, and 6 deal with quest 2. Identically, the former teams will develop quest 3, while quest 4 is completed by the latter teams. Likewise, the former teams will carry out quest 5. Meanwhile, the latter teams will be developing quest 6. Moreover, you are not allowed to play the same role twice, you therefore need to swap roles in each quest. At the end of CLILQuest 2, you will have played three different roles. However, quests 7, 8, 9 and 10 will be carried out by all the groups at the same time, but these groups will be formed by two teams (team 1 with team 4, team 2 with team 5, and team 3 with team 6).

The purpose of giving you a different role within a group is to encourage you to learn about working in group while maintaining certain degree of independence. Thus, you and your teammates have to jointly decide on general matters about the digital magazine. Nevertheless, you are the only person who can make decision about the subsection you are elaborating.

	Quest 1	Quest 2	Quest 3	Quest 4	Quest 5	Quest 6	Quest 7	Quest 8	Quest 9	Quest 10
TEAM 1	X		X		X					
TEAM 2	X		X		X					
TEAM 3	X		X		X					
TEAM 4		X		X		X				
TEAM 5		X		X		X				
TEAM 6		X		X		X				
TEAMS 1 & 4							X	X	X	X
TEAMS 2 & 5							X	X	X	X
TEAMS 3 & 6							X	X	X	X

		CLILQuest 3: Case CLILQuest / Case Module		

TASK TYPE

After all you have learnt about the colonial past of Great Britain throughout the previous CLILQuests, you can better understand what happened to those languages that were pushed aside by English in their own territory. In this regard, you can also understand why the UNESCO tries to save these languages from complete extinction. Now, you are allowed to participate in the debate on the following question: "Is it worth investing money in the UNESCO's initiatives on protecting endangered languages threatened by English?" But before that, you have to do some research on the initiatives promoted by the UNESCO to protect these endangered languages. After that, you will investigate the specific case of one of those endangered languages. These cases will be analysed in the debate. You may be one of the keynote speakers who is trying to prevent his/her language from extinguishing.

In CLILQuest 3, there is a dual purpose: organise a debate on the following topic: "Is it worth investing money in the UNESCO's initiatives on protecting endangered languages threatened by English?" and to write a report in which you will describe, comment and give your opinion about the whole experience. The reports will eventually be sent to the UNESCO's headquarters and the best ones will be published in *The UNESCO Courier,* the UNESCO's magazine.

ROLES

Quests 1, 3 and 4 will be developed by all the teams at the same time and you will work in the same team you were in the previous CLILQuests. In the debate of quest 5, you could be keynote speakers, moderator or part of the audience. In quests 2 and 6, you will work on your own.

	Quest 1	Quest 2	Quest 3	Quest 4	Quest 5	Quest 6
TEAM 1	X		X	X		
TEAM 2	X		X	X		
TEAM 3	X		X	X		
TEAM 4	X		X	X		
TEAM 5	X		X	X		
TEAM 6	X		X	X		
INDIV. WORK		X				X
DEBATE					X	

3.10.8. Activities

Flipped session (Proactive FonF)

	Activity	Skills	Aim	BC	Material	Timing	Interaction
1.	Watching a video at home that deals with past simple tenses, past continuous tenses and the combination of both.	Listening Reading	Activating background knowledge (knowledge acquired throughout Secondary Education). Making sure that the knowledge on this grammatical aspect has been brushed up before dealing with the first session's content.	C1 C3	The *web resources* section (see Annex A).	12'	Students (Ss)
2.	Reading the instructions of the CLILQuest that students are on the brink of starting.	Reading	Establishing a first contact with the type of task.	C1	CLILQuest guides.	5'	Ss

Session 1

Activity	Skills	Aim	BC	Material	Timing	Interaction
Gathering the information that each team member has to deal with according to his/her role in the quest (politics, economy, sociology, culture and linguistics) within the topic of *India and Australia as British colonies* (three of the teams will cover the first country and the other three, the second one). Political scientist: 1. The reasons that explain the successful conquest of India by Great Britain. 2. The reasons why British convicts were shipped to Australia. Economist: 1. How the British created a powerful textile industry in India and its current situation. 2. The Macarthurs and the merino sheep. Sociologist: 1. The Caste System in India. 2. Indigenous Australians. Cultural expert: 1. Gandhi's life. 2. The epic and tragic story of Jandamarra, the Indigenous hero, and The Bunuba Resistance. Linguist: 1. English words from Hindi. 2. The main differences between English and Australian English	Listening Reading	Establishing a first contact with the issue. Familiarising with new vocabulary related to the topic. Acquiring some historical and cultural knowledge.	C1 C3 C4	The *web resources* section (see Annex A).	30'	Ss
Selecting just the important information.	Reading Writing	Avoiding the irrelevant data. Focusing on the important information.	C1 C3 C4	The *web resources* section (see Annex A).	30'	Ss

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Session 2

	Activity	Skills	Aim	BC	Material	Timing	Interaction
1.	Use of past simple and past continuous tenses to narrate the events.	Writing Reading	Checking of the understanding and revising.	C1 C4 C6	Laptops with internet connection.	30'	Ss
2.	Creating mind-maps with the information gathered through the first session about the five different areas (politics, economy, sociology, culture, and linguistics).	Reading Writing	Creating mind-maps with the information about the five different areas.	C1 C3 C4 C6	Laptops with internet connection. How to mind map (see Annex A: file 1).	30'	Ss

Session 3

	Activity	Skills	Aim	BC	Material	Timing	Interaction
1.	Creating the mind-maps (last details).	Writing Reading	Checking of the understanding and revising.	C1 C3 C4 C6	Laptops with internet connection How to mind map (see Annex A: file 1).	30'	Ss
2.	Including the mind-maps in the digital magazine along with images to accompany them.	Reading Writing Speaking Listening	Creating the first and second sections of the digital magazine devoted to India and Australia, respectively, as British colonies.	C1 C3 C6	The *web resources* section (see Annex A).	30'	Ss

Flipped session (Proactive FonF)

	Activity	Skills	Aim	BC	Material	Timing	Interaction
1.	Watching a video at home that deals with the difference between past continuous, past perfect simple and past perfect continuous.	Listening Reading	Activating background knowledge.	C1 C3	The *web resources* section (see Annex A).	13'	Ss
2.	Answering some questions that will pop up while watching the video. This questions have been integrated with https://edpuzzle.com/.	Writing Reading Listening	Making sure that they have assimilated this information properly before dealing with the following sessions.	C1 C3 C6	The *web resources* section (see Annex A).	10'	Ss
3.	Completing an online task in relation to the differences between past continuous, past perfect simple, and past perfect continuous.	Writing Reading	Making sure that they have assimilated this information properly before dealing with the following sessions.	C1 C3 C6	The *web resources* section (see Annex A).	20'	Ss
4.	Writing and sending a summary with the results to the teacher.	Writing Reading	Letting the teacher know about their knowledge on this grammatical aspect.	C1 C4 C6	Computer with internet connection.	20'	Ss → Teacher (T)

Session 4

Activity	Skills	Aim	BC	Material	Timing	Interaction
Gathering the information that each team member has to deal with according to his/her role in the quest (politics, economy, sociology, culture and linguistics) within the topics of *the Thirteen Colonies* and *the Wild West* (three of the teams will cover the first topic and the other three, the second one). Political scientist: 1. The Thirteen Colonies and their organisation. 2. The Mexican-American war and the Battle of the Alamo. Economist: 1. Slavery. 2. California Gold rush. Sociologist: 1. The relationship between the English and Native Americans. 2. The cowboys and their lifestyle. Cultural expert: 1. Pocahonta's true story versus her depiction by Disney. 2. Billy the Kid's life, real facts and myth. Linguist: 1. The extinction of Native American languages. 2. Vocabulary related to cowboys and gambling.	Listening Reading	Establish a first contact with the issue. Familiarising with new vocabulary related to the topic. Acquiring some historical and cultural knowledge.	C1 C3 C4	The *web resources* section (see Annex A)	30'	Ss
Selecting just the important information.	Reading Writing	Avoiding the irrelevant data. Focusing on the important information.	C1 C3 C4	The *web resources* section (see Annex A).	30'	Ss

Session 5

	Activity	Skills	Aim	BC	Material	Timing	Interaction
1.	Use of past perfect simple and past perfect continuous to narrate the events, as well as past simple and past continuous.	Writing Reading	Checking of the understanding and revising.	C1 C4 C6	Laptops with internet connection.	30'	Ss
2.	Creating infographics with the information gathered through the first session about the five different areas (politics, economy, sociology, culture, and linguistics).	Reading Writing	Creating infographics with the information about the different five areas.	C1 C3 C4 C6	Laptops with internet connection. What is an infographics? (see Annex A: file 2)	30'	Ss

Session 6

	Activity	Skills	Aim	BC	Material	Timing	Interaction
1.	Creating infographics (last details).	Writing Reading	Checking of the understanding and revising.	C1 C3 C4 C6	Laptops with internet connection What is an infographics? (see Annex A: file 2).	30'	Ss
2.	Including the infographics in the digital magazine along with images to accompany them.	Reading Writing Speaking Listening	Creating the third and fourth sections of the digital magazine devoted to *the Thirteen Colonies* and *the Wild West*, respectively.	C1 C3 C4 C6	The *web resources* section (see Annex A).	30'	Ss

Flipped session (Proactive FonF)

	Activity	Skills	Aim	BC	Material	Timing	Interaction
1.	Watching a video at home that deals with liking words of cause and effect.	Listening Reading	Activating background knowledge.	C1 C3	The *web resources* section (see Annex A).	20'	Ss
2.	Answering some questions that will pop up while watching the video. This questions have been integrated with https://edpuzzle.com/.	Writing Reading Listening	Making sure that they have assimilated this information that appears in the video properly.	C1 C3 C6	The *web resources* section (see Annex A).	10'	Ss
3.	Watching another video at home that talks about sequence words.	Listening Reading	Activating background knowledge.	C1 C3	The *web resources* section (see Annex A).	5'	Ss
4.	Taking the quiz on the contents which appear in the video of activity 3.	Writing Reading	Making sure that they have assimilated this information that appears in the video properly.	C1 C3 C6	Computer with internet connection.	10'	Ss → T
5.	Writing and sending a summary with the results to the teacher.	Writing Reading	Letting the teacher know about their knowledge on this grammatical aspect.	C1 C4 C6	Computer with internet connection.	20'	Ss → T

Session 7

Activity	Skills	Aim	BC	Material	Timing	Interaction
Gathering the information that each team member has to deal with according to his/her role in the quest (politics, economy, sociology, culture and linguistics) within the topics of *the United States as the global superpower* and *the unstoppable influence of the English language all over the world* (three of the teams will cover the first topic and the other three, the second one). Political scientist: 1. The Prohibition of alcoholic beverages in the United States. 2. Discrimination against ethnic minorities. Economy: 1. The Stock Market Crash of 1929 and the Great Depression. 2. The role of the English language within our capitalist system. Sociologist: The roaring twenties and consumerism. The influence of American culture all over the world. Cultural expert: 1. Al Capone's life. 2. The UNESCO's initiatives on protecting minority cultures that are gradually adopting a Western lifestyle. Linguist: 1. Slang words used in the "Jazz Age". 2. English loanwords employed in Spanish and other languages.	Listening Reading	Establish a first contact with the issue. Activating background knowledge. Familiarising with new vocabulary related to the topic. Acquiring some historical and cultural knowledge.	C1 C3 C4	The *web resources* section (see Annex A).	30'	Ss
Selecting just the important information.	Reading Writing	Avoiding the irrelevant data. Focusing on the important information.	C1 C3 C4	The *web resources* section (see Annex A).	30'	Ss

Session 8

	Activity	Skills	Aim	BC	Material	Timing	Interaction
1.	Establishing the cause and consequence of all the important events that they have chosen by making use of liking words of cause and effect. Structuring the essay by making use of sequence words.	Writing Reading	Checking of the understanding and revising.	C1 C4 C6	Laptops with internet connection.	30'	Ss
2.	Writing history essays with the information gathered through the first session about the five different areas (politics, economy, sociology, culture, and linguistics).	Reading Writing	Writing history essays with the information about the different five areas.	C1 C3 C4 C6	Laptops with internet connection. How to write a good history essay (see Annex A: file 3).	30'	Ss

Session 9

	Activity	Skills	Aim	BC	Material	Timing	Interaction
1.	Writing history essays with the gathered information (last details).	Writing Reading	Checking of the understanding and revising.	C1 C3 C4 C6	Laptops with internet connection. How to write a good history essay (see Annex A: file 3).	30'	Ss
2.	Including the history essays in the digital magazine along with images to accompany it.	Reading Writing Speaking Listening	Creating the fifth and sixth sections of the digital magazine devoted to *the United States as the global superpower* and *the unstoppable influence of the English language all over the world*, respectively.	C1 C3 C4 C6	The *web resources* section (see Annex A).	30'	Ss

Flipped session (Proactive FonF)

	Activity	Skills	Aim	BC	Material	Timing	Interaction
1.	Watching a video at home that deals with liking words of cause and effect.	Listening Reading	Activating background knowledge.	C1 C3	The *web resources* section (see Annex A)	6'	Ss
2.	Completing an online task based on the previous video.	Reading Writing	Making sure that they have assimilated this information properly before dealing with the following sessions.	C1 C3 C6	The web resources section (see Annex A)	30'	Ss
3.	Writing and sending a summary with the results to the teacher.	Writing	Letting the teacher know about their knowledge on this grammatical aspect.	C1 C4 C6	Computer with internet connection.	20'	Ss → T

Session 10

	Activity	Skills	Aim	BC	Material	Timing	Interaction
1.	Deciding jointly on the design, the section layout among other aspects of the digital magazine.	Listening Speaking Writing Reading	Acquiring some historical and cultural knowledge. Creating a final product using ICTs.	C1 C3 C4 C6	Laptops with internet connection.	30'	Ss → Ss
2.	Selecting the aspects that are worth mentioning in a timeline covering all the events that have been analysed so far.	Listening Speaking Reading	Avoiding the irrelevant data. Focusing on the important information.	C1 C4 C6	Laptops with internet connection.	30'	Ss → Ss

Session 11

Activity	Skills	Aim	BC	Material	Timing	Interaction
Creating a timeline with all the information gathered throughout the previous sessions.	Writing Reading Speaking Listening	Acquiring some historical and cultural knowledge. Creating a timeline including all the events studied throughout the previous sessions.	C1 C2 C3 C6	Laptops with internet connection How *Timeglider* works (see Annex A: file 4)	60'	Ss → Ss

Session 12

Activity	Skills	Aim	BC	Material	Timing	Interaction
1. Use of defining and non-defining relative clauses to structure their speech, as well as sequence words and linking words of cause and effect.	Writing Reading	Structuring the speech of the oral presentation on the digital magazine.	C1 C4 C6	Laptops with internet connection. Making a presentation: language and phrases (see Annex A: file 5).	30'	Ss
2. Deciding jointly about the design, the photos they want to include, the section order, among other aspects of the digital magazine.	Reading Writing Speaking Listening	Preparing and deciding on the last details before the presentation on the digital magazine.	C1 C3 C4 C6	Laptops with internet connection.	30'	Ss → Ss

Session 13

Activity	Skills	Aim	BC	Material	Timing	Interaction
Presenting the digital magazines to the other teams and the teacher. Listening carefully to the other groups' presentation.	Writing Reading	Structure the speech of the oral presentation in a clear and organised manner.	C1 C3 C4 C6	Laptops with internet connection. Making a presentation: language and phrases (see Annex A: file 5).	60'	Ss → Ss / T

Session 14

Activity	Skills	Aim	BC	Material	Timing	Interaction
Presenting the digital magazines to the other teams and the teacher. Listening carefully to the other groups' presentation.	Writing Reading	Structuring the speech of the oral presentation in a clear and organised manner.	C1 C3 C4 C6	Laptops with internet connection. Making a presentation: language and phrases (see Annex A: file 5).	60'	Ss → Ss / T

Session 15

Activity	Skills	Aim	BC	Material	Timing	Interaction
Presenting the digital magazines to the other teams and the teacher. Listening carefully to the other groups' presentation. When listening to the other teams, students have to fill out a rubric for each team and member team.	Writing Reading	Structuring the speech of the oral presentation in a clear and organised manner. Collaborating within the team.	C1 C3 C4 C6	Laptops with internet connection. Making a presentation: language and phrases (see Annex A: file 5). Oral presentation rubric (see Annex B).	60'	Ss → Ss / T

Flipped session (Proactive FonF)

Activity	Skills	Aim	BC	Material	Timing	Interaction
1. Reading at home an explanation about how to use present perfect simple and present perfect continuous tenses.	Listening Reading	Activating background knowledge.	C1 C3	The *web resources* section (see Annex A).	10'	Ss
2. Completing a task to test the knowledge on present perfect simple and present perfect continuous tenses.	Reading Writing	Making sure that they have assimilated this information properly before dealing with the following sessions.	C1 C3 C6	The web resources section (see Annex A).	20'	Ss
3. Writing and sending a summary with the results to the teacher.	Writing	Letting the teacher know about their knowledge on this grammatical aspect.	C1 C4 C6	Computer with internet connection.	20'	Ss → T

Session 16

Activity	Skills	Aim	BC	Material	Timing	Interaction
1. Analysing together the rubrics that students filled out in the previous session. Deciding jointly the marks that their classmates deserve according to their presentation.	Writing Reading Speaking Listening	Collaborating within the team.	C1 C3 C4 C5 C6	Laptops to fill out the rubric. Oral presentation rubric (see Annex B).	30'	Ss → Ss
2. Writing a report explaining why they have given them those marks (individual activity). Describing what the other teams have done, their achievements and mistakes, by using present perfect simple and present perfect continuous tenses.	Writing	Contributing to improving their classmates' future oral presentations.	C1 C3 C4 C5 C6	Laptops to write the report and sent it to the teacher.	30'	Ss → T

4. RESEARCH PROJECT:

DEVELOPING WILLINGNESS TO COMMUNICATE IN EFL THROUGH CONTENT AND LANGUAGE INTEGRATED LEARNING

ABSTRACT

Content and Language Integrated Learning (CLIL) is nowadays generally regarded as one of the most effective pedagogical approaches. A considerable amount of studies has focused on examining the connection between CLIL and some affective factors, such as motivation. However, the relation between CLIL and Willingness to Communicate (WTC) has partially remained in the background. The present study thus aims at exploring the effect of the type of instruction (CLIL and non-CLIL) on the WTC of two groups of 1st Baccalaureate English as a Foreign Language (EFL) learners. The CLIL group will follow a lesson plan based on Fernández Fontecha's (2010, 2012, 2014) language-oriented model of CLIL. The unit for syllabus organisation in this model is the CLILQuest. WTC will be measured via an adapted version of the L2 WTC questionnaire of MacIntyre *et al.* (2001). The CLIL students' WTC levels are expected to be higher than those of the non-CLIL students. Consequently, within the CLIL group, the Foreign Language (FL) achievement of those students with high WTC levels is also expected to be higher than that of those with lower WTC rates. Students' FL achievement will be measured via the Oxford Placement Test (OPT).

Keywords. Content and Language Integrated Learning (CLIL), Willingness to Communicate (WTC), Foreign Language (FL) achievement.

RESUMEN

El Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE, CLIL en inglés) está generalmente considerado hoy en día como uno de los enfoques pedagógicos más efectivos. Un gran número de estudios han sido dedicados al análisis de la relación entre AICLE y ciertos factores afectivos, entre los que destaca el factor motivación. Sin embargo, la relación entre AICLE y Willingness to Communicate (WTC) ha permanecido parcialmente en un segundo plano. Por consiguiente, con el presente estudio se pretende explorar el efecto del tipo de instrucción (en AICLE y en una clase tradicional) sobre la variable WTC de dos grupos de alumnos de inglés como lengua extranjera (EFL) en 1º Bachillerato. El grupo de AICLE seguirá un plan de clases basado en el modelo de AICLE orientado a la lengua de Fernández Fontecha (2010, 2012, 2014). Este modelo se basa en la CLILQuest como unidad de organización del sílabus. La variable WTC e medirá a través de una versión adaptada del L2 WTC questionnaire of MacIntyre *et al.* (2001). Se espera que los niveles de WTC en el grupo AICLE sean más elevados que los del grupo en la clase tradicional. Consecuentemente, dentro del grupo AICLE, se espera que el nivel de dominio de la lengua extranjera (FL achievement) de los alumnos con altos niveles de WTC sea superior al de aquéllos con niveles más bajos de WTC. El nivel de dominio de la lengua extranjera será medido a través del Oxford Placement Test (OPT).

Palabras clave. Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), Willingness to Communicate (WTC), dominio de la lengua extranjera (FL achievement).

4.1. Introduction

Today, English is the language of instruction and the main language of law, theology, medicine, science and philosophy in Europe. The only precedent for a language playing such a role in the past is Latin (Martínez Adrián, 2011, p. 94). We live in a globalised world in which everyone is expected to be proficient in English and therefore, a different model of education is required (Graddol, 2006, as cited in Jalo and Pérez Albizú, 2014, p. 1). Within this context, Content and Language Integrated Learning (CLIL) "seems to be a new candidate likely to produce a paradigm shift in the world of language teaching" (Ball, 2013, as cited in Jalo and Pérez Albizú, 2014, p. 1) by fostering flexible curriculum models where CLIL programmes can become the norm (Coyle, Holmes, and King, 2009, p. 10).

Over the last years, CLIL has become an issue of paramount importance in the European language policy (Marsh, Maljers, and Hartiala, 2001; Eurydice, 2006; Marsh, 2002, as cited in Fernández Fontecha, 2012, p. 318). One of the most highly esteemed competences in the Europe of today is the mastery of foreign languages, both in communicative and cognitive functions (Várkuti, 2010, p. 67). As Kumaravadivelu (1994, as cited in Jalo and Pérez Albizú, 2014, p. 4) points out, we live in a "post-method" era and CLIL is no longer limited to experimental research, it is considered a key methodology all around the world. With this purpose in mind, the European Commission published the White Paper entitled *Teaching and Learning: Towards the Learning Society* in 1995. In this document, some important needs were highlighted: everyone should be able to communicate in two European languages, without including the mother tongue; the study of a foreign language must begin at pre-school level; the implementation of innovative methods to provide bilingual and intensive teaching; and the creation of successful language training for teachers (Lasagabaster and López Beloqui, 2015, p. 42). This led to the implementation of different initiatives trying to accomplish the above-mentioned goals across Europe.

Nonetheless, as Fernández Fontecha (2012, p. 320) contends, there are not many frameworks based on CLIL since the experience of European CLIL is relatively recent. To overcome this gap, this author (2010, 2012, 2014), as mentioned above, proposed a CLIL model to be implemented in the foreign

language classroom through the CLILQuest as unit for syllabus organisation. It has been the main source of inspiration for designing the present study.

4.2. Literature review

4.2.1. Content and Language Integrated Learning (CLIL)

Despite the fact that the term CLIL came into existence recently, in the 90s, there is nothing new about it. In fact, some authors claim that its origin dates back to ancient times. Following this path, Hanesová (2015, p. 9) comments on the Akkadians, whose civilization existed around 5,000 years ago. The Akkadians decided to learn the Sumerian language by establishing it as the language of instruction immediately after conquering the Sumerians. As the above-mentioned author highlights, it is possible to find many other similar examples of multilingual territories integrated by various ethnic groups throughout history. These groups had no choice but to use their bilingualism, or even plurilingualism to survive in society. Nowadays, this kind of situations occurs in countries with more than one official language. Furthermore, Lundin and Persson (2015, p. 12) suggest that the idea of learning through a language different from the mother tongue was first formulated by Socrates.

In spite of the fact that CLIL has its roots in the French immersion programmes created in Canada in the sixties, the term CLIL is actually European and the method is used nowadays in several countries across this continent, North America and Australia (Masih, 1999, as cited in Lundin and Persson, 2015, p.12). The acronym CLIL was first coined in 1994, by David Marsh, who defines the term as:

> […] any dual-focused educational context in which an additional language, this not usually the first language of the learners involved, is used as a medium in the teaching and learning of a non-language content. It is dual-focused because whereas attention may be predominantly on either subject-specific content or language, both are always accommodated (Marsh, 2002, as cited in Jalo and Pérez Albizú, 2014, p. 1).

In those days, David Marsh was a member of a team working in the area of multilingualism and bilingual education at the Finnish University of Jyväskylä (Kovács, 2014; Marsh, Maljers and Hartiala, 2001, as cited in Hanesová, 2015, p. 10). As a matter of fact, Marsh himself has always lived in multilingual communities inasmuch as he was born in Australia, educated in the UK and working in Finland (Hanesová, 2015, p. 10). In that sense, Hanesová (2015, p. 8) pays special attention to the fact that authorities in multilingual regions, such as near national borders or big cities, try to provide children with bilingual instruction to allow them to interact with natives of the area. One of the earliest programmes that included these characteristics was created by English-speaking parents for their Kindergarten children in Quebec, a Canadian territory whose official language is French. Martínez Adrián (2011, p. 94) states that, from the very beginning of instruction, these children were instructed entirely in French. In grade 2, English, their mother tongue, was introduced. By grade 6, the curriculum was divided into the two languages in an equal manner.[2] After that, many other similar programmes focused on teaching content in a non-native language, but respecting the command of the mother tongue, were created all over Canada, the United States and the rest of the world (Mehisto, Marsh, and Frigols, 2008, as cited in Hanesová, 2015, p. 9).

In our country, the vast majority of EFL teachers complain that they have to deal with unmotivated, and disengaged students (Lasagabaster, 2011, pp. 4-5). In fact, although diverse measures have been implemented to alleviate the situation, such as the early teaching of English, a widespread feeling of displeasure regarding the state of English language instruction has been expressed by both teachers and pupils during the last few years (Vez, 2007, as cited in Lasagabaster, 2011, p. 5). As a consequence, the skills displayed by pupils at the end of compulsory education are far below the expected level of competence and this fact discourages them from choosing optional courses taught through English at university (Lasagabaster, 2009, as cited in Lasagabaster, 2011, p. 5). Despite the fact that many diverse reasons have been provided to explain this feeling of dissatisfaction, the most often mentioned hurdle

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[2] "From 1960s to 1998, about 300 000 Canadian children participated yearly in such a programme" (Marsh, 2002, as cited in Hanesová, 2015, p. 9).

by students is the foreign language methodology (Lasagabaster, 2011, p. 5). In this same vein, online resources, magazines and movies are still rare, while textbooks and workbooks are used extensively (Skolinspektionen, 2010, as cited in Lundin and Persson, 2015, p. 5). Textbooks does not seem to encourage students in their language learning as they are form focused and "are mainly there to be carriers of grammatical constructions" (Lundin and Persson, 2015, p. 5). Additionally, Dafouz Milne (2011, p. 191) argues that the teacher should be a sole figure, the CLIL instructor, who is able to integrate two roles in one: language specialist and content specialist. She also adds that, in some European countries, such as Germany, Austria or Netherlands, this dual profile of teachers was embraced a long time ago. Meanwhile, there is still a stricter division between language and content in Spain.

CLIL programmes are very fashionable nowadays in Spain inasmuch as they are considered the most efficient way to improve the traditionally low foreign language command among Spanish students (Ruiz de Zarobe, and Lasagabaster, 2010, as cited in Lasagabaster, 2011, p. 6). Even if the language teaching of an EFL classroom is of very high quality, target goals cannot be accomplished due to lack of time, as "in foreign language settings input is, by definition, limited and it is usually distributed in very small doses" (Muñoz, 2008, as cited in Lasagabater, 2011, p. 3). Nevertheless, research has shown that there is no linear relationship between increased instruction time in traditional EFL context and FL achievement (Euryduice, 2005; Lasagabaster, 2008, as cited in Harrop, 2012, p. 58). On the contrary, CLIL increases the exposure to the target language without expanding the already busy school timetables (Lasagabater, 2011, p. 3).

4.2.2. A Variety of CLIL Models: Theme-based Instruction

Theme-based instruction is one of the three organisational forms within Content-Based Instruction (CBI) that lay between content-driven and language-driven courses (Brinton *et al.,* 1989, as cited in Tarnopolsky, 2013, p. 5). Met (1999, p. 4) regards CBI as a continuum of content and language integration that generates a wide range of programmes and approaches that can be primarily

content-driven or language-driven. Theme-based courses help pupils enhance their second language skills and proficiency (Met, 1999, p. 7). The other two organisational forms are sheltered and adjunct courses (Met, 1999, pp. 6-7). Unlike theme-based courses, sheltered courses have as main purpose to master content and language is thus secondary, and adjunct courses have both language and content goals (Met, 1999, p. 7).

First and foremost, it should be clarified that the present research project is based on a type of theme-based instruction and this is the reason why theme-based and its main features will now be further discussed below. In addition, it is of outmost importance to note that theme-based instruction can also be referred to as theme-based language instruction, thematic teaching, language-oriented CLIL, and content-based thematic units (Fernández Fotencha, 2012, p. 319). In theme-based instruction, "teachers can create a course of study designed to unlock and build on their own students' interests and the content can be chosen from an enormous number of diverse topics" (Davies, 2003, p. 1). According to Tarnopolsky (2013, pp. 6-7), it has been demonstrated that theme-based instruction is the best option among the three organisational forms within CBI immediately after a more traditional language-focused English for specific purposes (ESP) course since it is the simplest version of CBI. In fact, he describes it as a natural extension in the continuum of gradual advance towards the most elevated forms of integrated ESP learning. Hence, due to the lower proficiency level of students in theme-based courses, teachers need to make use of charts and posters to help students understand complex concepts (Mercerize, 2000, as cited in Davis, 2003, p. 2).

With respect to the implementation of theme-based instruction in the actual classroom, its purpose in East Asia and South America, for instance, is to offer meaningful input to pupils in order to develop a more complete use of their English through cognitive engagement (Banegas, 2001; Butler, 2005, Kong and Hoare 2011, as cited in as cited in Banegas, 2012, pp. 118-119). To take another example, Banegas (2012, p. 118) asserts that theme-based courses in Poland present a less structured approach that regards content as just the tool for promoting collaboration and projects across the curriculum. As a matter of fact, projects seem to be a crucial part in Polish theme-based courses since the vast

majority of those courses that have already been implemented presented a complex integration based on projects.

Despite the fact that CLIL has become an issue of paramount importance in the European language policy (Marsh, Maljers, and Hartiala, 2001; Eurydice, 2006; Marsh 2002, as cited in Fernández Fontecha, 2012, p. 318) and many studies about its effectiveness have been carried out in the last years, recent research reports that there is a significant shortage of guidelines and materials linking CLIL theory to classroom practice (Fernández Fontecha, 2012, pp. 317-318). Likewise, a similar methodological lack has been observed in Spain, more specifically in syllabus planning and delivery (Fernández, Pena, García, and Halbach, 2005; Fernández Fontecha, 2008, as cited in Fernández Fontecha, 2010, p. 45). In order to remedy this situation, Fernández Fontecha (2010, p. 46) proposed the creation of a technology-enhanced framework in order to palliate the lack of CLIL pedagogical tools in all kinds of CLIL, but especially in language-oriented models (Fernández Fontecha, 2012, p. 318).

This framework aims at systematising the integration of content and language carried out by the teacher before instruction delivery, as well as supporting: the treatment of the linguistic aspects, the design of ICT materials in a CLIL model for foreign language classrooms, and the selection of non-linguistic contents (Fernández Fontecha, 2012, p. 321). With reference to some of the main features that characterise this framework, it is necessary to comment on: the systematic guidance offered by the framework which solves potential problems that may arise due to the combination of content and language; its promotion of language-oriented versions of CLIL in foreign language classes where there is no official document establishing a predetermined series of non-linguistic contents; its immediate classroom application, by following some steps defined in the framework[3], due to its practical nature; the crucial role of the teacher in the creation of instructional materials, in which he/she should exert control over all the elements involved in the process; the importance of learners' needs and opinion about each decision taken in the arrangement of the syllabus and the

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[3] These are the steps that allow teachers in language-oriented CLIL to work with content and language from topic selection to materials design: topic selection, control of the topic's linguistic potential, and configuration of modules and CLILQuest design (Fernández Fontecha, 2012, pp. 325-329).

creation of materials; and ICT integration through systematic use to facilitate its provision and increase the possibilities of CLIL (Fernández Fontecha, 2012, p. 321).

To conclude, it should be underlined that, despite the fact that the term that was employed in the present section to define this concept was theme-based instruction, the model that will be further detailed at the end of the present research project is Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model.

4.2.3.   Willingness To Communicate (WTC)

WTC was defined by MacIntyre *et al.* (2001, p. 369) as: "the intention to initiate communication, given a choice. It was hypothesized that orientations towards language learning, as well as social support would influence students' WTC in a second language". Besides that, it has been proved that the acquisition of a second language relies heavily on students' WTC since, as many prevailing theories in second language learning pose, such as the one formulated by Brown (MacIntyre *et al.,* 1998, as cited in Menezes and Juan-Garau, 2015, p. 221), communicative skills are acquired mostly through practice of communication. For this reason, it is clear that WTC is not simply a crucial requirement in order to learn a foreign language, but "the principal aim of language teaching" (2006, as cited in Menezes and Juan-Garau, 2015, p. 221). According to Mystkowska-Wiertelak and Pawlak (2016, p. 19), the study of pupils' WTC has gained momentum since 1998, when MacIntyre, Clément, Dörnyei, and Noels provided a complex amalgam of psychological, linguistic, educational, and communicative dimensions of language that wield influence on a person's wish to make use of the target language. This led to the generation of many studies based on these dimensions. This group of researchers carried out a study in which WTC was measured in each of the four skill areas (writing, comprehension, reading and speaking) of grade 9 students of French immersion, studying French as a second language, living in a relatively unilingual Anglophone community in Canada (MacIntyre *et al.,* 2001, p. 369).

As McCroskey and Baer (1985, as cited in Mehrgan, 2013, p. 173) put forward, WTC developed from three different constructs: unwillingness to communicate, predispositions towards verbal behavior and shyness. According to MacIntyre *et al.* (2001, p. 370), the aim of these constructs is to establish some regularities in communication patterns across situations. Firstly, the construct *unwillingness to communicate* first coined by Burgoon lays the foundations for WTC and, I dare say that probably, MacIntyre and his colleagues borrow the word "willingness" from the given construct. Burgoon (1976, p. 60) defines unwillingness to communicate as "a global communication construct" that "represents a chronic tendency to avoid and/or devalue oral communication", and its "major lines of research (…) are those on anomia, alienation, self-esteem and communication apprehension". Secondly, Mortensen, Arntson and Lustig (1977, as cited in MacIntyre *et al.,* 2001, p. 370) propose the existence of a consistency across situations in the global characteristics of speech. They called this construct *predispositions towards verbal behavior*. Thirdly, McCroskey and Richmond (1982, as cited in MacIntyre *et al.,* 2001, p. 370) make use of the term *shyness* to define the tendency to be timid and do less talking. Finally, McCroskey and Baer (1985, as cited in MacIntyre *et al.,* 2001, p. 370) establish the concept of WTC as a more specific construct by describing it as the intention to communicate, given the opportunity. This subtle change in definition was the starting point of all the studies devoted to the wide range of factors that lead to such an intention (MacIntyre *et al.,* 2001, p. 370).

Initially, McCroskey and Richmond (1982, as cited in MacIntyre *et al.,* 2001, p. 372) claimed that WTC was a trait-like predisposition inasmuch as it is fairly stable across contexts and receivers. According to them, this hypothesis could explain why one person will speak and another will avoid speaking in similar situations. However, MacIntyre, Clément, Dörnyei, and Noels (1998) challenged the trait-like view of WTC by asserting that WTC comprised both trait and state properties, that is, stable and transient properties. In consequence, WTC should not be reduced to just a trait-like variable (MacIntyre *et al.,* 1998). Furthermore, dealing with a foreign language means that significant situational differences generated by variations in competence and intergroup relations are introduced, as MacIntyre *et al.* (1998, as cited in MacIntyre *et al.,* 2001, p. 372) assert. In this

respect, two potentially important situational variables are highlighted: the target language skill required for communication and whether learners are using the target language to communicate inside or outside the classroom (MacIntyre *et al.,* 2001, p. 372). In line with the above-mentioned thinking, Wood (2016, p. 27) provides a good example. His findings show that the language demands of a communicative task may substantially affect pupils' WTC as the task is developed. As a result, he further states that students' WTC levels rise and fall from moment to moment. In connection with these fluctuations in communication, Kang's model (2005, cited in Menezes and Juan-Garau, 2015, p. 221), which is devoted to the situational nature of WTC, uses the fact that WTC fluctuates constantly during communication as evidence to support that WTC is a situational variable rather than a personality trait or a fixed predisposition.

Taking all the above-mentioned constructs into consideration, MacIntyre *et al.* (1998) adapted WTC to the target language situation and created a conceptual *pyramid model* (see Figure 3) portraying the individual differences that wield influence on initiating communication by using the target language. Zarrinabadi and Abdi (2011, p. 207) comments on the six layers that constitute the pyramid: the first three layers are related to those variables that have a situation-specific effect on a person's WTC and the next three layers refer to those variables with a more enduring influence on people's WTC levels than the other three layers. The intention to communicate with specific people at a specific time, that is, WTC, which is also considered the final step before starting to speak in the target language, is located at the top of the pyramid and the rest of the model reflects this intention to initiate communication with influences related to the specific situations and more enduring influences too (MacIntyre *et al.,* 2001, p. 370). With reference to the assumption about communicating with specific people, the desire to communicate with a specific person comes from affiliation, control motives, or both. As MacIntyre *et al.* (2001, p. 371) suggest, affiliation motives arise when there are people who are attractive in some way or frequently encountered, while control motives appear when people want to influence each other's behaviour.
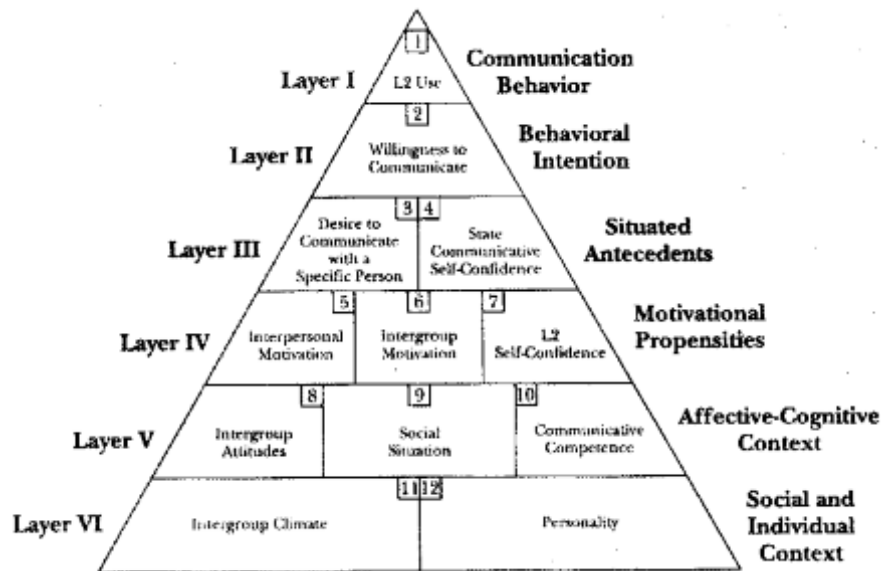
Figure 3. Heuristic model of variables influencing WTC (MacIntyre *et al.,* 2001, p. 371)

Nowadays, WTC is considered a means of interpersonal and intercultural goals (MacIntyre and Charos, 1996, as cited in Bergil, 2016, p. 178) and a specialised area of research in the field of second language acquisition (Mehrgan, 2013, p. 172). Nevertheless, MacIntyre (1994, as cited in Bergil, 2016, p. 178) clarifies that WTC takes places in the first language acquisition field, but its implications are brought into second language and foreign language learning context.

Apart from that, research devoted to WTC reports on the interesting fact that when the opportunity to use the target language arises, some people choose to speak up, while others choose to remain silent due to social, contextual, and/or individual variables (Bernales, 2016, p. 1). In some cases, this situation takes place even after studying the target language for many years and, consequently, many learners will never become speakers of the target language (MacIntyre, 2007, p. 1). In line with the above-mentioned thinking, it has been proved that there are pupils with high linguistic competence who are reluctant to talk and students with limited competence who speak constantly. Hence, although students show a high linguistic competence, they may be at the same time reticent speakers of the target language (Bergil, 2016, p. 178). In that sense, linguistic competence may not thus be enough: "No matter how proficient a person is in using a foreign language, his attempt at establishing sound communication will be less than desirable if he or she is not fully willing to

communicate" (Mehrgan, 2013, pp. 172-173). These findings have broadly demonstrated that the correct way to proceed is to deviate the focus of language instruction from linguistic competence to an approach based on students' individual needs that are supposed to enhance WTC levels. In this connection, I dare say that this approach should be CLIL.

Furthermore, MacIntyre (2007, as cited in Maftoon and Amiri, 2012, p. 141) puts forward the idea of volitional processing in relation to WTC to highlight that choosing to initiate communication at a particular moment should be regarded as a freely chosen process. Following this reasoning, he also adds that factors such as language anxiety and motivation should be always taken into account when carrying out research on WTC. On the one hand, the term *foreign language anxiety* is defined by Pihko (2007, p. 131) as a feeling of:

> […] tenseness and apprehension that many language learners experience in foreign language learning situations, typically in languages classes. Learners may suffer from an apprehension that is connected with language classes in general, or they may have a fear of particular classroom tasks, typically those requiring oral use of the language.

Nonetheless, language anxiety is often difficult to detect in class, as Pihko (2007, p. 131) argues. She comments on its possible manifestations: typical nervousness symptoms, such as passive withdrawal, fidgeting with hair, relentless movements, laughter or joking behaviour. On the other hand, *motivation* in relation to WTC, as aforementioned, is considered a predictor of WTC, frequency of communication, (Lahuerta, 2014, as cited in Píriz Rico, 2015, p. 12) and communication behaviour (Yashima, 2002; Yashima *et al.*, 2004, as cited in Píriz Rico, 2015, p. 12-13). In fact, the three terms, WTC, motivation and language anxiety, are inextricably interrelated inasmuch as research on Second Language Acquisition (SLA) demonstrates that performance in the target language improves when motivation increases and language anxiety decreases (MacIntyre, 2007, p. 1). For this reason, Kang (2005, as cited in Menezes and Juan-Garau, 2015, p. 224) cleverly notes that it is essential to create an environment in which learners feel at ease to engage in real interaction, and this adequate atmosphere will consequently contribute to the successful acquisition of the target language. In this regard, pedagogical efforts should be focused on

making the teacher's role more effective inasmuch as the teacher is the person in charge of creating this environment of calm and confidence, as well as contributing to students' motivation (Piechurska-Kuciel, 2008, as cited in Menezes and Juan-Garau, 2015, p. 224).

However, it hard to provide a clear explanation for this tendency to avoid using a second language as WTC is characterised by a complex nature that integrates psychological, linguistic, educational, and communicative dimensions of language that have traditionally been investigated in separate processes (Pawlak and Mystkowska-Wiertelak, 2015, p. 1). For this reason, it is crucial to pay special attention to each and every one of the factors that may influence the decision to speak in the second language (MacIntyre, 2007, p. 1) to formulate accurate conclusions.

4.2.4. Willingness to Communicate (WTC) in Content and Language Integrated Learning (CLIL) Settings

Before dealing with these two concepts at once, it is important to note that it is notoriously difficult to compare learning outcomes in CLIL and non-CLIL contexts inasmuch as there is a huge number of variables that wield influence on educational settings, as Ruiz de Zarobe (2015) points out. But generally speaking, most research indicates that CLIL substantially improves some aspects of language learning avoiding the negative consequences for content learning and that the challenges that characterise CLIL have actually generated positive responses from teachers (Ruiz de Zarobe, 2015).

It is of outmost importance to mention that Menezes and Juan-Garau (2015) set a precedent in this field by carrying research on WTC in CLIL settings for the first time. They note (p. 225) that there was no research exclusively focused on linking WTC to the CLIL context before their pioneering study. Notwithstanding the above, the existing research devoted to CLIL demonstrated that CLIL enhances abilities directly linked to WTC development, such as spontaneous oral production (Dalton-Puffer, 2011, as cited in Menezes and Juan-Garau, 2015, p. 226), oral communication skills and fluency (Juan-Garau, 2010; Ruiz de Zarobe and Lasagabaster, 2010, as cited in Menezes and Juan-Garau, 2015, p. 226),

active participation in communication and communicative frequency (Mariotti, 2006; Wiesemes, 2009, as cited in Menezes and Juan-Garau, 2015, p. 226).

According to Menezes and Juan-Garau's (2015) research findings, CLIL learners' WTC levels are higher than those of non-CLIL students in a traditional EFL setting (Menezes and Juan-Garau, 2015, p. 231). These results corroborate the idea that students in certain immersion programmes and communicative courses, such as CLIL programmes, are more willing to communicate inside the classroom than those in grammar-based courses, as well as showing higher perceived competence in the target language, higher communicative frequency and lower anxiety in communication (MacIntyre *et al.,* 2002; Baker and MacIntyre, 2003; Yashima and Zenuk-Nishide, 2008, as cited in Menezes and Juan-Garau, 2015, p. 231). This may be due to the fact that the CLIL approach, unlike traditional EFL settings, provides pupils with a more intense exposure to the target language and with many more real opportunities to use the target language, as Lorenzo *et al.* suggest (2010, as cited in Menezes and Juan-Garau, 2015, p. 231).

Similarly, Pihko (2007, pp. 137-138) carried out a project research in which she measured three affective components in CLIL students. These three affective components were language anxiety, motivational orientations and language learning self-concept. Her results show that, in the area of language anxiety, the differences regarding learning results between the CLIL group of students and the non-CLIL group were small, or even non-existent. In contrast, she found that, in the areas of motivational orientations and language learning self-confidence, CLIL pupils' learning results were neatly, and consistently, more positive than those of non-CLIL students.

She therefore reached two crucial findings. Firstly, language anxiety may be a persistent problem for absolutely all the pupils, regardless of type of instruction (CLIL or non-CLIL). In other words, the frequent use and exposure to the target language are irrelevant regarding language anxiety. Secondly, CLIL students are more positively oriented towards English and its use than non-CLIL pupils from the very beginning of CLIL instruction. Interestingly, in reference to language anxiety, this same author further states that the language anxiety suffered by CLIL pupils, especially girls, was frequently related to "more talented" peers who

seem to discourage them with their proficiency in English (Pihko, 2007, p. 137). Unlike CLIL settings, this relationship between language anxiety and the distressing impact of more talented peers in EFL contexts was significantly weaker. It can therefore be concluded that, despite the virtually unsolvable problem of language anxiety, "CLIL classes manage to support, and perhaps even strengthen, students' willingness to use English 'publicly' even during the teenage years, when language learners' linguistic self-confidence often is fragile" (Pihko, 2007, p. 137).

Nonetheless, it should be pointed out that neither of these two studies, Menezes and Juan-Garau (2015) and Pihko (2015), provides pre-CLIL data. It is therefore extremely difficult to determine whether these results are a consequence of CLIL or were pre-existing among those CLIL students before starting the CLIL programme (Sylvén, 2015, p. 256). Hence, although it can almost be said that CLIL develops second language students' WTC, confirmation of this argument from specific research on WTC in CLIL settings is required in order to establish more solid conclusions (Menezes and Juan-Garau, 2015, p. 226).

4.2.5. Foreign Language (FL) Achievement in Content and Language Integrated Learning (CLIL) Students with High WTC

Finally, in connection with the relation between FL achievement and WTC in CLIL students, it has been demonstrated that individual differences (IDs) wield influence on the success of second and foreign language acquisition (Dörnyei, 2005; Skehan 1991, as cited in Sylvén, 2015, p. 251). In this vein, WTC is identified by Dörnyei (2005, as cited in Sylvén, 2015, p. 252) as one of the most salient IDs to bear in mind when analysing the process of second and foreign language learning. As a matter of fact, Menezes and Juan-Garau's (2015, p. 232) research findings show that FL achievement is so strongly connected with pupils' WTC that CLIL students with higher WTC levels display higher FL achievement in both, English as a subject (EFL context) and in other subjects taught through the English language (CLIL context). Therefore, it seems that CLIL settings substantially enhance students' WTC and that high WTC levels remain steady in

diverse classroom settings, and not just in CLIL ones (Menezes and Juan-Garau, 2015, p. 233). With the implementation of the pedagogical practices that characterise CLIL programmes, such as communicative language use, interactive tasks, collaborative work, indifference towards explicit error correction, it is therefore possible to create learning environments with learners who are willing to use the target language and, consequently, able to acquire additional languages (Menezes and Juan-Garau, 2015, p. 233). Hence, it can accordingly be concluded that the CLIL approach can significantly enhance both students' WTC and their FL achievement.

4.3.   Objectives

Once the pivotal points of literature are defined, it is plausible to put forward the main objective of the present study. It essentially aims at encouraging further research on WTC by observing and analysing the influence of the learning context, CLIL and non-CLIL, on this variable. With that purpose in mind, these two research questions will be addressed individually below in the subsequent sections:

-    Is the CLIL approach a more effective method for fostering learners' WTC than a traditional non-CLIL approach?

-    Is there a relationship between WTC and FL achievement in CLIL students?

4.4.   Methodology

The present research project presents an action research study created to develop WTC in Spanish students through the implementation of a CLIL lesson plan.

4.4.1. Participants

The CLIL students that will take part in this research project are first grade Baccalaureate students whose mother tongue is Spanish. Their results will be eventually compared to those of a group of non-CLIL pupils who are first grade Baccalaureate students too. Both groups of learners study in the same high school and their ages range from 16 to 17. In consequence, the only difference between the CLIL and the non-CLIL group is the administration of the CLIL lesson plan and the absence of it, respectively.

4.4.2. Instruments

4.4.2.1. The Oxford Placement Test (OPT)

In order to address the second research question, both CLIL and non-CLIL students will take the OPT, which is a tool for testing an individual's English level, twice, before the treatment is administered, to establish students' initial English ability level, and after its implementation, to determine whether there has been an evolution or not.

4.4.2.2. The L2 WTC Four-Part Questionnaire of MacIntyre et al. (2001)

For the purpose of addressing the first research question, both CLIL and non-CLIL students will also take an adapted version of the first part of the L2 WTC four-part questionnaire of MacIntyre *et al.* (2001) (see Annex C), which is constituted by a total of 27 items, all of which refer to the students' willingness to engage in communication tasks during class time (MacIntyre *et al.,* 2001, p. 375). As MacIntyre *et al.* (2001, p. 375) emphasise when commenting on this questionnaire, the four main skill areas of the target language are included: speaking (8 items, α = .83), reading (6 items, α = .81), comprehension (5 items, α = .83), and writing (8 items, α = .88) (MacIntyre et al., 2001, p. 375). The purpose is to develop a more complete understanding of both the more active (e.g., speaking) and more receptive (e.g., reading) engagement in the use of the

target language. As a matter of fact, they further state that, if given the opportunity, even receptive language use entails a commitment by a person to authentic language use and may enhance a willingness to communicate in other areas.

The questionnaire has required significant changes in order to be adapted to the Spanish educational setting. The original questionnaire was designed for Canadian students whose mother tongue was English and were learning French in Quebec. It was therefore devoted to the French language. For this reason, the word *French* is substituted for *English*. By the same token, another important aspect that has been introduced is the mass presence of technology in everyday life. In fact, it has been added to virtually all the items which constitute the original questionnaire since the original one shows a serious lack of it. Thus, the items have been adapted to the present-day needs. The original questionnaire, which was created in 2001, is focused on the daily activities of high school students in those days, activities which did not involve technological devices.

Following the development of the original questionnaire, pupils taking this adapted version of the first part of the L2 WTC four-part questionnaire of MacIntyre *et al.* (2001) will be asked to indicate on a scale from 1 to 5 (1 = almost never willing, 2 = sometimes willing, 3= willing half of the time, 4= usually willing, and 5 = almost always willing) how willing they would be to communicate during class time under different circumstances.

4.4.2.3. *Fernández Fontecha's (2010, 2012, 2014) Language-Oriented CLIL Model*

Like the teaching programme developed above, the present research project is based on Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model. As discussed previously in the methodology section of the teaching programme, the type of syllabus that results from Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model is the CLPS, which consists of a sequence of three modulated categories: Topic, Module, CLILQuest (Fernández Fontecha, 2012, p. 321), and ICT-mediated tasks or quests (Fernández Fontecha, 2014, p. 155).

4.4.3. Procedure

This research project will be developed in a three-month period, in the third trimester of the academic year. Over this period, three CLILQuests will be carried out, one per month. A three-month period seems to be a sufficiently long time to observe any potential difference between the two groups during this period. CLIL students will follow a lesson plan based on Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model during these three months. In this model, the teacher has to establish the sequence of non-linguistic contents by preserving the goals of the foreign language curriculum. With regard to the non-linguistic contents prepared for the CLIL group, as mentioned above, is included within the topic of *The English language as the language of globalisation.* Meanwhile, non-CLIL students will receive English lessons through an ordinary textbook in a traditional EFL context. Before the beginning of the CLIL treatment, both CLIL and non-CLIL students will take the OPT and the adapted version of the L2 WTC four-part questionnaire of MacIntyre *et al.* (2001).

During the first month, students will reflect on the English language as the language of globalisation and the current situation of our globalised world. The second month will be devoted to encouraging students to develop an understanding of the colonial past of Great Britain to better understand what happened to those languages that were pushed aside by English in their own territory and why the English language is nowadays present everywhere in the world. The third month will be focused on providing students with the possibility of discovering the diverse initiatives promoted by the UNESCO to protect the endangered languages threatened by English from extinction.

Finally, both CLIL and non-CLIL students will take the adapted version of the L2 WTC four-part questionnaire of MacIntyre *et al.* (2001) and the OPT again. On the one hand, students will take the adapted version of the L2 WTC four-part questionnaire of MacIntyre *et al.* (2001) twice: before the treatment is administered, to establish their initial levels of WTC during class time, and after its implementation, to determine whether there has been an evolution or not. The results will establish an overall assessment of the evolution in the WTC of both CLIL and non-CLIL learners and, subsequently, comparisons between the two

groups. On the other hand, the results obtained in the two administrations of the OPT, before and after the application of the treatment, by those CLIL students with higher WTC levels will be analysed so as to examine if there has been any improvement in their FL achievement throughout the administration of the treatment or not.

4.4.4. Data analysis

The gathered data in both the two administrations of the OPT and the two executions of the adapted version of the L2 WTC four-part questionnaire of MacIntyre *et al.* (2001) of both the CLIL and the non-CLIL group will be analysed via Microsoft Excel.

Concerning the first research question, the data gathered from the two administrations of the adapted version of the L2 WTC four-part questionnaire of MacIntyre *et al.* (2001) of both the CLIL and the non-CLIL group will be compared. Firstly, the evolution in time between the two administrations of each group will be analysed individually. Secondly, the results obtained in the second administration by both groups will be compared. It will therefore be possible to discern whether drastic differences regarding WTC occur or not between CLIL and non-CLIL students.

Identically, in reference to the second research question, the data gathered from the two administrations of the OPT will be analysed. Unlike the analysis of the results obtained with the adapted version of the L2 WTC four-part questionnaire of MacIntyre *et al.* (2001), only the results of the CLIL students with high WTC will be taken into account in this analysis. Their results at the two different stages (first and second administration) will be compared. Thus, it will be possible to detect any kind of evolution in CLIL students' FL achievement.

4.5. Expected results and discussion

Concerning the first research question, the WTC levels of CLIL pupils are expected to substantially increase in comparison with those of non-CLIL students after the treatment period. As discussed previously, this may be due to the fact

that a CLIL lesson plan provides students with a more intense exposure to the English language (Pihko, 2007, pp. 137-138; Fernández Fontecha, 2010, pp. 46-47; Lorenzo *et al.,* 2010, as cited in Menezes and Juan-Garau, 2015, p. 231; Lasagabater, 2011, p. 3). and with more actual opportunities to employ authentic language (Fernández Fontecha, 2010, pp. 46-47; Fernández Fontecha, 2012, pp. 324-325; Fernández Fontecha, 2014, p. 157; Nunan, 2004, p. 1) than in traditional EFL contexts. Additionally, CLIL-related practices such as cooperative learning in small groups, a classroom environment conducive to communication, a low rate of correction; or the frequent use of communicative activities, can contribute to the promotion of students' WTC (Menezes and Juan-Garau, 2015, p. 233).

With regard to the second research question, the FL achievement of the CLIL students with high WTC levels is expected to be higher than that of those CLIL pupils with lower WTC rates. Consequently, the CLIL students with higher WTC rates will show higher FL achievement from the first administration of the OPT to the second one. In fact, it has also been demonstrated that WTC is so intimately related to FL achievement in CLIL students that CLIL students with higher WTC levels displayed higher FL achievement in both, English as a subject (EFL context) and in other subjects taught through the English language (CLIL) (Menezes and Juan-Garau's, 2015, p. 232).

Therefore, there is every reason to believe that the CLIL approach significantly fosters pupils' WTC and subsequently, their FL achievement.

4.6. Conclusions, limitations and further research

This current research project is devoted to exploring the usefulness of the implementation of CLIL in a traditional EFL setting to enhance students' WTC during class time. For that purpose, this action research establishes a three-month CLIL lesson plan based on Fernández Fontecha's (2010, 2012, 2014) language-oriented CLIL model. Within this scope, two research questions have been addressed: if the CLIL approach is a more effective method for fostering learners' WTC than a traditional non-CLIL approach, and if there is a clear relationship between WTC and FL achievement in CLIL pupils.

In line with previous studies, the research findings are expected to demonstrate two relevant facts. Firstly, the WTC of CLIL students is higher than that of non-CLIL learners after the treatment period. Secondly, CLIL students' FL achievement is strongly linked to their WTC levels inasmuch as the learning results of the CLIL pupils who possess higher WTC levels are significantly superior to those of CLIL students with lower WTC rates.

Nonetheless, some important limitations should be considered. First of all, some may argue that a three-month period is not sufficient to establish solid conclusions. It would be really interesting to evaluate the evolution of the two groups (CLIL and non-CLIL) in relation to their WTC and FL achievement for a longer time period, for instance, during the four years of Secondary Education. Moreover, researchers dealing with WTC must be aware of the difficulty in analysing such a subjective issue and the subjective responses that it may generate. For instance, the role played by the English language as a lingua franca definitely has a significant impact on pupils, on their views on this language and, consequently, on their WTC in English. Furthermore, it must be born in mind that students may consciously or unconsciously lie while taking this adapted version of the L2 WTC four-part questionnaire of MacIntyre *et al. (*2001) in order not to seem too shy or introverted.

To conclude, researchers should concentrate their attention on finding out more details of CLIL and its implementation in high schools in both Spain and abroad. It would also be worthwhile to establish similarities and differences between Spanish and international high school students currently offering CLIL programmes. The purpose of such a comparison on a global scale would be to analyse the fluctuations in students' WTC from one country to another. In this context, I venture to say that the worldwide influence and prestige of the Spanish language plays a more relevant role in Spanish students' WTC than researchers may think.

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