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Carrera de Lengua y Literatura Inglesa

"**Assessing International Baccalaureate Courses taught
through English: A Case Study**"

Trabajo de Titulación previo a la obtención del título de Licenciada en Ciencias de la Educación en Lengua y Literatura Inglesa.

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Resumen

Esta investigación analiza clases de inglés en el primer año del Programa de Diplomado del Bachillerato Internacional a través de un estudio de caso realizado en las instituciones Unidad Educativa Santana (institución privada) y Colegio Nacional Ciudad de Cuenca (institución pública). Presenta la metodología Aprendizaje Integrado de Contenidos y Lenguas Extrajeras (AICLE) –conocido en inglés como CLIL– como una metodología factible ya que permite incorporar la lengua y el contenido en una instrucción dual. Esta investigación crea conexiones entre el currículo del Programa de Diplomado del BI de la clases de inglés y la metodología AICLE, basadas en las observaciones en las cuales se evidenció como funciona dicho programa en el sistema educativo ecuatoriano incluyendo sus fortalezas y debilidades.

Palabras Claves

Programa de Diplomado del Bachillerato Internacional, AICLE, CLIL, sistema educativo ecuatoriano, estudio de caso, clases de inglés, contenido para clases de inglés.

Abstract

This research analyzes English courses in the first year of International Baccalaureate Diploma Program through a multisite case study conducted in two high schools: Unidad Educativa Santana -private school- and Colegio Nacional Ciudad de Cuenca -state school-. It presents the Content Language Integrated Learning approach as workable since it lets English classes incorporate language and content into a dual instruction. This investigation makes connections between the IB DP curriculum for English courses and CLIL a based on observations that showed how IB DP is working in the Ecuadorian educational system including it's strengthens and weaknesses.

Key words

International Baccalaureate Diploma Program, Content Language Integrated Language Approach, Ecuadorian educational system, Case study, English classes content.

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Dedicated to my son, Benjamín

Tamar

Dedicated to my sister, Lizbeth

Andrea

Introduction

This research, entitled "Assessing International Baccalaureate Courses taught through English: A Case Study", attempts to analyze English courses in the first year of International Baccalaureate (IB) Diploma Program (DP) through a multisite case study conducted in a private school and in a state school. As well as to examine how the Content Language Integrated Learning (CLIL) approach could help to deal with content-related courses in the IB DP.

The International Baccalaureate (IB) Diploma Program has gain a lot of popularity in Ecuador during the last decade, since in 2006 the government policies have structured its implementation in some state high schools; until that time most of the schools that pioneered these programs have been private. It is important to identify how IB has settled a new educational viewpoint in Ecuador and how it has functioned so far in both environments, private and state.

In addition, the CLIL approach will be presented as a suitable and workable option for IB English classes, since it integrates language and content effectively. CLIL is viewed as a support for this kind –IB DP– high quality language programs.

A description of the research and of the International Baccalaureate Diploma Program will be done in the first chapter followed by a theoretical framework about the CLIL approach developed in the second chapter. In addition, chapter three

analyzes the findings of the observational phase, done in the high schools Unidad Educativa Santana and Colegio Nacional Ciudad de Cuenca, setting up specific categories. The last chapter provides samples of material that combines IB content with the CLIL approach which could be used in the program observed.

CHAPTER I: Description of the research

This research study analyzes the content of English classes in the first year of International Baccalaureate (IB) were the Content Language Integrated Learning Approach (CLIL) could be applied as content takes part in English classes of the IB Diploma Program. It is a comparative case study research conducted in a private school and a state school in Cuenca; both schools, offer the Diploma Program (DP) which is one of the four IB programs.

1.1. Research Questions

The research questions that will center and guide this study, related to the impacts that the International Baccalaureate Diploma Program could prompt to education are as follows.

What are the characteristics of courses taught through English in first year of International Baccalaureate in private and state schools?

Could the Content and Language Integrated Learning (CLIL) approach provide helpful tools for English courses in first year of International Baccalaureate?

1.2. Justification

1.2.1. Background

The International Baccalaureate (IB) Organization has gained a lot of popularity in Ecuador, and its programs have been challenging many private and state schools during the last decade; however, most of the schools that are pioneers in these programs have been private. Since 2006 the government policies have structured the implementation of International Baccalaureate Diploma Program in some state high schools through an agreement signed that year. It is important to recognize how IB works in order to identify its programs and to emphasize in the Diploma Program (DP) which concerns to this research.

1.2.1.1. International Baccalaureate

International Baccalaureate (IB) is an educational organization, founded in 1968, that works with schools, governments, and international organizations to create challenging programs of international education and rigorous assessment.

IB education aims to develop internationally minded people who recognize their common humanity, share guardianship of the planet, and help to create a better and more peaceful world through intercultural understanding and respect. (International Baccalaureate Organization, 2013). It is based on four main characteristics (Figure 1).

***Figure 1.* IB Education Characteristics**
(International Baccalaureate Organization, 2013)

First, IB education strives a student-centered approach. It considers itself holistic in nature; to put it in another way, it concerns to the students' well-being in all aspects: intellectual, physical, emotional, and social. IB programs value and offer opportunities to students to develop what is called the IB learners' profile in which it is promoted the development of educational outcomes gathered in several attributes which are to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes and others alike represent a broad range of human capacities and responsibilities that imply commitment to identify and remove barriers to learning to become active lifelong learners and caring members of local, national and global

communities. (International Baccalaureate Organization, 2013).

Additionally, it is important to bring into account that the teaching-learning process shapes these educational outcomes; consequently, IB programs encourage the development of effective approaches. It endorses constructivism and inquiry-based curriculum planning which is considered as a continual and consistent interaction of asking, doing and thinking rather than strictly linear planning (Figure 2). In this interaction. In this approach, prior knowledge and experience is considered as the basis for learning; it is known as *inquiry.* Immediately teaching and learning through practical and real-world experience recalls *action* which involves doing and enhances teamwork and collaboration. Moreover, it is essential to mention that IB programs embrace service community learning. Finally, deeper understanding takes place through *reflection;* at this point, students are expected to become critical thinkers who foster creativity and analyze their own work and the work of others. IB programs intend to develop thinking, self-management, social communication and research skills through inquiry, action and reflection. (International Baccalaureate Organization, 2013)
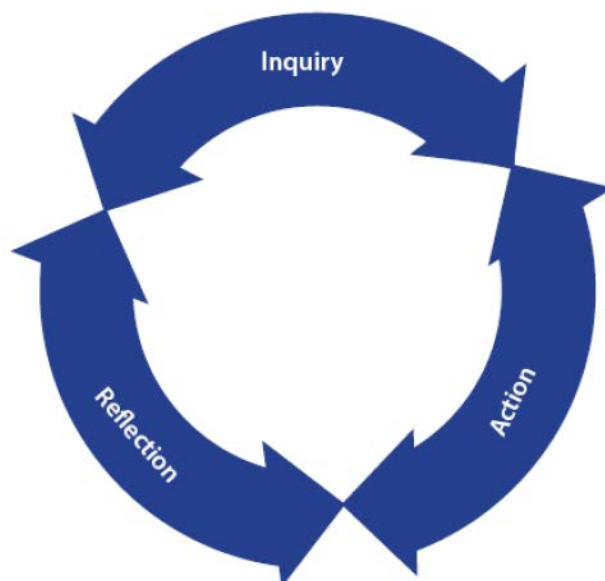
Figure 2. Inquiry-based Curriculum Planning
(International Baccalaureate Organization, 2013)

IB programs emphasize on internationally minded learning; therefore, the immersion of global contexts in the educational process is another key point. IB education relies on the development of learning environments that increase students' intercultural understanding and respect; as a matter of fact, language and culture are fundamental to become more globally engaged. In order to accomplish engagement teachers and students are encouraged to explore global and local issues with the same importance. Besides all IB programs require students to learn another language and to appreciate critically different beliefs, values, experiences and ways of knowing (International Baccalaureate Organization, 2013).

Finally, exploring significant content is another characteristic which defines IB education. IB curriculum courses deal with significant content through courses that are broad and balanced, conceptual, and connected. IB education aims to students' access to a balance and a broad range of content that allows them to engage specific knowledge subjects and skills with increasing complexity. Moreover, conceptual learning enables to integrate learning, adds coherence to the curriculum, and emphasizes the kinds of things students are able to do with the information they have acquired. In addition, IB curriculum has to be connected across subject areas, this connections grant students to understand the interrelationship of knowledge between areas. IB courses offer authentic opportunities to learn about the world in ways that reach beyond the scope of individual subjects. (International Baccalaureate Organization, 2013)

The IB Organization offers four high-quality and challenging educational programs, the Primary Years Program (PYP), the Middle Years Program (MYP), the IB Career-related Program (CP) and the IB Diploma Program (DP).

In 1968 the IB Organization offered its first program which was the Diploma Program (DP). It was thought for students aged 16 to 19. It was considered as a pre-university course (International Baccalaureate Organization, 2013). This is the program which this case study research will examine. Subsequently, this research

will provide a wider description of it.

The Primary Years Program (PYP) was introduced in 1994 for students aged 3 to 12. The PYP prepares students to become active, caring, and lifelong learners who demonstrate respect for themselves and others. It encourages students to have the capacity to participate in the world around them. Also, it focuses on the development of the whole child as an inquirer, both within and beyond the classroom. (International Baccalaureate Organization, 2013)

Later, in 1997 Middle Years Program (MYP) was established for students aged 11 to16. The MYP is a five years program which attempts to create connections between the studies and real world of early adolescents. Students who complete the MYP are well-prepared to continue with the IB Diploma Program or Career related program (International Baccalaureate Organization, 2013).

More recently, the Career-related Program (CP) was designed for students aged 16 to19 in 2012. The CP is a framework of international education that links the Diploma Program academic strength with practical and, real-world approaches to learning. It aids the development of skills and competencies required for lifelong learning (International Baccalaureate Organization, 2013).

Restating what was aforementioned, the Diploma Program (DP), a pre-university course, is a board-base two-year course that encounters a range of

subjects and a creativity- activity- service component called CAS. It aims to provide students an education that crosses disciplinary, cultural, national and geographical boundaries, and the skills and attitudes to understand and manage the complexity of the world. (International Baccalaureate Organization, 2011)

The DP has designed a model for the course which is presented through a hexagon which is represented in *figure 3*. It consists of six academic areas enclosing a central core. The six groups are Studies in Language and Literature, Language Acquisition, Individuals and Societies, Mathematics and Computer Science, Experimental Sciences, and Arts. In each academic area students have the flexibility to choose from a wide range of subjects. (International Baccalaureate Organization, 2014)

The core of the hexagon presents three requirements that each student must comply. First, theory of knowledge, a course that boosts students to think about the nature of knowledge, to reflect on the process of learning and to make connections across academic areas. Second, an extended essay consisting on 4000 words about a topic of the student's interest that shows their development on independent research skills. Finally, the CAS component which involves students in experiential learning through artistic, physical, and service activities (International Baccalaureate Organization, 2011).
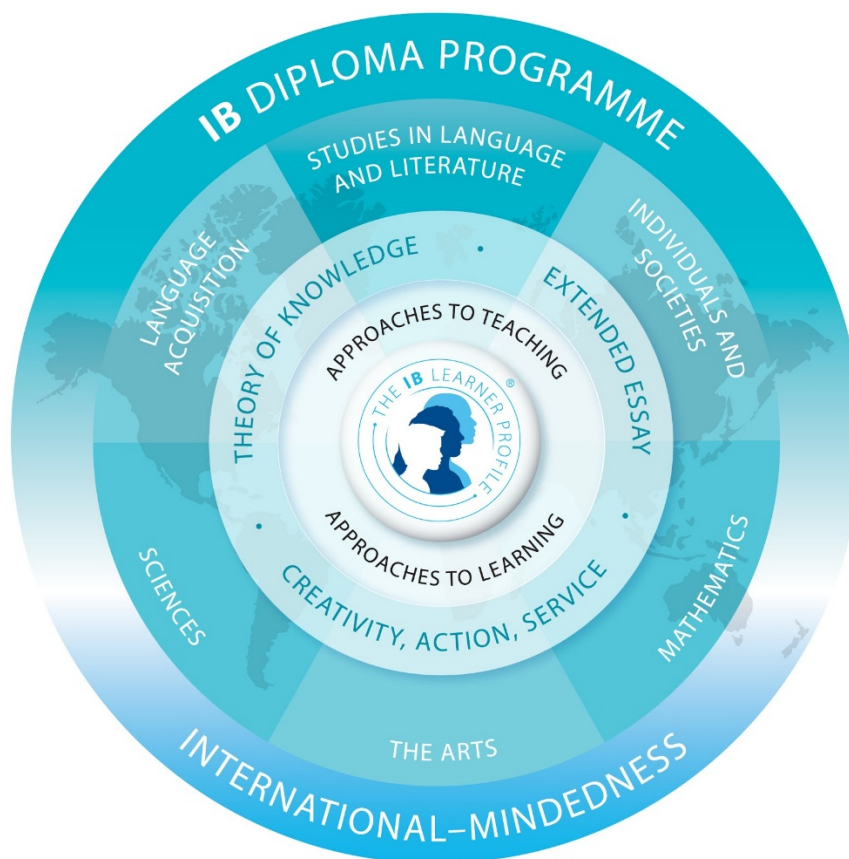
***Figure* 3. IB Diploma Program**
(International Baccalaureate Organization, 2011)

Students are required to choose one subject from each group, although they can choose a second one from groups one to five instead of one from arts. Subjects are offered at two levels, higher level (HL) and standard level (SL), 240 hours and 150 hours respectively. At both levels, many skills are developed but especially those related with critical thinking and analysis (International Baccalaureate Organization, 2011).

For the research purposes it is relevant to explain how Group 2, Language Acquisition, has been structured. It consists of two kind of courses which are called modern language, subject of this study, divided into language ab initio and language b. The other course called classical languages is offered in Latin and Classical Greek. The latter focuses on the study of language, literature, and culture of the classical world (International Baccalaureate Organization, 2011).

The modern language courses, language ab initio and language b, are language acquisition courses designed to enhance intercultural understanding and to enable students to communicate in an environment where the language is spoken through the development of receptive, productive and interactive skills. (International Baccalaureate Organization, 2011).

Language ab initio is a course designed for students with little or no prior experience of the studied language; therefore, this course should be a challenging educational experience for the students. This IB DP subject is offered in a standard level only. It has aimed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

The language ab initio course is based on the development of three areas of study: language, themes and texts which are described in *table 1*.

Areas of study
Language   • Receptive skills: the ability to comprehend straightforward written and spoken language.   • Productive skills: the ability to write and speak the target language effectively.   • Interactive skills: the ability to understand and respond effectively to written and spoken language.
Themes   • Individuals and society – Daily routines; education; food and drink; personal details; appearance and character physical health; relationships; shopping   • Leisure and work – Employment; entertainment; holidays; media; sport; technology; transport   • Urban and rural environment – Environmental concerns; global issues; neighborhood; physical geography; town and services; weather.
Texts   During the course, students are taught to understand and produce a variety of spoken, written and visual texts. Use of authentic texts is encouraged. Examples of texts to be studied include articles, letters, maps, timetables and web pages.

Table 1. **(International Baccalaureate Organization, 2011)**

Figure 4 illustrates how these three areas are interconnected and its center is intercultural understanding. IB attempts to help students develop awareness of their own culture through learning about another. Intercultural understanding is defined by IB organization (2011) as "an ability to demonstrate an understanding of cultural diversity and/or similarity between the target culture(s) and the students' own" (p. 16)
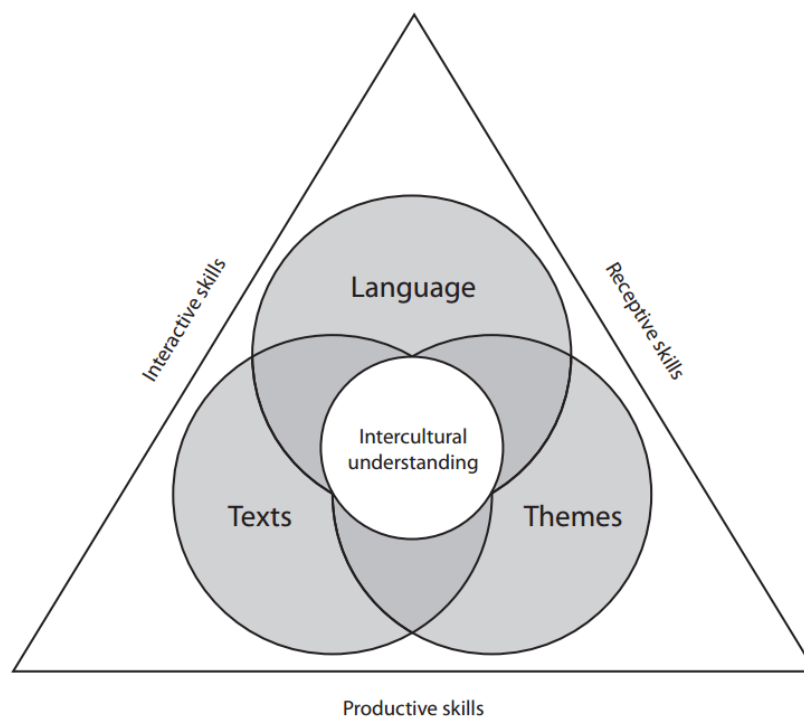
***Figure 4.* Language ab initio Syllabus Outline**
(International Baccalaureate Organization, 2011)

The second language course, language b, is offered to IB students with previous knowledge of the target language. The course gives the students the possibility of reaching a high degree of competence in an additional language while exploring the culture where that language is spoken. In addition, students develop linguistic competence and intercultural understanding. Moreover, the course allows students to access the target language by studying it for two levels as a beginner or as someone with prior experience of the language. This IB course emphasizes

on the sociocultural components of a language as to the teaching of communicative skills and linguistic components (International Baccalaureate Organization, 2011).

As stated before, the language b course is structured in two levels: High Level (HL), and Standard Level (SL). There is a common syllabus for HL and SL. However the differences between the levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, the literature coverage, and the suggested teaching hours (At SL the minimum prescribed number of hours is 150 and at HL it is 240 hours). *Figure 5* represents both levels. (International Baccalaureate Organization, 2011)
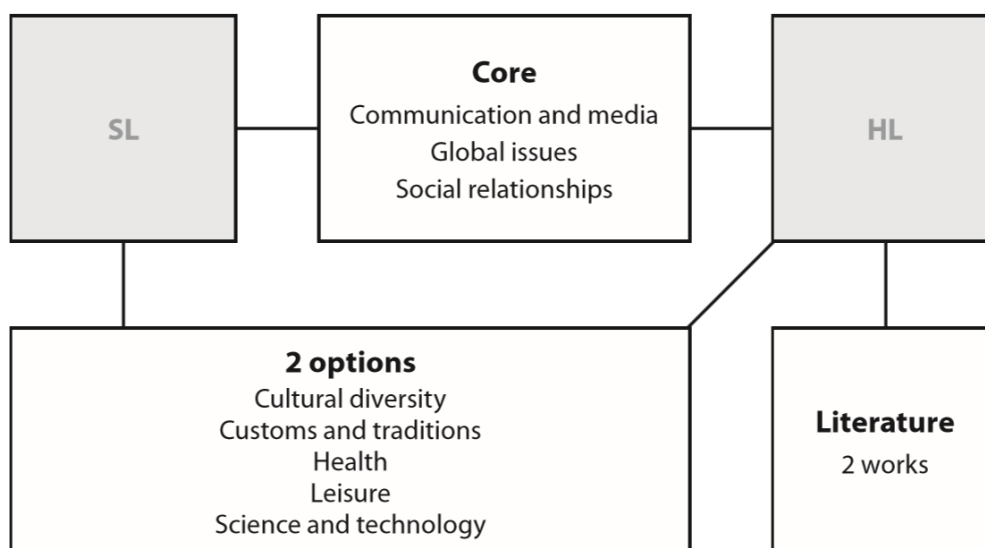
***Figure 5.* Language b Syllabus Outline**
(International Baccalaureate Organization, 2011)

DP coordinators and teachers should ensure that students are following the most suited course that provides the appropriate academic challenge according to the students' interests and level. It is worth to mention that the IB organization provides syllabi for each course, but textbooks or any other related material are not available. However, it encourages teachers to construct their own course of study and schemes of work based on a range of topics prescribed in the syllabi, as well as to bring authentic material to the classrooms, to use independent and collaborative work, to interact in the target language in order to promote critical creative thinking skills, and learning how to learn (International Baccalaureate Organization, 2011).

1.2.1.1.1. IB in Ecuador

In Ecuador, International Baccalaureate programs have been offered in private institutions since 1981. Academia Cotopaxi American International was the first school to offer the Diploma Program in the country; ever since, several private schools have been authorized to offer IB programs.

In 2006, the Ecuadorian government signed a memorandum of agreement with the IB organization in order to support the development of the Diploma Program (DP) in state schools. However, it is worth to mention that there is as

state school that was authorized with the DP before this initial phase. It is Colegio Municipal Experimental "Sebastián de Benalcázar". Later, a phase two agreement was signed in 2013, resulting in more state schools currently offering DP than private schools in Ecuador as it can be seen in *figure 6.*
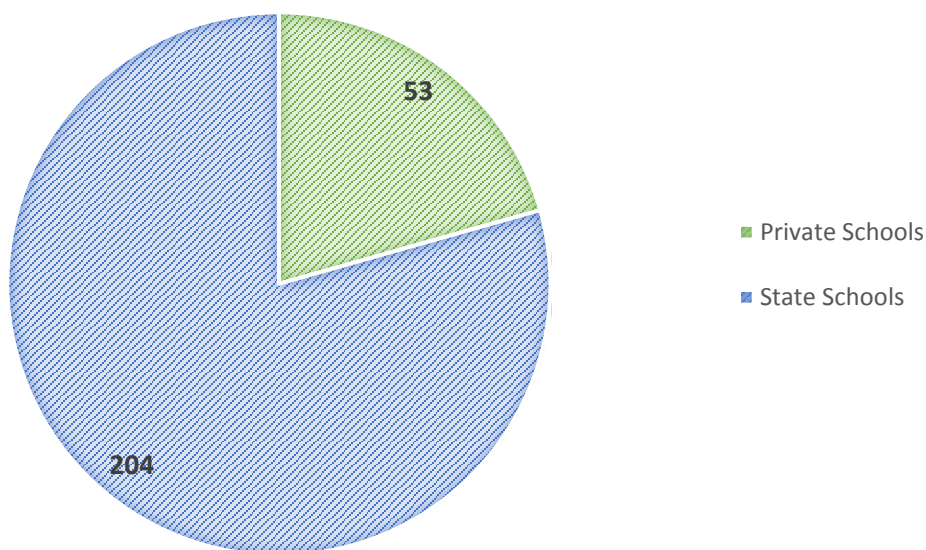

***Figure 6.* Private and State Schools offering IB DP, 2016**
(International Baccalaureate Organization, 2014)

Due to the high level of support for IB DP and the decision to dramatically expand the number of state schools participating in Ecuador, which currently has one of the largest populations of IB Programs in Latin America, the IB Organization requested the National Center for Education, Schools and Teaching (NCREST),

from Columbia University, to conduct a research on the DP in Ecuador.

The final report from Columbia University describes the initiative that the Ministry of Education had 2006 to select, support, train and authorize state schools in the IB DP based on the government conviction that Ecuadorian secondary education could be improved by the IB DP model; it shows the expansion in DP in Ecuador in the past decades. *Figure 7* shows the number of exams administered in Ecuador since 1990 the data includes private and state schools. As can be seen from 2002 to 2012 there is sudden increase in the number of exams administered which means that the last year more schools and students got involve in the program. (Barnett, et al., 2013)
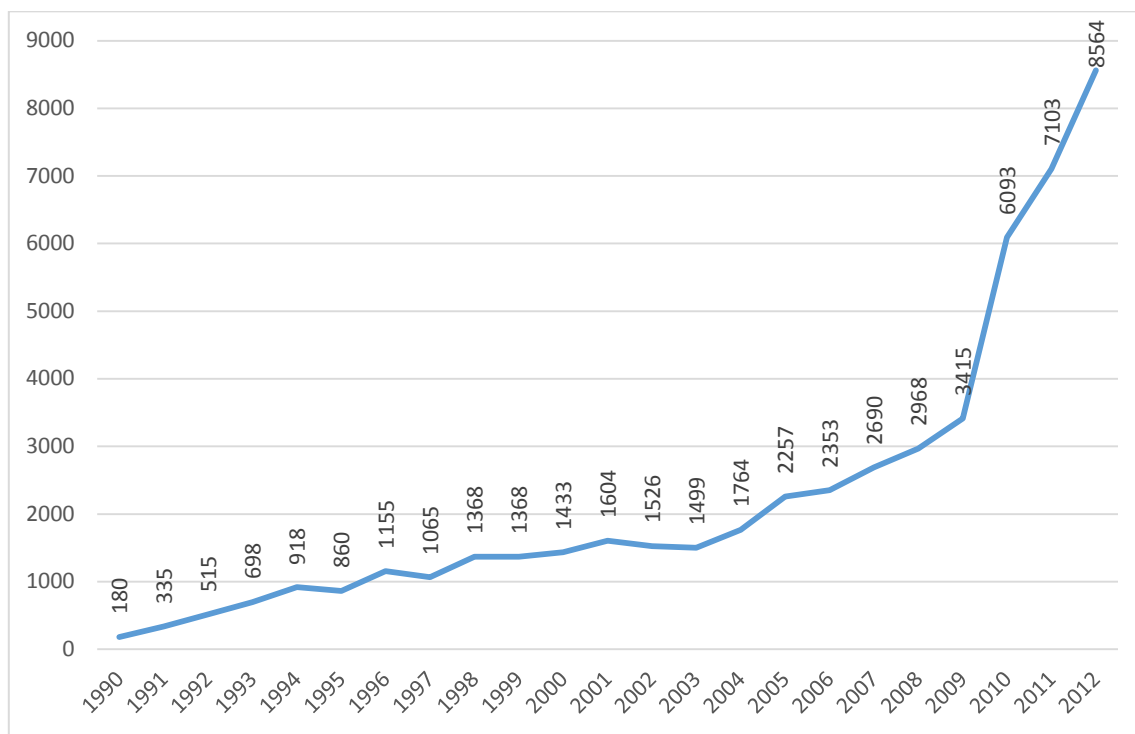
***Figure 7.* Number of DP exams administered per year in Ecuador**
(Barnett, et al., 2013)

Moreover, the number of authorized schools has increased in the last years in different ways. While private school have been increasing gradually since 1981, state school have had a rapid increase during 2012 and 2016.As it shows *figure 8.*
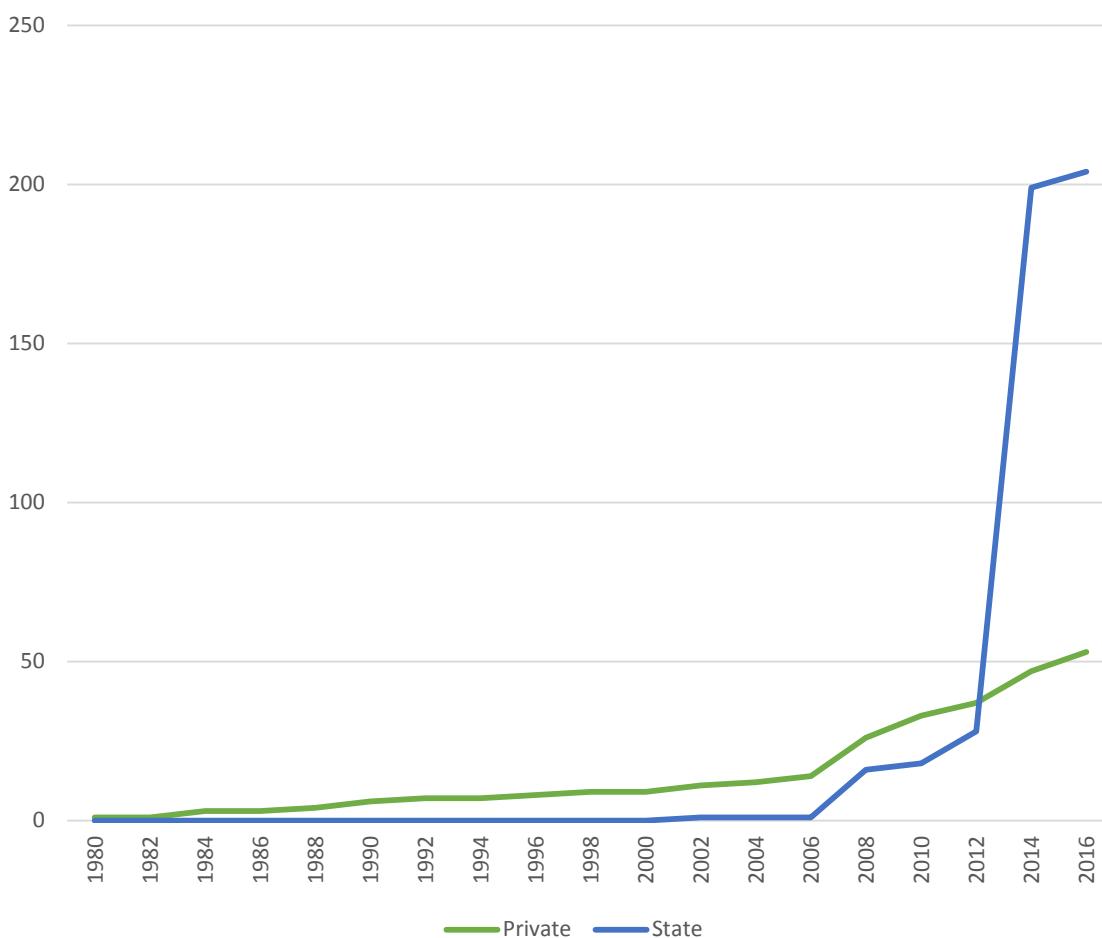
***Figure 8. IB* DP in Ecuador, 1980-2016**
(International Baccalaureate Organization, 2014)

Additionally, the goal of the government was to implement IB DP in each province in Ecuador since it has been offered mostly in the main cities of the country by private institutions. As shown in *figure 9* the government has accomplished this goal.
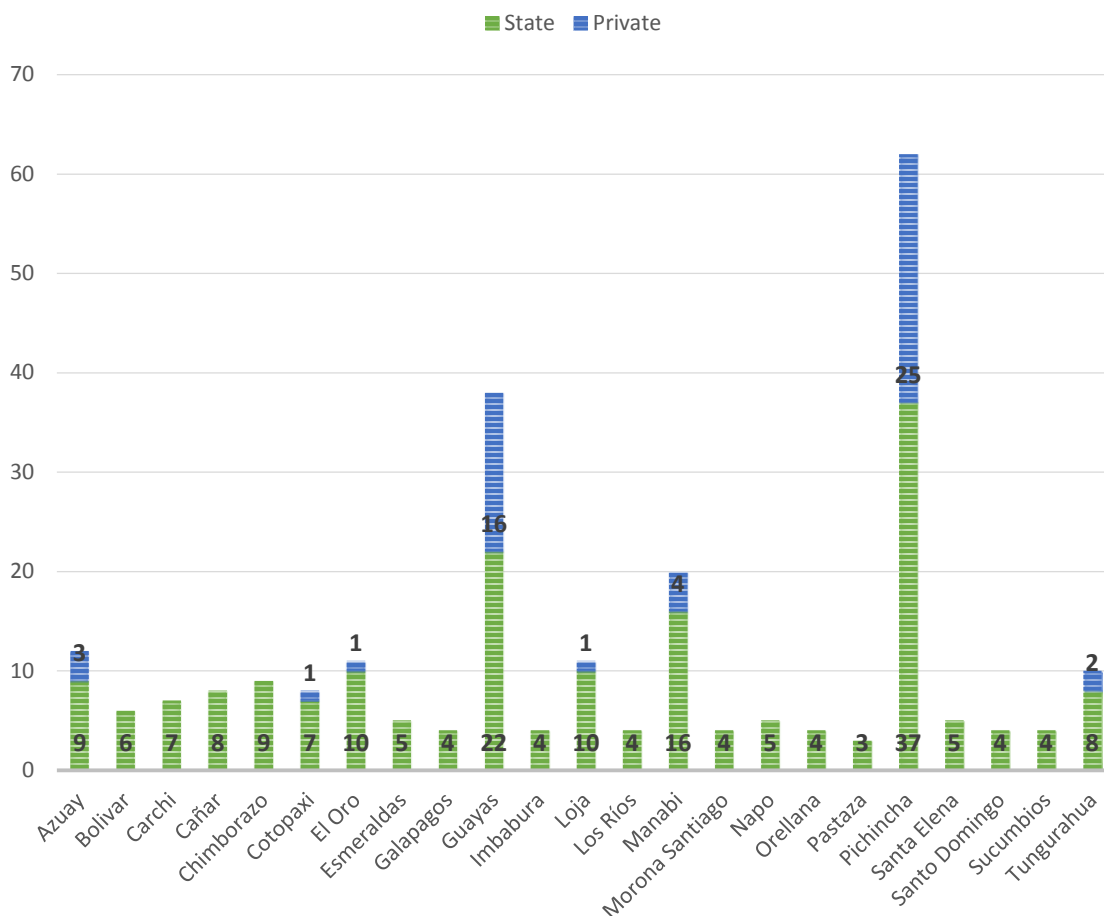
***Figure 9. IB* DP in Ecuador provinces**
(International Baccalaureate Organization, 2014)

The research on the Implementation of the Diploma Program in Ecuador's state school reports that the IB DP has brought positive changes to state schools such as the physical space improvement which includes the construction or implementation of laboratories, new classrooms, and office spaces with technology facilities including a permanent internet connection (Barnett, et al., 2013).

Furthermore, teachers seemed to be highly conscious of the differences between traditional and IB education. They mentioned that they had to replace traditional approaches in order to fulfill the new methodologies and expectations promoted by IB which demands well-organized, imaginative, proactive, and interactive lessons. As a result, student-teacher interaction changed significantly; small-sized classroom turned into an advantage which makes the interaction even more meaningful and personalized. Teachers recognized the benefits from participating in IB even when facing a lot of barriers (Barnett, et al., 2013).

Despite of the great impact of the IB DP on state education in Ecuador, there are several challenges worth mentioning. First, the reduction in the IB-related budget led to an inadequate support for IB teachers in terms of training, funding, and monetary recognition to the teachers due to the vast amount of work required to teach and prepare the courses; in fact, finding willing and effective teachers who want to join the program turned out to be complicated. This problem becomes deeper when teachers who had been trained are re-located. Likewise, the frequent change of the Ministry personnel becomes an obstacle that leads to a lack of a strong and continual tracking of the program (Barnett, et al., 2013).

Also, this budget reduction does not allow schools to serve more than 25 students which compared to the 55+ regular classroom is a lot less. At the same time, identifying the right students to enter the program is another problem that has

been solved by implementing a Pre-IB course to prepare students with specific strategies, good study habits, and critical-thinking skills expected of DP students. It is a challenge for teachers to maintain students motivated to continue participating in the program since they have heavy and demanding schedules that includes extended school days and outside school hours. Some of the reasons for students to leave the program are the academic challenges faced, financial difficulties and concern about passing the exams to earn the diploma (Barnett, et al., 2013).

On the other hand, private schools present different situations, for instance the research above mentioned states that private schools coordinators were more likely to have attended workshops than state school coordinators, most private schools are able to offer the DP to all their students, and, in general, private schools students perform better than state school students in DP exams (Barnett, et al., 2013).

1.2.2. Problem Statement

The International Baccalaureate Diploma Program in spite of the positive impact that it could prompt to education, as an academically challenging program, it brings several challenges to schools, especially when they have been recently

authorized.

IB promotes new methodologies and demands well-organized, imaginative, proactive and interactive lessons, and as aforementioned, teachers seemed to be highly conscious of the differences between traditional and IB education. Traditional methodologies have to be replaced in order to fulfill the IB expectations, but it seems a challenge to apply new methodologies when training has not been enough. Pedagogical practices have to improve in order to engage and motivate students to continue participating in the program through meaningful lessons based on real situations according to their academic needs.

Moreover, the IB organization provides only syllabi for each course but textbooks or any other related material are not available, as stated before, teachers are encouraged to construct their own material based on a range of topics prescribed in the syllabi, but due to the vast amount of work required to teach IB courses teachers seem to struggle with designing material. In Ecuador, material for English IB language classes has not been developed yet; therefore dealing with material for this kind of classes means a problem that educators face every day during class time and when planning. Furthermore, topics provided in the syllabi are content-related topics. Hence, teachers must manage the language so they can be able to teach the lesson, yet with the same importance teachers must

master the content, too.

Most of English teachers in these schools have been prepared to teach the language itself, while teaching content in English is a different matter. They have not been prepared to teach content related to social or science topics. On the other hand, most of content teachers cannot incorporate a focus on language in their subject teaching and language teachers find it difficult to help content teachers when they do not know anything about their subjects.

Under those circumstances, to teach an IB English course in the DP represents a real challenge. This situation means an extra effort that can bring difficulties when planning, preparing, and facing this kind of courses. A language teacher who does not teach content itself, and it is not expected to, could use content as a vehicle for introducing language. In this situation, he or she would have to work closely with the content teachers to ask for guidance in their lessons, performing the role of 'consultant' to content teachers.

Learning language in the context of a school subject can be motivating because of the clear purpose it has which is relevant to the student, and DP teachers should ensure to provide the appropriate academic challenge according to students' interests and level. As said before, IB teachers are called to use authentic material, independent and collaborative work, to interact in the target

language as much as possible and to promote critical creative thinking skills. On the other side, students should be challenged each day to use their full potential and skills to get prepared with specific strategies, good study habits and critical-thinking skills.

In order to handle these problems, CLIL is the approach which this research proposes to deal with IB classes where content and English are combined. It is important to mention that the CLIL approach would not require extra time in the curriculum because students will acquire the language while the content of the subject is covered. This method may represent a challenge for some teachers who may not feel comfortable teaching other subjects since it may require extra time for teachers to prepare classes in advance in order to avoid procrastination. Along this inquiry, this research attempts to provide teachers an overview about how the classes are by providing a detailed description and analysis of how English is taught in IB courses.

1.3   Objectives

1.3.1. General Objective

To analyze English courses in the first year of International Baccalaureate (IB) in a

private school and in a state school were the CLIL approach could be applied.

1.3.2 Specific Objectives

- To assess English courses.

- To establish similarities and differences between courses taught through English in private and state schools.

- To examine how the CLIL approach can help to deal with courses taught through English in private and state schools.

1.4 Methodology

1.4.1 Research approach

In order to fulfill this project, a qualitative research will be held. A qualitative research is concerned with understanding human behavior from the actor´s own frame of reference. It is a process oriented research based on naturalistic and uncontrolled observation which assumes a dynamic reality (Nunan, 1992).The research design that will be used is a case study.

A cases study approach concentrates on what is unique which could be a particular event, an individual student, a particular group, a particular class, or a

particular school. Case study research generates more human interest than generalized statistical findings; however, it can be used as evidence to support a theory (Wallace, 1998). There are different types of case studies: one of them is a multi-site case study in which "a study is carried out by several researchers on more than one site" (Nunan, 1992, p. 78). This investigation will be conducted in two schools, a private and a state one. As a final point, some advantages of this research approach will be mentioned. First of all, in contrast with other research methods, case study is strong in reality; in other words, the selected phenomenon is studied within its context. Second, it can represent a multiplicity of viewpoints which actually can boost alternative interpretations. Finally, it can provide staff development, with-in institution feedback, and formative evaluation (Nunan, 1992).

1.4.2 Participants

The main participants of this case study will be the teachers of the first year of International Baccalaureate of a private school which is "Unidad Educativa Particular Santa Ana", and the teachers of the first year of International Baccalaureate of a state school which is "Colegio Nacional Ciudad de Cuenca". It is worth to mention that the students will be only part of the study while applying the observation scheme.

High School	Teachers	Classes
Unidad Educativa Particular Santa Ana	1 Main Teacher 1 Auxiliar Teacher	First year IB "A" (20 students)
Colegio Nacional Cuidad de Cuenca	1 Main Teacher 1 Auxiliar Teacher	First year IB "A" (25 students)

Table 2. Research Participants

1.4.3 Data collection Instruments

"Case study research involves detailed descriptions and analysis of an individual subject, from whom observations, interviews and histories provide the database" (Nunan, 1992, p. 76). This research will base its development on the information data obtained through systematic observation in order to elicit multiple perspectives of the program under investigation. Classroom observations will take place since instruction and interaction in the classroom would be examined. Multiple site visits to the institutions and their classrooms will be done. The observations during the development of the class will be recorded on an observational scheme with the following categories: teacher's approach, successful strategies, points of caution, challenges, and extra details.

In addition, teachers will take part of oral semi structure interviews. Topics

and issues rather than questions determine the course of a semi-structure interview. It gives the interviewee a degree of power and control over the course of the interview. Likewise it gives the interviewer a great deal of flexibility and access to other people´s lives (Nunan, 1992).

CHAPTER II: Content and Language Integrated Learning

2.1 CLIL: A new methodological approach

Teaching is a very demanding labor which complexity becomes even greater when talking about language teaching. Language teaching could be shaped by several factors such as the nature of the language, a particular sociocultural setting, the pedagogical knowledge, the educational contexts and methods, among others. Concerning the latter, it is known that over hundreds of years many methods of teaching a foreign language (FL) have been developed and changed.

More recently, Content Language Integrated Learning (CLIL), an approach to foreign language learning, has extended rapidly through Europe. This approach to teaching a foreign language has gained popularity in many parts of the world because of its innovative pedagogical concept related to bilingualism and immersion education, in which content learning and intercultural awareness combined gives young children a lifelong learning process, and prepares them to better exploit their foreign language skills in later schooling as it is shown along this research.

2.1.1 What is CLIL?

Content Language Integrated Learning (CLIL), known as content based learning or cross curricular content, according to Hafenstein (2008), is related to "teaching a subject such as geography, science or history through English to learners whose first language is not English" (p. 12). Also, Coyle, Hood and Marsh (2010) stated that when using the CLIL method "in the teaching and learning process, there is a focus not only on content, and not only on language, but it is a dual-focused educational approach in which an additional language is used for both content and language" (p. 10).

When using CLIL, students can learn one or more of their school subjects in a target language. Students are not expected to be proficient in the new language before they begin to study. They learn the language they need to study at the same time they learn the subject. Furthermore, it is worth mentioning that the CLIL method would not require extra time in the curriculum because students will acquire the language while the content of the subject is covered.

The term CLIL, Content Language Integrated Learning, appeared in the mid-1990s since languages became a fundamental aspect of the cultural identity of every European. The European Commission considered CLIL an important facilitator of European integration in political and educational aspects. First, at that point in time, related to the political aspect, mobility across the European Union

required higher levels of language competence. Additionally, the educational aim was to design and adapt existing language teaching approaches so as to provide a wide range of students with higher levels of competence.

For instance, bilingual education in Canada, since it became officially bilingual in 1967, has its history along the struggles for equal status for French speaking communities that were a minority. Languages, English and French, were part of immersion. French and English programs provided a model for dual language-instruction worldwide. Later, Canada implemented CLIL as a teaching resource that helped to integrate both communities in a bilingual country instead of a country with two different speaking communities. (Lessow-Hurley, 1990).

2.1.2 Why to use CLIL?

CLIL involves the use of language-supportive methodologies leading to authentic learning where attention is given to both topic and language of instruction. As Eurydice (2006), an academic network from the European Commission, points out, "achieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language" (p. 13).

CLIL helps to prepare students for the world of today, and of tomorrow. In accordance with Lasagabaster (2008) CLIL "helps to prepare students for internationalization, a key word for all education systems due to the globalization process" (p. 12). Nowadays education throughout the world has become increasingly multilingual and multicultural making the domain of knowledge of foreign languages very important; it can bring many opportunities to the students such as to study in another country and to access to information in a wider scope.

CLIL supports the development of people who can take responsibility for their own work, who can collaborate with other people, and who can think for themselves. Students learn to be independent and flexible on when and how they work. They become able to find any information through different sources when needed. Furthermore, social, and communicative skills are developed to collaborate and cooperate in project teams, rather than working alone all the time. Also, CLIL students are well-trained in subject competencies and motivated to learn further skills and languages that will be certainly useful in future jobs which are constantly changing within multinational industries and multicultural communities where linguistic and intercultural skills are needed.
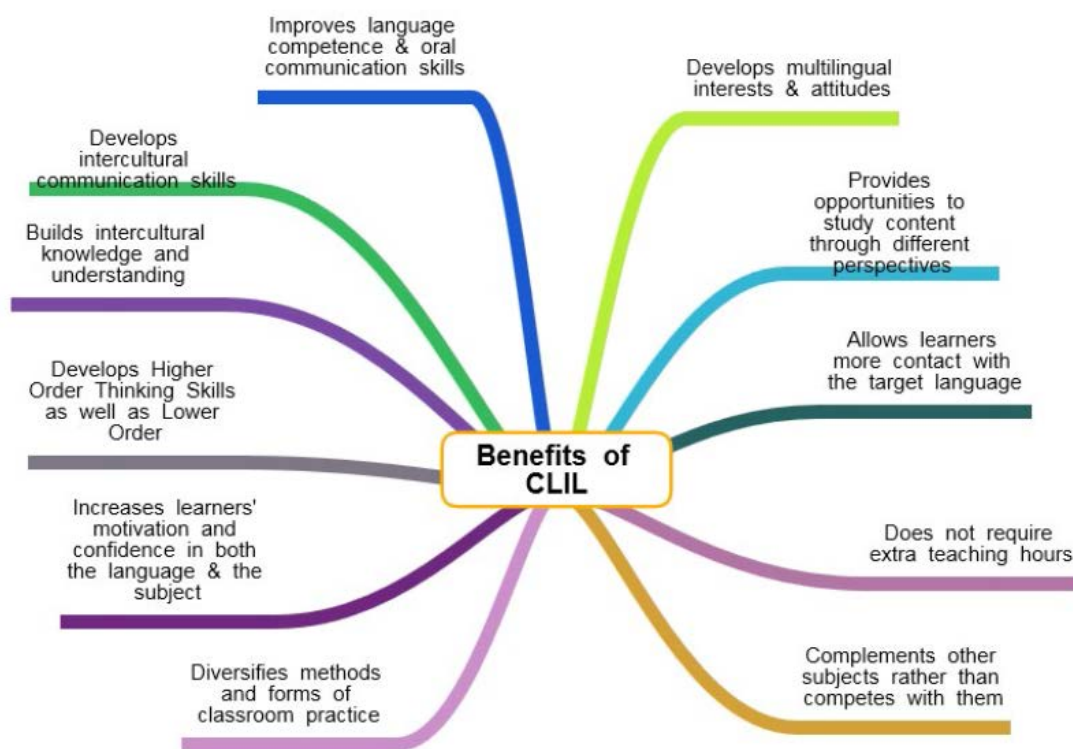
Figure 10. **Benefits of CLIL**
(Attard Montalvo et.al., 2014)

A comparison of the performance of CLIL students and non CLIL peers indicates advantages of CLIL classrooms over a regular EFL classroom. As stated before and as Hafenstein (2008) affirms the advantages of the CLIL method are "lessons based around topics; the chances to take risks with the language; a lot of

communication practice; students learn like native speakers, because they notice the language naturally without covering it systematically" (p. 12).

Through CLIL methodology teachers can work on all the four skills of the language, but communication practice can be boosted in a better way, so students can learn a foreign language being part of an authentic environment where communicating within the framework of content becomes a primary aim and not learning merely the grammar and syntax of the language.

CLIL helps students to use the target language and gain knowledge of content simultaneously. The language that students learn in a CLIL lesson is not the typical language learnt in an EFL lesson because it requires leaners to acquire larger amounts of vocabulary even when little explicit language teaching happens. (Dalton-Puffer, 2005) Also, learners reading habits are stronger due to their increased exposure to the second language (SL) or foreign language (FL). Altogether gives them a clear advantage over their EFL peers (Dalton-Puffer, 2005).

By teaching through CLIL not only teaching content takes place, but also students get prepared for any future job where a foreign language could be required in addition to content. It is also a holistic way of teaching, incorporating not just content and language, but also higher order thinking skills and competences

relevant to the community. In effect, both language and content teachers become a support for each other where CLIL turns into an important tool to teach content and language at the same time.

2.1.3 CLIL Dimensions

The CLIL approach is centered in five dimensions that Marsh (2008) describes as follows:

Cultix- The Culture Dimension addresses building intercultural knowledge and understanding, developing intercultural communication skills, learning about specific neighboring countries, regions and minority groups, and introducing the wider cultural context.

Entix- The Environment Dimension aims preparing for internationalization, accessing international certification and enhancing school profile.

Lantix- The language Dimension endeavors improving overall target language competence, developing oral communication skills, deepening awareness of knowledge, and language use, developing plurilingual interests and attitudes, and introducing the target

language.

Contix- The Content Dimension strive for providing opportunities to study content through different perspectives, accessing subject-specific target language terminology, preparing for future studies and/or working life.

Learntix- The learning Dimension points complementing individual learning strategies, diversifying methods and forms of classroom practice and increasing learner motivation. (p. 25)

2.1.4 4 C's Framework

Pursuing this further, the CLIL approach is based on the 4C's framework that was developed by Coyle (2001), in which the interrelationship between content (subject matter), communication (language), cognition (learning and thinking) and culture (social awareness of self and 'otherness') are important pillars (p. 550).
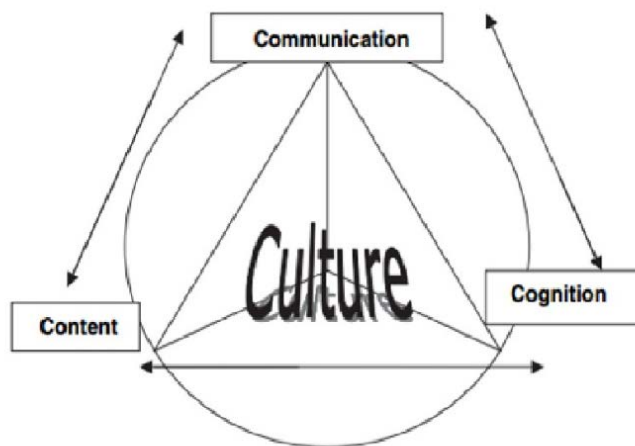
***Figure 11.* 4 C's Framework**
(Coyle, 2006)

This framework provides the methodology a holistic perspective which was not considered in the traditional viewpoints where neither language teaching nor subject teaching were considered connected and even less culture. The 4C's framework focuses on the 'integration' of different levels. It integrates learning related to content and cognition with language learning that is linked to communication and culture.

"It is built on the following principles:

- Content matter is not only about acquiring knowledge and skills, it is about the learner creating their own knowledge and understanding and developing skills (personalised learning);

- Content is related to learning and thinking (cognition). To enable the learner to create their own interpretation of content, it must be analysed for its linguistic demands;

- Thinking processes (cognition) need to be analysed for their linguistic demands;

- Language needs to be learned which is related to the learning context, learning through that language, reconstructing the content and its related cognitive processes. This language needs to be transparent and accessible;

- Interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language.

- The relationship between cultures and languages is complex. Intercultural awareness is fundamental to CLIL. Its rightful place is at the core of CLIL." (Coyle, 2006, p. 52)

Regarding content there are two specific goals that should be mentioned. According to Dalton-Puffer (2005), CLIL "provides opportunities to study content through different perspectives and also provides access to subject-specific target language terminology" (p. 46). Studying content subjects in a foreign language

offers students a wider range of academic language including technical terms.

The importance of language competence has led to think that CLIL is just a matter of 'do it in English' when, as a matter of fact, there are other important aspects to take into account. First, education is about learning, not teaching, subsequently learning cannot occur if the material is not developed or adapted according to the level. For instance, a C1-level reading could not be presented to an A2-level student; this would keep away students' attention, and it could even make them hate the language. Moreover, it should be considered that history, geography or science are already challenging subjects in our mother tongue, therefore teachers cannot use their C1-level FL tongues to explain leaners' A2 level FL ears because learning may not happen (Grandinetti, Langellotti, & Ting, 2013).

Furthermore, this emphasis on language competence has led to the fear that the subject competence could be half-finished because the medium of learning is less known. Also, it is feared that teachers could simplify the content beforehand to make it comprehensible for the students in order to avoid misunderstandings. However, research has studied that in CLIL learners possess the same amount of content knowledge as if it were thought in the first language (L1) (Dalton-Puffer, 2005).

In addition, the Common Underlying Proficiency (CUP) theory, developed by Cummins (1981), affirms that although the surface aspects of different languages, like pronunciation, fluency and so forth, are clearly separated, there is an underlying cognitive/academic proficiency which is common across languages. In concrete terms, literacy-related skills such as "conceptual knowledge, high-order thinking skills, reading strategies, writing composition skills, etc. developed through the medium of L1 transfer or become available to L2 given sufficient exposure and motivation." (as cited in Richard-Amato, 1988, p. 388). Cummins (1981) explains that "in a Spanish-English programme, Spanish instruction that develops first language reading skills for Spanish-speaking students is not just developing Spanish skills, it is also developing a deeper conceptual and linguistic proficiency that is strongly related to the development of general academic skills" (as cited in Richard-Amato, 1988, p. 388). CUP has been represented by a "dual-iceberg" metaphor from which it is implied that expirience with either language can promote development of the profiency underlying both languages. CLIL methodology provides an adequate exposure through which content knowledge can be developed without risking language learning or vice versa. It grants a growing potential for providing opportunities involving problem-solving, risk-taking, confidence building, extending vocabulary, self- expression, spontaneous talk, and so on (Coyle, 2008). Cognition, integral thinking and high quality learning can be

boosted through methods and forms of classroom practice that can be diversified in order to increase the learners' motivation. (Coyle, 2008)
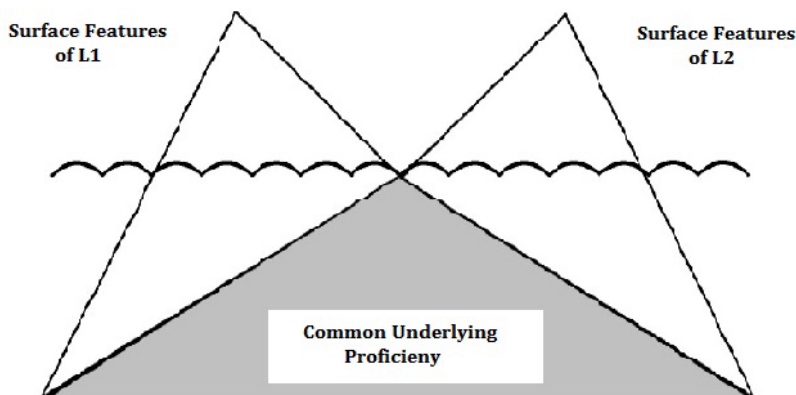
Figure 12. **Dual- Iceberg Representation**
Cummins (1981) as cited in Richard-Amato 1988

According to Douglas Brown (1980), culture in CLIL methodology is viewed as "an integral part of the interaction between language and thought. Cultural patterns, customs, and ways of life are expressed in language: culture specific world views are reflected in language (...) language and culture interact so that worldviews among cultures differ, and that language used to express that world view may be relative and specific to that view." (as cited in Coyle, 2008, p.550). This methodology considers intercultural experiences as a culture-bound phenomenon that can be used as a medium for learning. Intercultural learning and understanding has gained an important role in CLIL learning and teaching. This is

a new challenge for teachers who manage bilingual programs around the world, but it is in these programs where the curriculum is preparing citizens who can make significant contributions to their own and other societies.

Communication is one of the main goals of CLIL which includes to improve the overall language competence and to develop oral communication skills that can be used in real-life situations along the subject taught. In fact, CLIL students' language learning outcomes are greater fluency, quantity, and creativity that allows them to reach higher levels of L2 than in a conventional foreign language classroom (Dalton-Puffer, 2005).

Moreover, through CLIL methodology, communication, which takes into account functional and cultural imperatives, is more emphasized than language learning based on linguistic and grammatical form.

2.1.5 Language in CLIL

CLIL's 4C's Framework involves teachers and learners in using and developing language of learning, language for learning and language through learning which are three important aspects that show how language is viewed in CLIL.

Communication

Through
The Why:
Cognition (e.g.
thinking skills)
New knowledge

Of
The What: Content

For
How to:
Meta-cognition &
Grammar system

**Cultural awareness
Intercultural understanding
Pluri-culturalism**
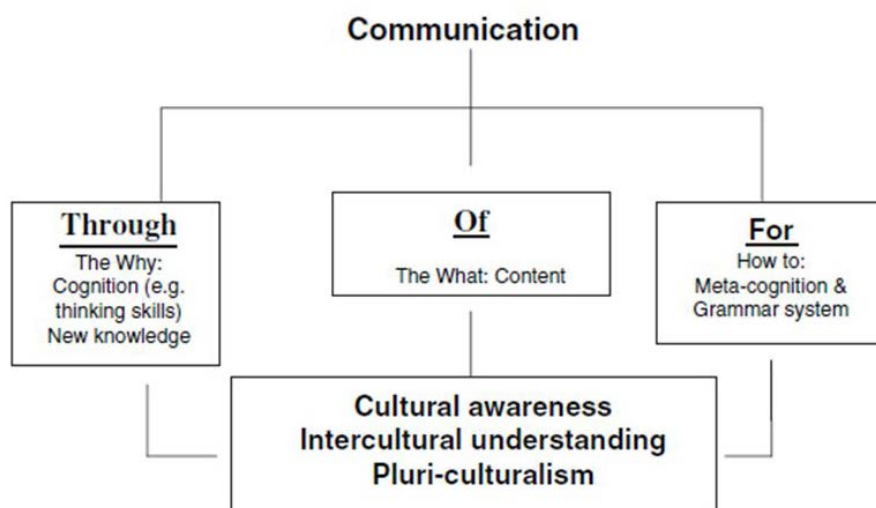
Figure 13. **Language in CLIL**
(Coyle, 2006)

Language of learning is based on an analysis of the language needed for learners to access basic concepts and skills related to the topic. The method does not suggest that there isn't a specific role for systematic grammatical understanding but it states that it has a complementary role to the learning process. In other words the use of tenses will not be determined by grammatical difficulty but by functional need demanded by the content. Moreover, content itself can also support language learning through authentic texts or spontaneous use of language. Therefore, a CLIL classroom demands a certain level of talking, of interaction and dialogic activity which may be different from the traditional language or content classroom.

Language for learning focuses on the kind of language which all learners need in order to operate in a foreign language environment. In CLIL settings this means learning how to learn effectively and developing skills such as those required for pair work, cooperative group work, asking questions, debating, chatting, enquiring, thinking, memorizing and so on.

Muñoz (2002) as cited in Coyle (2008) who indicated that "CLIL settings using the second language to learn raises the teacher's awareness of learners' linguistic needs and activates strategic language behavior such as comprehensible input, context embedded language and comprehension checks which lead to high levels of interaction between the teacher and learners and between learners themselves" (p. 553).

Language through learning is centered on the sociocultural perspective where learning cannot take place without active involvement of language. (Moate, 2010). When learners articulate what they understand, a deeper level than just learning takes place. Consequently, language becomes a tool to construct knowledge; in other words, it is the medium of communication to access, construct, and demonstrate learning. Knowledge does not occur by itself; instead, it is part of a social dimension where learning is a dynamic and interactive process. Learners' understanding of the world as part of the teaching learning process needs to be transformed into systematic knowledge of a subject community. Then, "learning the

language of a subject community is synonymous with learning the way a community thinks, one cannot be learnt without the other" (Moate, 2010, p. 40).

CLIL methodology provides students opportunities to construct their understanding of subject community knowledge since subject learning goes along with ways of thinking, practices, and discourses of a specific subject community where the teacher can endow them with appropriate guidance, frames of reference and vocabulary. (Coyle, Hood, & Marsh, 2010)

CHAPTER III: Multi-site Case Study: IB Diploma Program

Throughout this chapter the findings and implications of the observations done in the high schools will be presented including a description, the strategies that were successful within the class practice, the identified issues and the challenges that need to be considered. This research used a multi-site case study method including a government school and a non-government school. The observations were done first in "Unidad Educativa Satana" (U.E.S.) during June 2016. Later, they took place in "Colegio Nacional Ciudad de Cuenca" (C.C.C.) during October 2016. The observations during the development of the class were based on an observational scheme with the following categories: teacher's approach, successful strategies, points of caution, challenges, and extra details. Also, semi-structured interviews applied to teachers will be analyzed.

3.1 STATE SCHOOL: Colegio Nacional Ciudad de Cuenca

Ciudad de Cuenca high school was established in 1970. It is located in the south west part of Cuenca. It is a government school which currently offers the last three years of high school among other levels. Its total student population is 1106

divided in the levels indicated by the Ecuadorian educational system: bachillerato, nocturne program, and inicial. (Figure 14) The "bachillerato" is divided in two groups "Bachillerato General Unificado" (BGU) and International Baccalaureate (IB). Ciudad de Cuenca high school became an IB school in July 2014.Currently, only 41 students are part of the IB Diploma Program which represents the 0.36% out of the total students, and from this percentage only the 2.4% gained the diploma last year. The English IB level offered in this school has a language ab initio with a total of 5 hours of English per week.
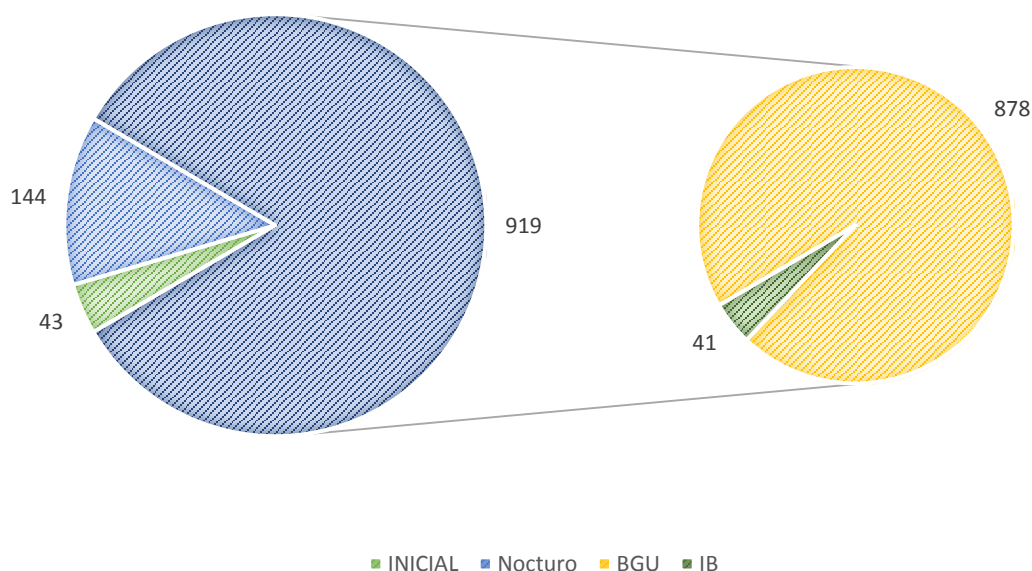
Figure 14. **Programs offered in Ciudad de Cuenca High School, 2016**

3.1.1 Teacher's approach

During October 2016, the first year of International Baccalaureate Diploma Program (IB DP), which corresponds to the second year of BGU in the Ecuadorian educational system, was observed during several English lessons.

It was observed that the English teacher is a highly experienced non-native English speaker, who produced well-structured lesson plans for each class that was observed. The lessons are more teacher-centered than student-centered. The teacher directs all the activities and spends most of the time talking.

In addition to the non-native teacher, the Peace Corps organization which supports Colegio Nacional Ciudad de Cuenca provided this high school with a native-English speaking assistant who attended one or two classes per week. Also, the native speaking assistant offers an after school extra-curricular English course once a week.

While observations took place, the class was studying "Individuals and society". The class followed the syllabus established by IB DP because at the end of the year students will be examined according its parameters. Each lesson began with reference to one or two objectives written in English on the side of the blackboard followed a warm-up activity in which students always had to comment

about the previous class to activate their language and to recall the previous lessons.

During the in-put stage, lessons were presented through power point slides followed by pre-prepared texts and worksheets. The teacher frequently asked for restating content either if students were reading or if she was explaining. Tasks required to be completed were modelled by the teacher, and they could be done individually, in pairs, or smalls groups; groups were changed all the time. It could be seen that students tended to switch back and forth from Spanish to English even though all students' presentations to the whole class were done in English. To complete the tasks students could referred to the provided text for the class and to internet sites.

Students were encouraged to consolidate their learning by supporting each other or asking the teacher or the assistant –if present– who circulated to assist with understanding the task and check if students were responding appropriately to the instructions. Occasionally, the teacher used L1 to control discipline or to re-assure that students understood what was asked to do.

At the end of each lesson, the teacher summarized what had been done specially focusing on the aspect of the language learnt, and she always assigned homework to reinforce or to introduce the following lesson.

3.1.2 Successful Strategies

The IB language course, language ab initio, designed for students with a limited or no L2 repertoire aims to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. (International Baccalaureate Organization, 2013) Concerning to this research, strategies which helped students to accomplish this aim are considered successful.

Clear objectives

Setting clear objectives gives students with a positive sense of what matters in the lesson ahead. The teacher awakens students' attention by writing the objectives onto the board at the start of the lesson. It is important for the teacher to clearly identify both the language and content objectives for the lesson.

Language assistant

As stated before, Colegio Nacional Ciudad de Cuenca has a native-English speaking assistant who attended one or two classes per week in the class observed. Whenever she was present, the lessons were thought-out and designed so that the students could be exposed to authentic language. The language assistant always helped with a warm-up, and a lot of teacher-teacher

demonstrations and modelling took place during the lessons. Also, she helped with pronunciation practice, and sometimes she even used phonetic symbols to help students remember the right pronunciation. Students seemed to participate more actively with the teacher assistant than with the class teacher. This was noticed because they made questions all the time while the assistant was around.

Language preparation course

Although the IB diploma program is a two-year program, most of IB schools have implemented a Pre- IB course which is an intensive one year program that works as a preparation phase. English as a subject is part of this course comprising of 5 periods per week without any focus on content. The aim of this phase is not only to introduce students to basic interpersonal language and skills for classroom interaction, but also to get students familiarized with the program time and effort demands.

Three stage lessons

English lessons in C.C.C. were typically built around a three-stage structure: engage, study and activate. Along the first phase, the teacher focused specifically on reactivating key background knowledge and language as essential for teaching the new material in the second phase. In this way, assumptions about what might or might not be remembered from previous lessons could be avoided and

confidence in the lessons were built. In the final phase students' understanding of the language and content was checked. The teacher provided a reinforcement about the most essential elements of the lesson and consolidated what students should be able to do. Also, she always gave feedback to assignments, presentations, or quizzes.

Role-playing

At the end of a unit, role-playing was used to check, confirm, and clarify students' understanding without relying heavily on verbal representation. The teacher believed that role-playing provides a collaborative opportunity for students to show what they have understood by working with others. The classroom was divided in groups of 6 students. Students got to choose the situation in which they will perform, but, in general, role plays had to be related to the unit they had just finished. The topic *personal details*, from the theme "Individual and Society," was the exercise the groups had to act out. Role-plays did not emphasize performance, but the physical representation of meaning. Students' performances were very well organized and creative; situations like traveling, fashion shows and talk shows were part of the presentations.

Visuals and ICT's

The teacher at C.C.C. often used visual aids to present input, new ideas,

and information. She stated that "internet is a helpful tool to access to visual images and videos" (Correa Moncayo, personal communication, October 20, 2016) that are often used in a PowerPoint presentation. ICT's took an important role in the classroom and students seemed to become more actively engaged through visual modes. Moreover, it is worth mentioning that several times the teacher presented videos and songs. Students were frequently encouraged to show their level of understanding of the songs, and to relate them to the studied topic. This was useful to extend students' understanding of tasks that involved higher order thinking skills like analyzing and creating. One time, after listening to a song and watching its video, the teacher asked the students to create their own story based on the lyrics of the song.

Pair - group work

Pair and group activities offer students an opportunity to not only practice and produce language, but to also check and confirm what they have understood through interaction with peers. Depending on the aim of the task, sometimes the teachers organized the students by putting them in groups or strong/weak pairs, in other cases she let them choose their pals.

Individual instruction during group work

Although group work has a number of advantages for students in terms of

peer collaboration, as it was said before, the teacher was aware of the benefits of moving around the classroom to work with individual students who needed specific support. The teacher and the language assistant were always walking around checking individual progress and identifying students who were not working or were doing something else.

Extra-curricular system

The school has a weekly extra-curricular class after school given by the language assistant. It is optional for students to attend; however, a lot of students attend and value the classes. The language classes provided an opportunity to ask questions about the mainstream class, as well as to socialize and build a class community in which students feel comfortable taking risks and making errors when using the target language. Students did activities like cooking and handcrafts. Also, culture played an important role in the extra-curricular classes, for example they celebrated Halloween with a party were they had to dress-up.

Portfolios

Since there is not a textbook to follow, students compiled all the pre-prepared material of the lessons in a folder. They worked through the worksheets together as a class with the main emphasis on tasks and activities, rather than simply presenting information. The benefits of this strategy include that students

can record what they have been able to understand, learn, and do. Besides, they could refer back to the material when needed or as in preparation for learning new knowledge. Also, it allows teachers and students to see how the unit is built.

Note taking skills

Along the unit observed, the teacher focused on developing students' note-taking skills, including keywords, summarizing, and paraphrasing what they have understood. Students build their own notebook with everything they have learnt in class. The teacher identified the importance of teaching learning-how-to-learn skills.

Glossary

Throughout the unit the students actively developed a vocabulary list. Keeping this personal glossary was a useful way to organize new vocabulary, and also it provided a space where they could go back to check words as if it were a dictionary, but with examples about the unit.

L1 use

To maintain the role of teacher as the target language model becomes hard when dealing with discipline; even though there are not too many students the teacher spoke Spanish when the class became too noisy. Another situation when

the teacher used L1 successfully was when giving personal feedback or guidelines in order to support and encourage understanding.

3.1.3 Points of caution

The main goal of every teaching-learning process is to enhance the classroom practice whenever it is possible. It is important to pay close attention to some aspects from the observed English classroom that could be improved.

Revision and consolidation instead of repetition

The teacher pointed out that students need constant reassurance to grasp key points and ideas, even if they have not understood every word. Whenever an extra explanation is needed because students do not understand, repeating it over and over is ineffective, disengaging, and frustrating for both teacher and learners. Rather than repeating words, waiting students to understand in the second or third time, the teacher could *re*-present the words and concepts in different ways or modalities. The opportunity to re-do and apply the same ideas in different ways could improve students learning process. For example, instead of giving students even more language to process she could explain some topics through actions and gestures to provide further cues to help the students make connections. Also, the teacher could model what she wants her students to do through short

demonstrations which could be an effective way of giving instructions and explanations. Whenever students struggle with detailed verbal instructions, modelling worked as an effective solution to aid comprehension and to avoid students' distraction or confusion as it was observed.

Tiring techniques

Teachers need to evolve and change constantly in order to keep students' attention. Asking the class to restate what has been explained worked well for a while, but ultimately it was no longer effective. The same situation occurred when students had to do a written explanation of what they had understood. Teachers should change strategies according to students' changing needs and growing levels of understanding and communicative competence.

Routines

Although routines appear to be helpful to establish behavior patterns and expectations for the lesson, to reactivate prior knowledge and review the words, in the sense that it enables students to focus on language and ideas, rather than worrying about the procedural aspects of the task itself, teachers should be careful with routines because students could get tired and bored of doing the same kind of activities all the time. There were lots of routines along the unit observed; all students received the teacher standing up to greet. Lessons always began asking

students to say the date in English followed by the objectives presented in the same way every class — written on the left side of the board. After that, a 3-minute warm followed to recall information from the previous lesson — always students had to orally contribute to the main idea discussed last class. At the beginning, it provided motivation to participate, but later it was no longer motivating. At the end of the lesson, a written assignment was always given.

A teacher centered approach

As aforementioned, the class was more teacher-centered that student centered. Most of the time the teacher talked, while the students exclusively listened, so she directed all classroom activities. Teacher-centered instruction can get boring for students since students are not allowed to express themselves and direct their own learning. The reliance on the teacher as the primary source of language input makes it difficult to provide opportunities for individual creativity and language use. Also, spaces for individuality could provide the teacher with insights into what students want to know, rather than keeping them restricted only to the language that they have been taught.

A well-balanced educational atmosphere should be promoted through a better combination of both approaches in order to meet all students' needs. The teacher's responsibility is to provide an initial input into the teaching/learning experience and to be a language role model; then the responsibility moves back to

students' own learning through tasks and experiences, promoting an active engagement and the application of students' language, understanding, and skills.

Bilingual dictionaries and translators

Online translators, like google translator, turned out to be a problematic tool. These kinds of dictionaries have the potential to hinder meaning-making or meaning-inferring when not used effectively. Literal translations are often senseless, which cause problems for others to understand. For example, in a classroom presentation, the students' contributions create confusion and frustration because of inaccurate translations.

Assuming

One of the most frequently problems experienced by almost all teachers is how easy is to assume too much. Often when students struggle with certain activity it is not because they were entirely incapable of achieving the proposed aim, but because a key word or concept had been ignored. Teachers can assume that having covered a concept in another subject or earlier in the year should be sufficient. An example of where this was problematic was when the teacher brought a task about nationalities. Students were asked to classify different features of some countries, but they struggled to differentiate the currency of each

place. Teachers should not assume that certain topic is going to be so easy instead anticipating these kinds of misunderstandings before the lesson makes it much easier to work through the lesson as planned.

3.1.4 Challenges

In general, being a teacher is a challenging work which demands commitment. This study analyzes some of challenges considered relevant on the existing school structure.

Planning

IB teachers recognize that planning takes substantial amounts of time and effort. Since IB does not provide a book to follow, planning has become even more time-consuming. Commitment is required to careful planning as the key to the success of the course. Teachers have to organize the content that IB requests to cover over the two years that the course lasts. Therefore, planning for the long-term is essential to divide the topics to be covered each year. Also, planning is required for each lesson which must consider mapping lessons in sequence, diagnosing, and assessing students' language needs and profiles. Besides, a good plan has to provide basis for flexibility as an option for lessons to be most effective. The Ministry of Education has provided a lesson plan scheme to fill out, but it has been changed several times. Planning is a challenge for all teachers, even for the

most experienced English teachers, who are just starting as IB teachers.

Adapting existing L1 material to English IB classrooms

As stated before, IB does not provide an English book to follow, teachers have to elaborate their own material to cover the proposed topics. Teachers must design a course in which students would not cover content which is not normally covered in a regular English language class. It is understandable that existing material from these classes are used as initial reference. However, the nature of the IB course meets different key learning objectives and topics; it seems a productive way of working with previous language units, and then departure to more complicated content. The teacher reported that problems arise when finding foreign material related to certain topics because the way ideas are conceived and taught in English as the native language and culture are different from when it is thought as a foreign language and culture, and she struggles to get material to fit the class needs. Another challenge related to the material mentioned is the difficulty of sourcing appropriate texts for the students' language level. The teacher expressed, in the interview, that "native texts tend to be too overwhelming, while non-native texts rarely exist and they do not meet IB students' needs neither stimulates generating new language." (Correa Moncayo, personal communication, October 20, 2016).

Dealing with a multilevel classroom

The IB diploma program requires students to reach high grades in general, but language classrooms are compounded by students with a wide variety of knowledge and skill levels. Studying a foreign language in state schools was mainly an elective subject for previous years, rather than a mandatory curriculum subject. However, there are some students who have attended extra-curricular English courses and have been already exposed to the language, while others have not had that chance. Different students' language knowledge background make up multilevel classrooms that can be especially confronting for English teachers. The observations showed that having students with a wide range of learning needs brought a lot of problems to the teacher who focused on producing high quality comprehensible language input more than culture and content.

Collaborating with others

Working within different curriculum areas has become a challenge for the IB coordinator who tries to balance between ensuring ongoing, regular communication and too many meetings that mean pressure and stress. Working outside of the English Language department brings a great impact on preparation, especially if material and resources need to be adapted to the context. In other words, it means having to adjust to different planning and working patterns. Teachers from IB DP at this school had discussions all over the year dealing how

to work across different curricular areas.

Impact on the wider school community

The IB diploma program aims to empower students to become committed to service with the community. (International Baccalaureate Organization, 2013) It includes a component called Creativity, Activity and Service (CAS) in which students find the value in contributing to and interacting with the larger community. While observations took place, it could be seen that CAS projects generated great enthusiasm among the students. CAS projects can be linked to any subject, and English is not an exception. It has been already said that most teachers already have their own demanding workloads that make it difficult to offer additional support or time; however, it is still essential to participate in the wider school community. This can help to better raise whole school awareness of the importance of English learning since early years which could be the case of "inicial" program of the Ecuadorian educational system.

3.2 PRIVATE SCHOOL: Unidad Educativa Santana

Santana is a private high school that was established in 1985. It is located in the north part of Cuenca. It is an institution that offers primary and secondary education. It became an IB school in April 2011. The IB Diploma Program is the only program offered at the "bachillerato" level according to the Ecuadorian educational system. "Bachillerato General Unificado" (BGU) used to be offered until 2015, but it is not part of the high school anymore. There are two classes compound by 25 students in each one in the first IB year, and another two classes of the same amount of students in the second year. The English IB level offered in this school is language b with a total of 10 hours per week.

3.2.1 Teacher's approach

As stated before, the first year of International Baccalaureate Diploma Program (IB DP) which corresponds to the second year of BGU in the Ecuadorian educational system, was observed during several English lessons in June 2016.

The teacher at this school is a highly experienced non-native English speaker teacher as well, who has lead his classes towards a problem solving and inquiry learning approach. Most of the topics were related to problems in which students were asked to work through different phases every time. Some phases

were trying to understand the problem, describing situations in a cause-effect form, critically examining solutions, and providing suggestions for attacking the problem. The work may involve going back and forth between phases and mixing them. However, in each phase, communication took place and particularly when students did not know right-away how to deal with certain problem. The teacher always presented a problem and guided the classrooms through three steps – inquiry, action, and reflection-. As a result, language was greatly used for communication because students had the chance to express their different ideas.

Most of the lessons began with a video to introduce in which the topic is introduced. The teacher used verbal input related to the video to activate students' language. Subsequently, action took place; the teacher moved into more specific details about the activities planned for the students to do. Most of the time, students were expected to use the information presented to analyze a particular issue. No grammar points were part of any lesson at all. At the end of each lesson, the teacher emphasized in how well understood the instructions were. If needed he explained once more. The unit and/or topic finished with the students preparing a video or an oral presentation to summarize the main points of the topic or to present solutions to the issues discussed. The teacher always prepared a rubric which was presented to the students in advance.

3.2.2 Successful Strategies

The IB Diploma Program in Santana high school works with the language b course which has been designed for students with some previous knowledge of the language. The main focus of the course is on language acquisition and development of language skills. (International Baccalaureate Organization, 2011) This following part of the research will present what have been considered as successful strategies that helped to achieve this aim.

High expectations and class culture

Santana high school teachers have the obligation to give to students the syllabi and explanations about the contents at the beginning of the school year. Santana high school established clear guidelines and expectations of what they demand from students throughout classes and presentations. The teacher included the due dates for each assignment and test, and discuss the requirements, necessary study skills, and final course objectives.

Language preparation course

Santana high school has a one year Pre-IB course, where students have an overview of how the IB program works, and a language course preparation.

Visuals

The teacher at Santana high school often used visual aids; this was useful

to not only check students' initial comprehension of content, but also to extend students' understanding in higher order thinking tasks to represent ideas beyond the available in their L2 repertoire. For example, the teacher used a video to introduce the new topic and catch the attention of the students. At the beginning of the class, the teacher presented a part of a movie related with *Frankenstein, a book that they are reading in this school year,* who, in the movie, wrote a letter. The teacher explained they were going to learn how to write a letter in this class. As homework, students had to write a letter to the main character, explaining what will happen to him in the book's following chapter.

Group work

Group work can create powerful learning experiences for students. From understanding course content to developing problem solving, teamwork, and communication skills, group work is an effective teaching strategy. Lesson that include group work may be applied well until the end of the course; with this in mind the teacher prepared a group work activities. One group activity that was used was to present a new topic "Discrimination." Students worked in groups of 5 with one as a leader and they had to search for information about a type of discrimination. Next, they recorded a video where each member of the group gave their opinion and explain the kind of discrimination they had chosen. Finally, they presented the video in class through a power point presentation.

L1 use

To maintain the role of teacher as the target language model, sometimes the teacher did not use Spanish immediately, instead students were asked to provide Spanish explanations to support other students. In the classroom, this provided clear guidelines on the use of Spanish to support and encourage understanding. Several times the teacher after giving explanations about an activity, he repeated the instruction again in the L1. The teacher constantly made sure that instructions were clear and understood by all students.

Lesson transition breakers

Working in a foreign language can be exhausting. This can lead students to become easily distracted, bored, and disengaged. To manage this problem, teachers break up the lesson with brief time-out activities, especially during task transitions. At Santana high school, when students had two continuous class periods, the teacher gave them between 2 and 4 minutes break. Students used this time to go outside, talk, or use the cell phone. After the break, students were concentrated again

Creating a language rich space

Santana classrooms are divided in sections; each section represent a subject. Students decorate the walls with posters, pictures, phrases, and material related with the subjects' topics. For example, the English section has pictures and

some of the essays that students did during the school year. Also, the teacher uses this area to present new vocabulary and remind students about a pending task or test.

Hands on language

At Santana high school, it could be observed that hands-on language activities let the students' minds grow and learn based on the experiences and from the environment they are exposed to. Students learnt while discussing, investigating, creating, and discovering with their pals. As they got familiar with the studied subject they required less teacher support, and became more interactive in the classroom letting learning experiences occur. In this case, the teacher introduced the first activity with an interview about technology, where students had to use the L2 to interview English teachers from the high school. This was followed by a whole class activity in which students shared their answers and talked about the topic.

Demonstrating and modeling

In addition to the practical hands-on tasks for students, teachers found the most effective way of giving instructions and explanations was to simply model what they wanted students to do through short demonstrations. By watching the teacher, detailed verbal instructions that potentially distract or confuse the student

were avoided. In cases when students struggled, it was apparent more modelling was an extremely effective solution to aid comprehension, rather than trying to give students even more language to process. The teacher used this strategy when he began to show pictures with cartoons and simultaneously he told a story related to the flash cards. Next, the teacher presented a series of cartoons to students. They had to create their own story and presented it at the end of the class.

Representing the same idea in different ways

Rather than merely repeating words in the hope students understand the second or third time, teachers re-present the words and concepts in different ways and modalities. For example, the teacher used a variety of ways to present vocabulary. He usually presented a new word in a sample sentence. Next, he used the same word in a more complex context. Finally, if the word was not clear or understood by the students, the teacher gave them the English meaning. Giving Spanish translation was the last resource. It was rarely observed.

Learning from the learners´ perspective

The teacher considered that when teaching a foreign language it is important to keep in mind each students' needs and abilities and that their curiosity should take part of solving real-world problems. Also, he explained that students should be responsible for their own learning (Vivar Hurtado, personal communication, June 13, 2016). For instance, the lesson moved students from

passive receivers of information to active participants in their own discovery process which became significant for the learning process. The teacher was able to achieve this objective with group research activities. The teacher designated a specific topic to each group of students. They had to search information about a topic and prepare a presentation for the rest of the class. The teacher helped them when they were working on their presentations. If the topic was not clear or was not understood by all the students, the teacher, at the end of each presentation, gave a brief explanation about the students' topic.

Non-language texts

A challenge mentioned by many teachers working in L2 is the difficulty of sourcing appropriate texts for the students' language level. Native texts tend to be too overwhelming unless well supported, while non-native texts rarely exist in ways that address the content needs of the area being studied source. This case study provided plentiful examples of the power of texts that contained no language: works of art, especially paintings, but also other forms of media including visual posters and online animation clips and video (e.g. YouTube). In one lesson, the teacher used as warm up activity, a chapter from a known tv serie. In this class the teacher presented the topic "problems in the modern society."

Positive reinforcement

It is crucial for teachers to have a strong belief in themselves and in their

students. Confidence was important for the students in terms of providing a confident model, and confidence in students' capacity to meet the teacher's expectations and the success of the program. Some phrases stated by the teacher were "Keep working! Good job! Make it up!"

3.2.3 Some points of caution

Teachers use several strategies and techniques for teaching a second language, but often not all of these strategies work. For this reason, it is important to mention some of the ones that did not work very well, according to our observation.

Tiring techniques

Teachers need to be prepared to evolve and change quickly. The class had been using a social network (WhatsApp) to check understanding, send homework, or make questions to the teacher. This worked well for a while, but students stopped using it and it became unreliable. Although teachers encouraged students to keep using this social network, they recognized that it had become no longer effective. It was observed that a change related to strategies according to the students' changing needs and growing levels of understanding and communicative competence were needed.

Bilingual dictionaries and translators

Dictionaries have the potential to hinder meaning-making when not used effectively. In this case, online translators (e.g. GoogleTranslate) were problematic as they require students to input what they know in Spanish, rather than to consider how meaning is made in English. The results are often nonsensical, causing problems for others to understand, and creating more confusion and frustration. Also, the used of this online dictionary became in a disciplinary problem; the teacher allowed students to use their cell phones to search information but students did other activities such as checking their social networks or just surfing the internet.

Considering student's interest

It is vital to consider students' needs in terms of how their ideas and associated language become a key for the way teachers communicate to make sense to their students. A situation observed in Santana high school was that students were not able to choose what to read. Since reading is mandatory in the IB DP language B course, it should be an activity based on the students' interests.

3.2.4 Challenges

This point aims to review the challenges that the IB English teacher at

Santana high school faced when teaching English to students of the Diploma program.

Planning

The teachers recognized that planning takes substantial amounts of time and effort, with the primary tasks being: analyzing the mainstream curriculum from a second language teaching and learning perspective; mapping L2 scope and sequence plans against curriculum content; diagnosing and assessing students' language needs and profiles; sourcing, translating, and creating special language teaching resources for curriculum content in the L2 classroom; and collaborating with content-area colleagues from non-language departments.

Advocacy

The IB Diploma Program features strong support from the school executive and administrators, but it also demands a lot from teachers in terms of building and maintaining a number of external relationships. This includes parental awareness and communication, and promoting the program to teachers and parents at primary feeder schools.

Finding room for individuality

Due to the relative teacher-centeredness, and the reliance on the teacher as the primary source of language input, it can be difficult to provide opportunities for

individual creativity and language use. To create spaces for individuality, the reminded students that they can use Spanish for certain words to say what they mean if they cannot think of any other way of using the target language. This, at the same time, provided the teacher with important insights about what students still want (or need) to know, rather than keeping them restricted only to the language that they have been taught. However, to avoid an overreliance on Spanish, students should also be taught other compensatory strategies, such as paraphrasing and consulting dictionaries.

Collaborating with others

Working with other curriculum areas outside of the languages department mean having to adjust to different planning and working patterns. It is important to allow those differences, and the impact that they might have on preparing a lesson, especially if material and resources need to be adapted to the L2 context well in advance.

3.3 Discussion

Despite of the increasingly importance given to English as a foreign language in the last years, the Ecuadorian educational system continues struggling to balance opportunities to access to it. While to private education teaching English

is a priority, state schools face it as a privilege, as the observations showed. This may be why, in spite of the overall support to the IB Diploma Program given by the government to state schools, there are still marked differences between the private and the state. Differences regarding levels of language competences are well defined; nevertheless, IB has provided appropriate levels to challenge each school. Indeed, each school follows a different English IB course according to their students' level and needs.

One particular factor that cannot be underestimated, related to how viable the IB Diploma Program, is the financial one. Even when most of expenses in the state school have been covered by the government, there are some activities that need to be paid by students in spite of their families' lack of financial resources. Students meet financial needs regarding resources for CAS activities, research projects materials, and access to internet out of school.

A decrease in IB related budget was reported from the Ministry of Education which has brought uncertainty about the possibility to pay for training, exam fees, and lab maintenance, and parents will not be able to cover costs either. This situation has made some students drop the program.

On the other hand, students from private school do not face these issues. In fact, it is noticeable the great investment in ITC's equipment, books, and classrooms resources and materials.

A second concern is the differences of students' language background knowledge. Since Unidad Educativa Santana has primary and secondary levels, in which English is part of the curriculum, English literacy is taught from the early years. Therefore, when students reach the IB program they have been already exposed to the target language. Besides, most of the students have had the chance to practice the language abroad. As explained before, students are able to communicate during classes with almost no difficulty. The language background of the classroom in general seems to be homogenous. Under this circumstance, the teacher seems more easily able to deliver content without worrying too much about language instruction. In contrast, the state school confronted a multilevel classroom that brought a challenge to the teacher who had to focus on language input more than content, as it was expressed before.

Another aspect confronts the schedules of each school. Exposure to the target language varies considerable from 5 hours per week in the state school to 10 hours per week in Santana high school. This class time difference affects other aspects of school and class organization, which directly and indirectly impacts teachers and students. Time is a factor that affects the quality of the learning-teaching process. Here, we deliberately emphasize the importance of planning in order to seize time to fulfill IB academic demands.

Learning a language, as part of students' school experience, has become a

strong demand in an international minded global context and this study has firmly confirmed this perception. Teachers and students value high quality and effective language programs. It is obvious, there is a need to address strengths and weaknesses towards an approach with solid and consistent principles in order to improve the IB language courses aforementioned.

Given these points, CLIL will be presented as a workable approach. As viewed through the observation an integrated approach is needed in order to make instruction in both language and content effective. CLIL has potential to support high quality language programs as it has consolidated previous experiences of working with bilingual programs in countries such as Canada and Australia (Lessow-Hurley, 1990).

The CLIL approach can be delivered without necessarily having to make significant demands on existing school structures. It does not necessarily require a whole school reorganization or change. Its framework could be useful for helping teachers to work with content and language successfully through an integrated pedagogical approach to enhance the IB Diploma Program. Teachers could use the 4Cs model (Coyle, Hood, & Marsh, CLIL Content Language Integrated Learning, 2010) to work with content and develop language/content integrated units of work. Also, the 6 pedagogical principles (Coyle, 2006) could be applied to deliver lessons effectively in classroom practice, formulating a range of strategies

and techniques that led to the development of students' content knowledge and language skills.

CLIL can be successfully implemented by English teachers either working alone or in small-scale partnerships with content teachers within supportive school environments. (Marsh, 2008) Moreover, clear lines of communication established between IB staff are an advantage to get involved with CLIL although this lines of communication should be reinforce with parents and wider school staff. Another advantage, is the class size of IB Diploma Program – 25 students – which ensures a better practice.

Training teachers for CLIL may represent a difficulty for implementation, but it should be mentioned that once teachers have been trained, a significant improvement on IB language education system will be part of future success and expansion to the IB Diploma Program.

CHAPTER IV: Proposal to apply CLIL in the IB

4.1 CLIL and IB

IB curriculum is characterized by connecting content across subject areas, these connections grant students several opportunities to understand the interrelationship of knowledge, as it is the case of English taught as a foreign language. (International Baccalaureate Organization, 2011). In chapter two, CLIL has been presented as a feasible approach for dual instruction, language and content. CLIL has potential to support IB language courses since it can be delivered without necessarily having to make significant demands on existing school structures and organization.

Therefore, this chapter attempts to directly connect the IB DP curriculum for English courses with CLIL. Lessons plans and material samples based on CLIL have been designed with IB content used by of the institutions examined. For these samples, one topic out of each IB theme related to different IB subject areas was chosen.

1. IB theme: Individual and Society linked to Natural Science

    a. Topic: Physical Health

    b. Specific Aspects: body, health and illness

2. IB theme: Leisure and Work linked to History

    a. Topic: Transport

    b. Specific Aspects: means of transportation and travelling

3. IB theme: Rural and Urban and Rural Environment linked to Geography

    a. Topic: Weather

    b. Specific Aspects: Seasons, extreme weather, natural disasters

IB
with
CLIL
Material Samples

Tamar Durán
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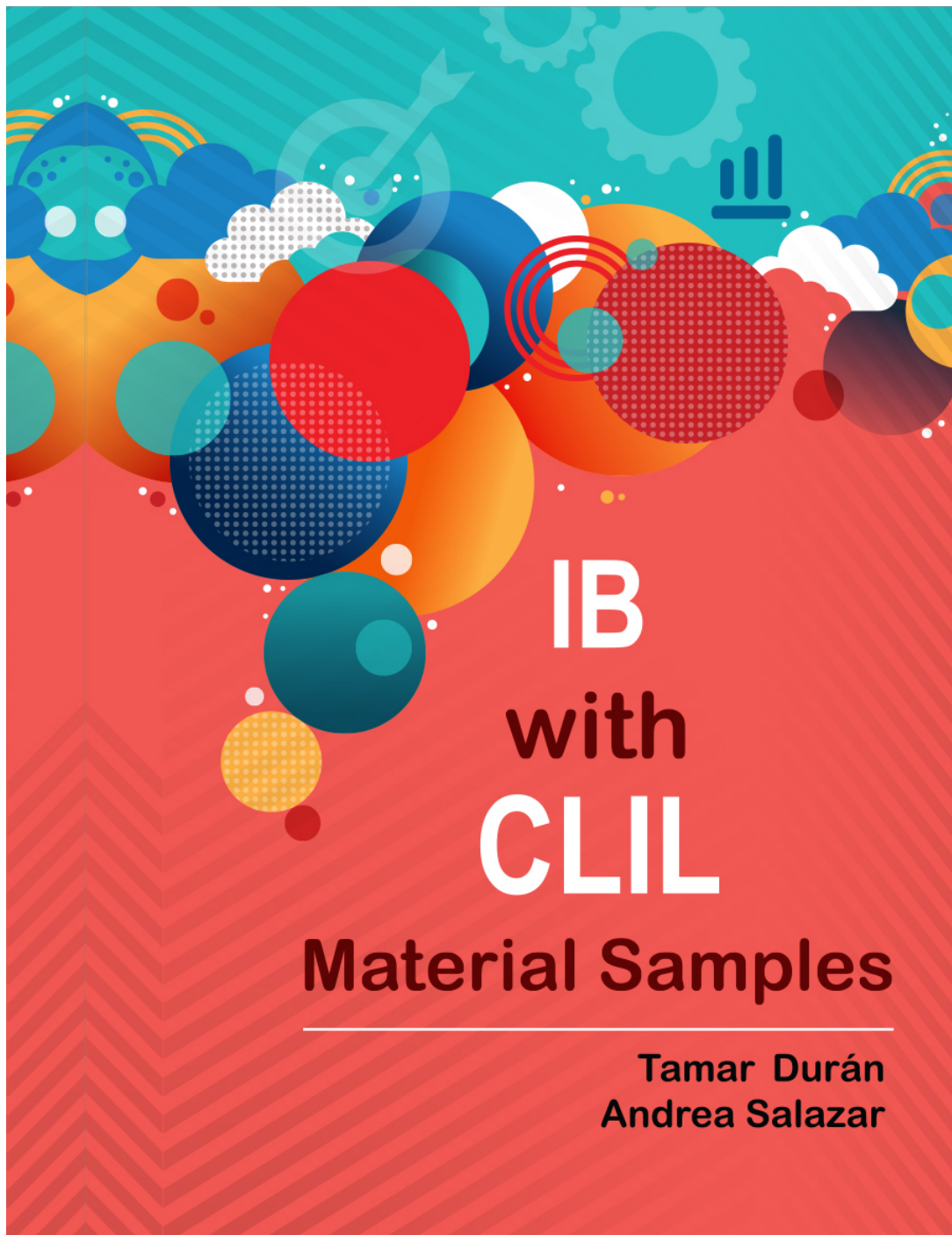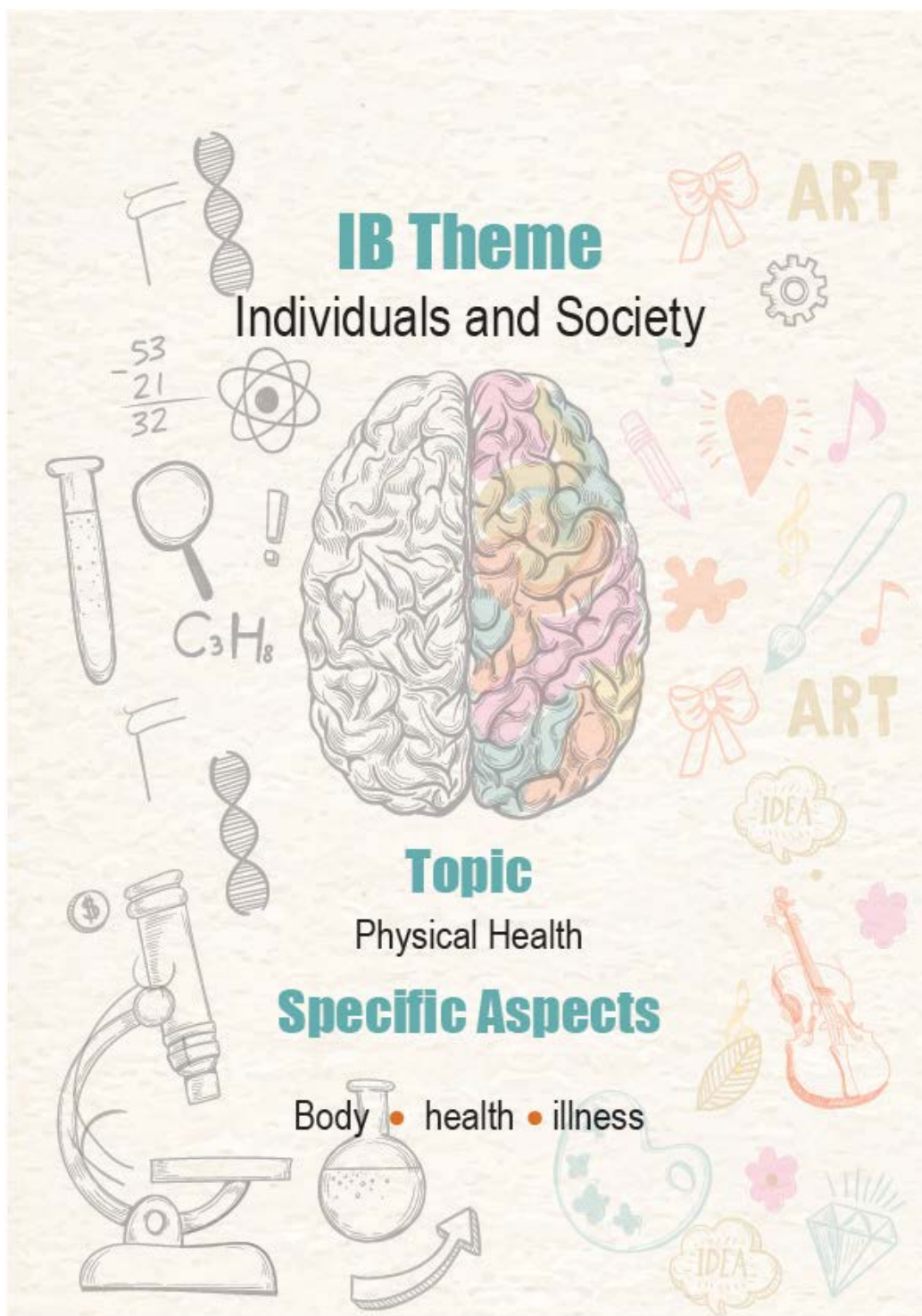
CLIL Lesson Plan

IB theme: Individuals and Society
Topic: Physical Wealth
Specific Aspects: Body, health, illness
Aims of the unit: • To increase students' knowledge of subject content related to physical health.
• To develop students' knowledge of content-related vocabulary.

Teaching Objectives: By the end of the unit the leaners will be able to:
- Describe important aspects of the human body.
- Differentiate between healthy and unhealthy habits.
- Identify the most common illnesses that can affect human bodies.

Language for communication Vocabulary:
- Parts of the body
- Healthy and unhealthy habits
- Illness: injuries and medical treatment

Skills:
READING Students read important facts about the human body.
WRITING Students write about their own habits, and picture descriptions.
LISTENING-SPEAKING Students role play a doctor's appointment.

Content Subject: *Natural Sciences*
- Facts about the human body
- Healthy and unhealthy habits
- Common illnesses

Culture *Idioms about the human body*

ACTIVITIES FOR LANGUAGE AB INITIO

Warm-up Activity Introduction to the class. Say. "In this class, we are going to learn about your health. What do you think we will learn?" Elicit ideas from class and write them on the board. If students do not come up with any, give them some hints. Possible elicitations include: the body, health problems (illness), talking to the doctor, good food (healthy food) exercise. When this is complete, tell the learners that today's lesson is about parts of the body

Presentation *Parts of the body*

Activity 1: 1. Use the reading about the human body to present the content to the students.
Learning about the (worksheet 1.1)
human body 2. Ask the students if they knew about some of the curious facts presented. Don't forget to check fast facts. Encourage students to identify the parts of the body and to look carefully to spelling.

Activity 2: 1. Ask students if they know any other parts that are not in the reading and write
Naming the body parts make your own class-list of the parts of the body.
2. Have students investigate and complete the "Recipe for a Body"
3. Hand out the worksheet (1.2) in order for the students to complete the activities.

Activity 3:
Recognizing healthy and unhealthy habits

1. Use the reading about the healthy and unhealthy habits to present the content to the students. (worksheet 1.3)
2. Ask students to identify their own habits. If they have unhealthy habits, ask them how would they be able to change them? Ask them to write about it. (worksheet 1.4)

Activity 4:
Identifying the most common illnesses

1. Use the reading about the illnesses to present the content to the students. Help them solve the maze. (worksheet 1.5)
2. Communicative activity: What's the matter?
   1. Organize students in pairs (Student A and Student B)
   2. Give each student a section from worksheet 1.6.
   3. Show the students that each section has a health problem and advice through pictures.
   4. Read the provided example for Student B to which Student A will provide an appropriate advice.
   5. Do the opposite. Read the provided example for Student A to which Student B will provide an appropriate advice.
   6. Draw students' attention to the sample and encourage them to use the model.
   7. Students take turns for asking and giving advice.

EXTRA-ACTIVITIES FOR LANGUAGE B

Activity 1:
Extensive Reading about the human body

1. Use the extensive reading and guide the students through worksheets (1.7) (1.8)

Activity 2:
Picture description

1. Students have to pay attention to what is happening in the picture and answer the questions in the provided spaces. (worksheet 1.9)
2. Students write their description of the picture. (worksheet 1.10) Encourage the learners to follow the steps.

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Extensive Reading

Your Amazing Brain

There's a mass of wrinkly material in your head, weighing around 1.3kg, which controls every single thing you will ever do. It enables you to think, learn, create and feel emotions, as well as controlling every blink, breath and heartbeat. This fantastic organ is your brain! It's so amazing that famous scientist James D. Watson once called the brain "the most complex thing we have yet discovered in our universe." Here's why!

Your brain is faster and more powerful than a supercomputer!

Your kitten is in the kitchen. She's about to step on the hot cooker. You have only seconds to act. Accessing the signals coming from your eyes, your brain quickly calculates when, where, and at what speed you will need to leap to stop her. Then it orders your muscles to spring into action. Your timing is perfect, and she's safe! No computer can come close to your brain's amazing ability to download, process, and react to the flood of information coming from your eyes, ears and other sensory organs. Cool!

Your brain generates enough electricity to power a light bulb

Your brain contains about 100 billion microscopic cells called neurons. There are so many, it would take you over 3,000 years to count them all! Whenever you dream, laugh, think, see or move, it's because minute chemical and electrical signals are racing between these neurons along billions of tiny neuron pathways.

Incredibly, the activity in your brain never stops. Countless messages zip around inside it every second – just like a supercharged pinball machine. Your neurons create and send more messages than all the phones in the entire world. And while a single neuron generates only a very small amount of electricity, all your neurons together can produce enough energy to power a low-wattage light bulb. Imagine that!

Neurons send information to your brain at more than 240kmph!

A bee lands on your bare foot. Eek! Sensory neurons in your skin relay this information to your spinal cord and brain at a speed of more than 240kmph. Your brain then uses motor neurons to transmit the message back through your spinal cord to your foot – to shake the bee off quickly! Motor neurons can relay this message at more than 320kmph. Wow!

When you learn, you change the structure of your brain

Riding a bike seems impossible at first, but soon you master it. How? As you practice, your brain sends 'bike riding' messages along pathways of neurons again and again, forming new connections. In fact, the structure of your brain changes every time you learn, as well as whenever you have a new thought or memory. Now that's clever!

Exercise helps make you smarter

It's well known that any exercise that makes your heart beat faster – like running or playing a sport – is great for your body and can even help improve your mood. But scientists have recently learned that for a period of time after you've exercised, your body produces a chemical that makes your brain more willing to learn. So, if you're stuck on some tricky homework, go out and run around for a while, then tackle the problem again. You might discover that you're much more able to solve it!

IB Theme
Leisure and Work

Topic
Transport

Specific Aspects
Means of transportation and travelling
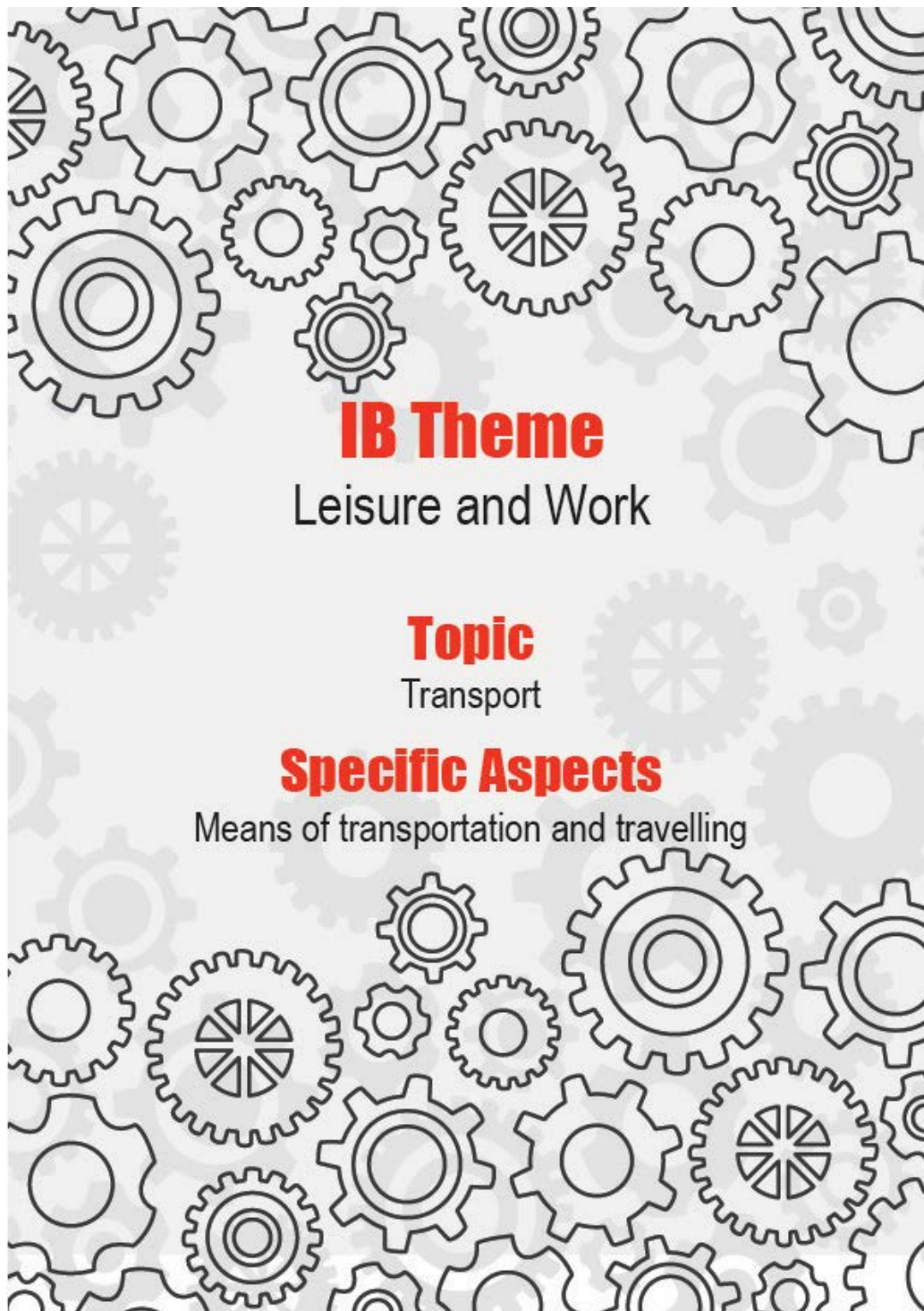
CLIL Lesson Plan

IB theme: Leisure and Work
Topic: Transport
Specific Aspects: Means of transportation and travelling
Aims of the unit: • To increase students' knowledge of subject content related to transport.
• To develop students' knowledge of content-related vocabulary.

Teaching Objectives: By the end of the unit the leaners will be able to:
- Discuss how transportation has changed over time.
- Classify means of transportation
- Plan for a trip.

Language for communication Vocabulary:
- Means of transportation
- Travelling

Skills:
READING Students read important facts about the Industrial Revolution and understand how it is related to transportation.
WRITING Students write about their plans for a trip and invite a friend.
LISTENING-SPEAKING Students discuss and describe a picture orally.

Content Subject: *History*
- Industrial Revolution
- Means of transportation in history

Culture *Phrasal verbs related to travel*

ACTIVITIES FOR LANGUAGE AB INITIO

Warm-up Activity Introduction to the Class. Say: "In this class we are going to learn about a part of history related to industrialization. Ask what do you think we will learn?" Elicit ideas from class and write them on the board. If students do not come up with any, give them some hints. Possible elicitations include: inventions, means of transportation, travelling. When this is completed, tell the learners that today's lesson is about the Industrial Revolution.

Presentation *Industrial Revolution*

Activity 1: 1. Use the picture to have the students work in pairs describing it and telling what
Learning about the they think about it. (worksheet 2.1)
Industrial Revolution 2. Ask the students if they know anything about the Industrial Revolution.
3. Use the reading about the Industrial Revolution to present the content to the students. (worksheet 2.1)
4. Encourage students to identify the inventions done during the Industrial Revolution. Don't forget to check fast facts.

Activity 2:
Classifying means of transport
1. Have the students understand the importance of the steam engine for transportation. In groups, students can read about different means of transportation in history. (worksheet 2.2)
2. Ask students to classify them according the given categories. If they know any other kind of transportation they can add it to the list.

Activity 3:
Travelling
1. Ask students how they would like to travel. Elicit ideas from class and write them on the board. Ask them if they have heard about "TrenEcuador".
2. Have students investigate on-line in the provided website about the two train routes and complete the charts with the missing information. worksheet (2.3)
3. After that, ask them to choose one route and write about it inviting a friend. (worksheet 2.4)

EXTRA-ACTIVITIES FOR LANGUAGE B

Activity 1:
Extensive Reading about transportation: The world of Harley Davidson
1. Use the extensive reading and guide the students through worksheets (2.5) (2.6)

Activity 2:
Picture description
1. Students have to pay attention to what is happening in the picture, and answer the questions in the provided spaces. (worksheet 2.7)
2. Students write their description of the picture. (worksheet 2.8) Encourage the learners to follow the steps.

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Let's talk

1. Look at the picture!
2. Tell your partners what comes to your mind!

The Industrial Revolution

What? ? ?

The Industrial Revolution is the name given to the enormous changes that took place with technology, farming, mining, manufacturing, and transportation from the middle of the 18th Century through to the middle of the 19th Century. It began in Great Britain, and later spread to the world. During the Industrial Revolution, machines were developed and could perform many of the jobs and tasks that had previously been done by people or in some cases, animals, such as horses. Industrialization meant more people lived in cities, and stuff produced in mass in factories. "Capitalism" appeared as a new economic system because of the Industrial Revolution. Although the overall effects of industrialization were positive, there were many bad sides too, including all the pollution and waste that was created as a side effect by the machines. These changes had a massive impact on people's social and cultural life, as well as their economic conditions.

> The Industrial Revolution was another of those extraordinary jumps forward in the story of civilization.
>
> - Stephen Gardiner -

Inventions

What of these inventions can you recognize?

Assembly line   **Telegraph**   **Steam Engine**

-This invention made communication much faster, easier, and more reliable.

What is it?

_____

-This invention had a widespread impact—specially on transportation.

What is it?

_____

-this invention revolutionized the way cars were made. It was invented by a famous car manufactured, Henry Ford.

What is it?

_____

Fast Fact

Sending messages through a telegraph involved using Mase Code a special code develop by the inventer of the telegraph.

-SAMUEL MORSE-
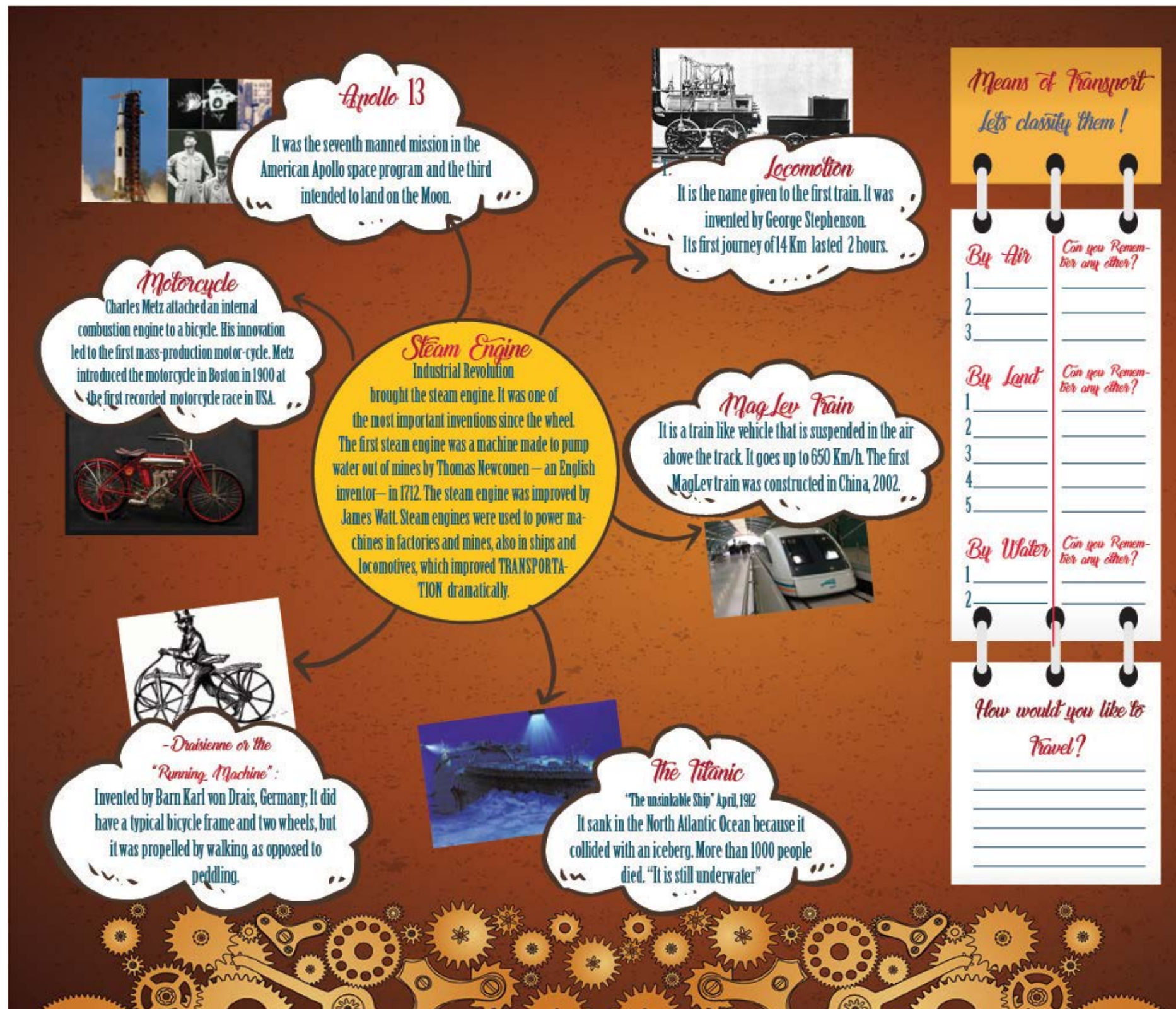
1. Choose a train route.
2. Tell a friend about it and invite him/ her to go with you.

Give a title

Write your choice

Explain why
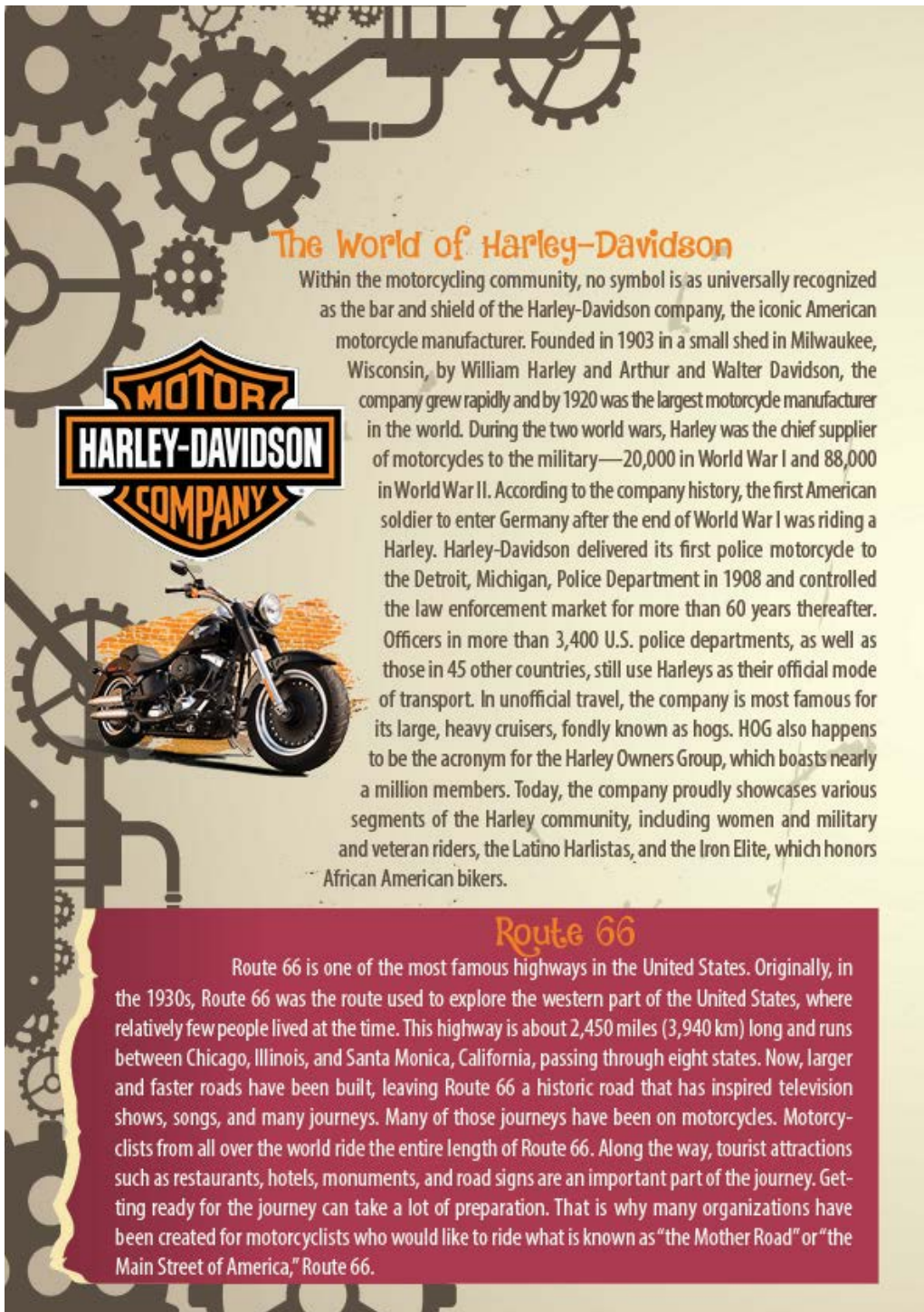
Reason 1

Reason 2

Invite a Friend

Culture

The World of Harley-Davidson

Within the motorcycling community, no symbol is as universally recognized as the bar and shield of the Harley-Davidson company, the iconic American motorcycle manufacturer. Founded in 1903 in a small shed in Milwaukee, Wisconsin, by William Harley and Arthur and Walter Davidson, the company grew rapidly and by 1920 was the largest motorcycle manufacturer in the world. During the two world wars, Harley was the chief supplier of motorcycles to the military—20,000 in World War I and 88,000 in World War II. According to the company history, the first American soldier to enter Germany after the end of World War I was riding a Harley. Harley-Davidson delivered its first police motorcycle to the Detroit, Michigan, Police Department in 1908 and controlled the law enforcement market for more than 60 years thereafter. Officers in more than 3,400 U.S. police departments, as well as those in 45 other countries, still use Harleys as their official mode of transport. In unofficial travel, the company is most famous for its large, heavy cruisers, fondly known as hogs. HOG also happens to be the acronym for the Harley Owners Group, which boasts nearly a million members. Today, the company proudly showcases various segments of the Harley community, including women and military and veteran riders, the Latino Harlistas, and the Iron Elite, which honors African American bikers.

Route 66

Route 66 is one of the most famous highways in the United States. Originally, in the 1930s, Route 66 was the route used to explore the western part of the United States, where relatively few people lived at the time. This highway is about 2,450 miles (3,940 km) long and runs between Chicago, Illinois, and Santa Monica, California, passing through eight states. Now, larger and faster roads have been built, leaving Route 66 a historic road that has inspired television shows, songs, and many journeys. Many of those journeys have been on motorcycles. Motorcyclists from all over the world ride the entire length of Route 66. Along the way, tourist attractions such as restaurants, hotels, monuments, and road signs are an important part of the journey. Getting ready for the journey can take a lot of preparation. That is why many organizations have been created for motorcyclists who would like to ride what is known as "the Mother Road" or "the Main Street of America," Route 66.

The world of Harley Davidson

1. Is it true?
If it is false please correct it!

Harley Davidson was the chief supplier of motorcycles to the military during the World War I.

True   False

Harley Davidson Company grew rapidly and by 1920 was the second motorcycle manufacturer in the world.

True   False

HOG also happens to be the acronym for the Harley Owners Group which boasts nearly a million members.

True   False

Route 66 was the route used to explore the southern part of the United States, where relatively few people lived at the time.

True   False

This highway is about 3,940 km long and runs between New York, Illinois, and Santa Monica, California, passing through eight states.

True   False

Write a short comparison between a motorcycle and a bus.

_____
_____
_____
_____
_____

Route 66

2. Answer the following questions

What is Route 66?

How long is it?

What is its nickname?

Let's Compare

Transportation

Motorcycle		Bus	
Pros	Cons	Pros	Cons
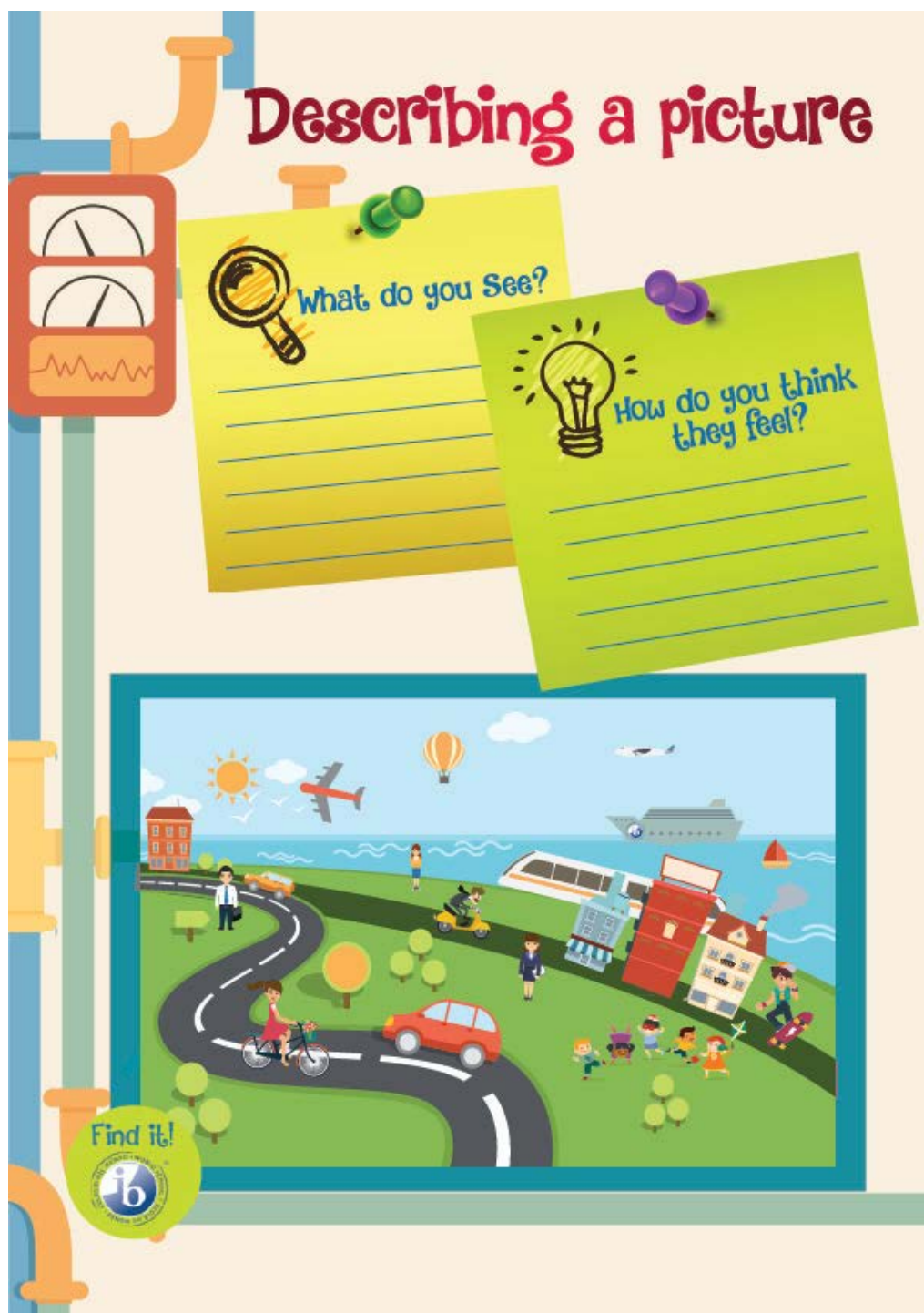
Now Write it down!

Give a title _____

Introduction
_____
_____
_____
_____

Description
- **Aspect 1** ▸ _____
  _____
- **Aspect 2** ▸ _____
  _____
- **Aspect 3** ▸ _____

Assumption
- **Aspect 1** ▸ _____
  _____
- **Aspect 2** ▸ _____
  _____
- **Aspect 3** ▸ _____

Personal Opinion
_____
_____

IB Theme

Urban and Rural Environment

Topic
Weather

Specific Aspects
Seasons • Extreme Weather • Natural Disasters

CLIL Lesson Plan

IB theme: Urban and Rural Environment

Topic: Weather

Specific Aspects: Seasons, extreme weather, natural disasters

Aims of the unit:
- To increase students' knowledge of subject content related to main aspects of weather.
- To develop students' knowledge of content-related vocabulary.

Teaching Objectives:

By the end of the unit the leaners will be able to:
- Understand how seasons are produced.
- Recognize the most important types of natural disasters.
- Plan for a natural disaster emergency.

Language for communication Vocabulary:
- Seasons
- Extreme weather
- Natural disasters

Skills:
READING Students read about what causes seasons and about a natural disaster.
WRITING Students write about emergency plans in case of a natural disaster.
LISTENING- SPEAKING Students discuss about seasons.

Content Subject: Geography
- Facts about the Weather
- Extreme weather
- Natural disasters

Culture *Explaining how is the weather in your country.*

ACTIVITIES FOR LANGUAGE AB INITIO

Warm-up Activity Introduction to the class. Explain that the classroom's topic is about the weather. Ask what do you think we will learn?" Elicit ideas from class and write them on the board. If students do not come up with any, give them some hints. Possible elicitations include: seasons, weather, extreme weather and natural disasters.

Presentation *Weather*

Activity 1:
Learning about what causes seasons
1. Use the first picture to have the students work in groups talking about the seasons. (worksheet 3.1)
2. Ask the students if they know what causes seasons. Point out the common mistake. Use the second picture to explain how the earth moves creating the seasons. (worksheet 3.1)
3. Encourage students to identify the corresponding season for each country according to the explanation.

Activity 2:
Identifying natural disasters

1. Explain the students that weather does not always help to predict natural disasters. In groups, students can solve the disaster crossword to identify each given disaster. (worksheet 3.2)
2. Ask students to answer the think fast questions. Then use the question to introduce the reading about the tsunami in 2006 in Indonesia. (worksheet 3.3)
3. Ask the students to read the news report about that day. (Group or in-pairs activity) Students will have to extract the main points about the reading. (worksheet 3.4)

Activity 3:
What to do in an emergency?

1. Ask students to look at the picture "Creating your emergency kit!" Elicit ideas from class and write them on the board. Ask them if they know about any other important consideration for these situations. (worksheet 3.4)
2. After that, provide them an imaginary situation and ask them write about what would they do. (worksheet 3.4)

EXTRA-ACTIVITIES FOR

LANGUAGE B

Activity 1:
Extensive Reading about transportation: The world of Harley Davidson

1. Use the extensive reading and guide the students through worksheets (3.5) (3.6)

Activity 2:
Picture description

1. Students have to pay attention to what is happening in the picture, and answer the questions in the provided spaces. (worksheet 3.7)
2. Students write their description of the picture. (worksheet 3.8) Encourage the learners to follow the steps.
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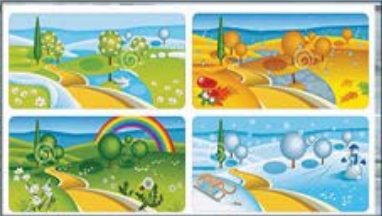
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DECEMBER 26th 2004

BBC NEWS

THINK FAST

1. What is a twister?
a. A tornado
b. A gale
c. A huracane

2. What was Katrina?
a. An earthquake
b. A huracane
c. A tornado

3. What natural disaster it an island in Indonesia on December 26th, 2014?
a. An earthquake
b. An avalanche
c. Tsunami

4. What natural disaster occurred in Pompei, Italy in 79 A.D.
a. An earthquake
b. A landslide
c. Volcano eruption

Thousands die in Asian Tsunami

An 8.9 magnitude earthquake under the sea generated the biggest tsunami the world has seen for at least 40 years.

The waves travelled at speeds of up to 800km/h, and slammed into coastal areas with little or no warning.

Indonesia is thought to be the worst-hit country in the region, but other countries hit by the tsunami are Sri Lanka, Malaysia, and Thailand.

Thousands of deaths have been reported and one million more have been made homeless.

Numbers are expected to rise over the next few days. President Chandrika Kumaratunga has declared a national emergency.

Stories from the disaster zone

Jayanti Lakshmi, 70 years old, lost her son and twin grandsons while out shopping with her daughter-in-law in Cuddalore, southern India.

She said:
"I wish I had died instead of the others, my daughter-in-law would have a life. I can't bear to watch her pain."

And a father in Sri Lanka watched as his entire family was swept away by the sea.
"It dragged my wife away, then my two-month-old twins," he said.

"Then I watched my seven-year-old son drown."

Large part of the affected area are popular holiday destinations and many resorts have been badly hit.

Tourists from all over the world are thought to be among the dead.

Health experts now fear that many more could die as diseases like typhoid, cholera and malaria spread rapidly.

United Nations Emergency Relief Co-ordinator, Jan Egeland, said:

"Many of the affected areas had dense populations living in sub-standard housing."

Main Facts
Point them out!

What?
_____

Where?
_____

When?
_____

Setting
_____
_____

Alert level!

Do you know how to be prepared for a disaster like this

Imagine a tsunami hit us right now!
What would you do?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Creating Your Emergency Kit infographic

Extensive Reading

THE LOST CITY OF POMPEII

Nearly 2,000 years ago, Pompeii was a bustling city located in what is now southern Italy. But in the summer of A.D. 79, the nearby Mount Vesuvius volcano erupted. It spewed smoke and toxic gas 20 miles into the air, which soon spread to the town. Almost overnight, Pompeii—and many of its 10,000 residents—vanished under a blanket of ash.

Pompeii was basically lost and forgotten until it was rediscovered in 1748. Thanks to excavations, which are still going on today, scientists have been able to figure out almost exactly what happened on that terrible day.

THE SKY IS FALLING

After the volcano first erupted shortly after noon, the thick ash turned everything black—people couldn't even see the sun. Some residents escaped the city, while others took shelter in their homes. But the ash kept falling. Piles grew as deep as nine feet in some places, blocking doorways and caving in roofs.

Around midnight, the first of four searing-hot clouds of ash, rock, and toxic gas (also called surges) rushed down the volcano. Traveling toward Pompeii at about 180 miles an hour, the surge scorched everything in its path. Around 7 a.m., nearly 19 hours after the initial eruption, the city was completely covered in a deadly mix of ash and rock.

LOST AND FOUND

Visiting the ruins of Pompeii is like going back in time. The layers of ash actually helped preserve buildings, artwork, and even the forms of bodies as they decomposed and left holes in the ash. All that allowed experts to fill in the details that might not have survived at many other Roman sites.

Based on what they uncovered, scientists believe that Pompeii was a prosperous town popular with wealthy vacationing Romans. Well-paved streets had high sidewalks and stepping-stones to keep pedestrians out of the mud. To relax, people soaked in public baths, watched gladiators or chariot races at an amphitheater, and enjoyed plays in two theaters.

Pompeii may be ancient history, but scientists are pretty sure Mount Vesuvius is overdue for another major explosion. Luckily the people living near the volcano today will likely receive evacuation warnings before it blows.

World War II eruption

On March 18, 1944, a two-week-long eruption began with lava from the Mount Vesuvius. Soldiers were stationed at the Pompeii Airfield just a few miles from the base of the volcano. Diaries record the awesome sights and sounds they witnessed in this latest major eruption. Guards wore leather jackets and "steel pot" helmets to protect themselves from rains of hot ash and small rocks. Tents collapsed or caught fire when hot cinders were blown over them. On March 22, they were forced to evacuate, leaving behind 88 Allied aircraft. After the volcano subsided, they returned on the 30th to find the planes were a total loss. Engines were blocked by ash, and control panels were useless.

Main Idea

Main Idea

Main Idea

Main Idea

Conclusion

Exploring significant content is a characteristic that defines IB education. As mentioned, IB curriculum courses deal with significant content taught through courses that must be well balanced, and connected meanwhile the CLIL approach is a dual-focused educational approach that connects content and language. In coherence to this, some conclusions have been drawn to sum up this research.

Throughout the development of the research, the International Baccalaureate (IB) Diploma Program (DP) was presented as a two-year course that aims to students' access to a balance and a broad range of content that allows them to engage specific knowledge subjects and skills with increasing complexity. Therefore, IB curriculum has to be connected between subject areas giving students the opportunities to understand the interrelationship of knowledge between areas, such as English as a foreign language taught through content. IB courses are called to offer authentic opportunities to learn about the world in ways that reach beyond the scope of individual subjects.

Additionally, IB DP encourages the development of effective approaches. CLIL has been presented as a workable approach in this research because of its valuable view of dual instruction, language and content. It is strongly believed that, CLIL has potential to support this high-quality language courses –IB language course– since it can be delivered without necessarily having to make significant

demands on existing school structures and organization. Also, its framework –4Cs model, 6 pedagogical principles and others– seems useful for helping teachers to work with content and language successfully through an integrated pedagogical approach that could enhance the IB Diploma Program. Teachers trained in CLIL methodology could bring a significant improvement on IB language education system.

Moreover, it should also be mentioned that the Ecuadorian educational system continues struggling with some aspects. For example, the balance of opportunities to access and success in the IB DP. In spite of the overall support to the IB Diploma Program given by the government to state schools, there are still marked differences between the private and the state IB education. Making sure all students have equal access to resources is an important goal; all students should have the resources necessary for a high-quality education, but when equity comes the truth is that some students need more to get there. The students who are furthest behind, for example low-income students, require more of those resources to succeed, and to reach further education levels –abroad college–. Giving this kind of students the exact same resources as students in higher income schools will not close the achievement gap. Other differences worth of restating are resources for maintenance of equipment, students' language background, and English subject class-hourly load.

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