

A Pilot Didactic Unit as a Support to the History Subject

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ABSTRACT : *Nowadays, there is a need to fit into a world increasingly globalized, for that reason English teaching should not be limited to the study of its structure, but to the use of the language in different contexts in order to be adapted to this new reality. These days, we can observe how English language lessons try to fulfil the students' needs for communication using different strategies and methodologies. The following provides some theoretical background about the methodologies used in the past and the way in which we can adapt them to the current English lessons in order to help students raise their English language level as well as their academic results. Students' need for communication is real but they also need improvement in some subjects, such as the History subject. This project has been created as a pilot project to the English lesson in order to help students achieve better results in their History marks and at the same time make them realise the importance that the English language has in their everyday life. A pilot didactic unit as a support to the History subject has been created to help the students. Several activities have been created to help students, but at this point we have to ask ourselves: are the students ready to attend these support English lessons to the History subject? And, what other support English lessons they would like to attend? Do they think that attending these support lessons can really help them?*

KEYWORDS -*English Teaching Methodologies, CLIL approach, Secondary Education, English Language Learning*

I. INTRODUCTION

The English language is, nowadays, the language of international communication. We live in a world increasingly globalized in which communication and foreign languages have more importance than some years ago. Taking this into account, foreign language lessons acquire, nowadays, more importance than in the past. In order to fulfil these necessities, foreign language lessons follow different methods and strategies. The English language is the Lingua Franca today. In Spain, English is taught as part of the curriculum but this seems not to be enough since students are not able to speak it when they finish their secondary education. The main objective of this study is to help students develop their English language communicative competence as well as to help them raise their academic results. All the objectives of this pilot project are included in the second part of this work. To make this objective come true, it is necessary to divide this work in five parts: the first part includes a theoretical background through the different methods used to teach a foreign language as well as a brief explanation of the CLIL Approach. This theoretical background is necessary to be included in this study since nowadays lessons are based on some of the methods, strategies, projects and approaches explained in this first part. Apart from this theoretical part, the second part includes the main objectives of this pilot project. The third part is the method where we include the didactic unit created to be implemented in any English lesson as a support to the History subject. The fourth part includes the results obtained after implementing one session of the didactic unit presented in the second part as well as some discussion.

II. THEORETICAL FRAMEWORK

2.1 Methodology in Language Teaching: A Brief Overview

Reviewing the history of language teaching methods will be very helpful to understand the nature of contemporary methods as well as to observe how modern method innovations are similar to the traditional ones.

2.1.1 The Grammar- Translation Method

Grammar Translation dominated European and foreign language teaching from 1840s to the 1940s and in modified form it continues to be widely used in some parts of the world today [1]. This method was based on the approach used to teach classical languages, such as Latin. It was teacher-centred and the main objective was to learn grammar rules and lists of vocabulary. This method was focused on reading and writing skills since the communicative aspect was not considered important.

2.1.2 The Reform Movement

Toward the mid nineteenth century, the industrialization and the immigration increased the opportunities for communication among Europeans that created a demand for oral proficiency in foreign languages. Phonetics, the analysis and description of the sound systems of language, was established. Linguists emphasized that speech, rather than the written skill, was the primary form of language. The International Phonetic Association was founded in 1886 and its International Phonetic Alphabet (IPA). The main ideas of the reformers were:

- Spoken language is primary and should be reflected in oral-based methodologies
- The findings of phonetics should be applied to teaching
- Learners should hear the language first
- Grammar rules should be taught inductively
- Translation should be avoided [1]

Although this new methodology was accepted favourably in Europe, in Spain it was not applied until the beginning of the 1950s, this was due to the fact that the Spanish education had always preferred the deductive method.

2.1.3 The Direct Method

Parallel to the Reform Movement ideas was an interest for developing principles in language teaching as the ones that are seen in first language acquisition. These were called *natural methods*, and finally during the nineteenth and the twentieth century this new method was called the Direct Method. The Direct Method was based in an instruction exclusively in the target language since the mother tongue was not permitted. The vocabulary was taught through demonstration. The oral skills were organised around questions- answers between the teacher and the students. In opposition to the Grammar- Translation Method, grammar was taught inductively and speech and listening comprehension were taught. By the 1920s, the use of this method declined. Despite this decline, by the 1930s, applied linguists systematised principles proposed in the Reform Movement to teaching English as a foreign language. This led to other methods like the Audiolingualism.

2.1.4 The Audio-lingual Method

The origin of this method was due to the increased attention given to foreign language teaching in the United States at the end of the 1950s. This method took some principles from the Direct Method but added some features from American linguists. The Audio-lingual Method lasted from late 1950s to the 1960s. In this method, the language was divided in the four skills used when learning a language, in the following order: listening, speaking, reading and finally writing. Audio-lingual lessons were based on dialogues and drills. Dialogues were used for repetition and memorization. The correction of pronunciation, stress, rhythm and intonation were emphasized.

The decline of Audiolingualism was in the late 1960s. The theoretical foundations of Audiolingualism were attacked due to the changes in the American linguistic theory in the sixties. Chomsky [2] argued that: *“language is not a habit structure. Ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy”*.

In Spain, with the General Law of Education of the year 1970, the language teaching was influenced by the Audio-lingual methodology, and it can be observed in the text books of the *Educación General Básica (Primary Education)*. The main objective of this new law was the acquisition of the four skills but giving more importance to the oral skills.

2.1.5 The Communicative Language Teaching

The origins of this method are in the late 1960s. It appeared as a reaction to the approach used at that time: the Situational Language Teaching, in which language was taught by practising basic language structures. The main objective of this new method was to acquire communicative proficiency rather than master some linguistic structures. The Communicative Language Teaching was expanded in the 1970s and the main goals of this new approach were:

- Make communicative competence the goal of language teaching
- Develop procedures for the teaching of the four language skills [1]

In Spain, the Communicative Language Teaching Method influenced the *LOGSE (Ley Orgánica de Ordenación General del Sistema Educativo)* in the year 1990 since one of the main objectives of this new law was to enhance the students' communicative competence, moreover, the four language skills had to be integrated during the learning process.

2.1.6 The Designer Methods

By the 1970s some alternative methods and approaches emerged, Nunan[3] termed them *Designer Methods*. These *Designer Methods* include the following: Total Physical Response, Silent Way, Community Language Learning and Suggestopedia. All these methods introduced an innovation: the teacher was not the centre of the classroom; he was an instructor and the students became the centre of the lesson.

Total Physical Response was a language teaching method built around the coordination of speech and action; it attempted to teach language through physical activity [4]. The main objective of this method was to teach communication since comprehension was the most important aspect when learning a foreign language. The ultimate aim was to teach basic speaking skills. The main objective of this method was accomplished by using imperative drills to which the students had to answer with a physical response.

The Silent Way is the name of a method developed by Gattegno[5] and it was based on the fact that the teacher should be in silence and the student is the one that had to produce as much language as possible. In this method, the learning process was seen as a problem-solving activity in which the learner was the centre of the classroom. The Silent Way method was focused on structure rather than communicative competence and the main goal was to achieve a near-native fluency and pronunciation.

Community Language Learning (CLL) is an example of a method developed by Curran [6]. In this method the teacher is seen as a counsellor that gives advice and assistance in case of need, and the learners are seen as the clients who determine what is to be learned. In this method, the class atmosphere and the peer support were essentials in the process of learning. According to Maley[7] *“in the basic form of CLL, students (8 to 12 maximum) sit in a circle. There is a small portable tape recorder inside the circle. The teacher (who is termed the ‘Knower’) stands outside the circle. When a student has decided on something they want to say in the foreign language, they call the Knower over and whisper what they want to say, in their mother tongue. The teacher, also in a whisper, then offers the equivalent utterance in English and the student attempts to repeat the utterance”*.

Suggestopedia is a method developed by Lozanov[8]. The main characteristics of this method were the decoration, furniture, and arrangement of classroom, the use of music, and the authoritative behavior of the teacher [4]. The music was essential in this method since the intonation and the rhythm are the basis of the learning process. The main objective of this method was to make students achieve advanced conversational proficiency by the use of lists of vocabulary pairs, however according to Lozanov[8]: *“the main aim of teaching is not memorization, but the understanding and creative solution of problems”*.

2.1.7 The Current Educational System

As we have commented before, nowadays, the current education law is the *Ley Orgánica de Educación LOE 2/2006*, on 3rd May[9]. The main contribution of this new law was it introduced some competences highlighting, for example, the competence in linguistic communication. With this, we can observe how it points to the importance of developing the students' communicative competence as it occurred during the 1960s and 1970s with the implementation of the Communicative Language Teaching Method, and as the European Union recommended during 1990s.

The current educational system is based in this law, and consequently, the main objective of nowadays foreign language lessons is to help students acquire a communicative competence through the four language skills. Nowadays, lessons do not follow only one of the methods previously presented, but they follow the eclectic approach, that is, they choose activities and strategies from different language teaching approaches and methods in order to suit for their own teaching purposes; but this idea is not a new one. The Eclectic Approach or Eclecticism was proposed as a reaction to the profusion of teaching methods in the 1970s and the 1980s, and nowadays it can be observed in almost all foreign language lessons since language teachers choose different strategies from all the methods explained when teaching. According to Nunan[10]:

“It has been realized that there never was and probably never will be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about second language acquisition, and which are also in keeping with the dynamics of the classroom itself”

Taking into account the Eclectic method and the importance of communication in our everyday life, the didactic unit presented in this pilot project presents strategies from the different methods and it is based in the four language skills in order to make students acquire a suitable communicative competence. Moreover, it includes some CLIL characteristics, for this reason, now we are going to explain the main feature of the CLIL Approach.

2.2 CLIL Approach

The main purpose of using English as a foreign language is to make students develop a critical thinking in order to adopt a different vision of the English language. Our gradually more globalised present-day world, a

world in which new political, economic, technological and social realities have merged, has created an evident need for new educational policies. In this world, the study of a foreign language should be adapted to this new reality. For this reason, the English language has become a universal language and it is used as a communicative tool in any current context. Taking into account all the things commented in the previous paragraph, it is necessary to adopt an approach to develop the use of the English language outside the English language classrooms. This approach is called CLIL. The CLIL Approach emerged during the 70s and also during the 80s, but the term CLIL was coined by David Marsh[11]. The origin of this project was due to immersion programs in Canada and in the United States and to the language programs for specific purposes. It is important to notice that CLIL differs from language immersion programs because linguistic immersion programs are performed when the student is within the context of the foreign language, and therefore, all the subjects are in the foreign language, however, CLIL programs are performed in the context of the L1 and there are only some subjects that are developed in the foreign language [12]. CLIL stands for Content and Language Integrated Learning, and it can be defined as a program that involves teaching a curricular subject such as Maths, History or Science through an additional language, a foreign language or a second language. Moreover, Marsh [13,14,15] defined CLIL as:

“This approach involves learning subjects such as History, Geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive “can do” attitude towards themselves as language learners.”

Finally, the last definition about this approach came from the hands of the European Commission of Languages [16]: *“Content and Language Integrated Learning (CLIL) involves teaching a curricular subject through the medium of a language other than that normally used.”*

According to Coyle [17] a well planned CLIL lesson should combine the 4Cs of the curriculum, these are the following ones:

- **Content:** enabling progress in the knowledge, skills and understanding of the specific issues of a particular curriculum.
- **Communication:** using language to learn while learning to use language itself.
- **Cognition:** developing thinking skills which link concept formation, knowledge and language.
- **Culture:** allowing exposure to diverse perspectives and shared knowledge that makes us more aware of the others and oneself.

The European Commission over the last fifty years, and, especially, since the birth of the European Union, has been promoting linguistic and cultural diversity. In 1995, the European Commission proposed as an objective that European citizens must be competent in at least two European languages in addition to their mother tongue and, in this context, begins to actively promote LE teaching in specific subjects. For this reason, support for CLIL has increased in the last few years in Spain. Nowadays, according to Lasagabaster[18], there are a total of 518 primary and secondary schools which have CLIL projects in Andalusia, 36 public schools in the Basque Country, 135 primary and secondary schools in Catalonia, 200 schools in Galicia, 20 schools in La Rioja and 206 schools in Madrid. However, the extension and the characteristics of its implementation are different, depending on the autonomous region.

One of the first multilingual programs had its origin in the agreement signed in 1996 by the Spanish Ministry of Education, Culture and Sports and the British Council, in which one of the main objectives was to integrate the teaching of a Spanish/British curriculum. The project was known as The Bilingual and Bicultural Project and its main aim was to raise English language levels of children in state schools as well as to provide them with the opportunity to follow an official bilingual and bicultural curriculum. From this starting point, some autonomous regions are developing new parallel complementary projects, for example the case of Community of Madrid, which set up a program in 2004 that added 26 new schools to the original group that were already participating in The Bilingual and Bicultural Project, and 54 extra schools were added in 2005-2006. Another example is Extremadura, in where a second program for secondary education is implemented involving French and Portuguese and this Autonomous region has 400 students participating in CLIL programs [19].

In addition to the situation of Community of Madrid and Extremadura, we have other examples of plurilingualism, which is the case of Andalucía. The Andalusian educational system has changed in order to create students with plurilingual and pluricultural capacities. To do this, they have developed a *Plan for Promoting Plurilingualism in Andalucía*, this plan started in 2005-2006 and, there were a total of 400 in schools by 2008. This plan carries out some actions, like for example the extension of the lessons to study a foreign language, to establish more Bilingual Centres, to anticipate the learning of the L2 to primary and infant education or to promote the participation in exchanging programs for students and for teachers. The consequence of these actions are many new programs trying to integrate this new plurilingual vision, they are: ‘Bilingual Centres Programme’, ‘Official Schools of Languages Programme’, ‘Teachers and Plurilingualism’, ‘Society and Plurilingualism’ or ‘Interculturality and Plurilingualism’. [12].

Another example of the CLIL situation around Spain is its implementation in the Basque Country's Autonomous Region. This interpretation of CLIL is different, because like in Catalonia, it tries to promote multilingualism in a bilingual community while, at the same time, it highlights the importance of learning and using a minority language. In the Basque Country, they are developing two different modalities of CLIL at present. In one of them English is taught by English language teachers through content-based units related to curricular areas, such as Social Sciences, PE or Math. This modality is followed in 90% of all infant and primary education schools, as well as in 32 secondary education schools with about 1,600 students. The second modality involves teaching content subjects in English, such as History, Natural Sciences or Computer Science. The program began in 2003-04 and it involves 12 secondary schools and about 400 students. Multilingualism is intensely promoted in these schools, because classes are taught in Basque, Spanish and English. In that respect, CLIL may be seen as a way to support the community's bilingual situation and its minority language, through its enhancement of multilingualism and multiculturalism.[18, 19].

In addition, around Spain, we can find other implementations, like in the Community of Navarra, where a series of science-related modules are used by primary teachers. In some situations, which is the case of Community of Navarra, when CLIL is mainly implemented by only one or a few individuals' effort and motivation, it is usually an optional subject in secondary education, and it is, sometimes, extended for one or a maximum of two years [19, 21].

So, in general, as we can see in the experiences above, multilingual programs in Spain start at infant or primary school levels, and, later, they are extended to secondary levels. Usually two or three subjects are taught in the target language, and the aim of the Ministry of Education seems to be to involve one third of the primary curriculum subjects. Among those subjects that are most frequently taught through a CLIL approach are Social Sciences, Natural Sciences, PE, and Arts and Crafts. Moreover, in most CLIL experiences in Spain, the target language of CLIL is English, but French is also present, although it is less extended and generally as a result of a bilateral agreement between the French Ministry of Foreign Affairs and the Education Departments of a few autonomous regions, such as Aragon, Andalucía, Murcia and Extremadura. Moreover, German has a strong presence in the Community of Andalusia, and Italian and Portuguese will also now be offered in this community and in Extremadura. Generally, programs involving languages other than English are the result of bilateral agreements.

After this general approach to the situation of CLIL in Spain, we can find that there are different interpretations according to the different regions in Spain, taking into account their different necessities and characteristics. Furthermore, it is important to mention that all these autonomous regions and their interpretations of CLIL are regulated by The Fundamental Law of Education, LOE 2006[22, 23], which is the base of the current Spanish educational system. This new law was passed on 3rd August of 2006 and its main contribution, referred to CLIL approaches and plurilinguism, was that it introduced some competences highlighting, for example, the competence in linguistic communication. This new law points again to the importance of developing this communicative competence in our students, as the European Union recommended during 1990s.

Europe and especially the European Union have promoted actively the learning of foreign languages and the linguistic diversity in education so as to facilitate professional opportunities and mobility among countries, and to improve mutual understanding. Besides, there are other reasons that support multilingual proficiency, since it also benefits individuals' cognitive abilities and strengthens their L1 commands (European Commission 2008). Consequently, the characteristics of the European Union lead it to adopt a multilingual policy that ensures its unity and diversity principles, which are derived from the large variety among its members. Particularly, it currently comprises 4 million km² and 503 million inhabitants in total, which are distributed in 28 countries and speak 24 different official languages; a number that increases when adding other minority and regional languages (European Union 2014). As a result, two institutions, the European Commission and the Council of Europe, are responsible for planning and applying education policies that guarantee this linguistic diversity (Dalton-Puffer et al. 2010). One of the first regulations concerning CLIL was passed in the European Union in the 1995 Resolution of the Council, which aimed to establish innovative methods within education and drive bilingual policies by teaching content areas in a foreign language rather than restricting it to the traditional linguistic subject. Also, the Council suggested improving the quality of foreign languages teachers via exchange stays in other European states (European Commission 1995). Those ideas were corroborated again in 2002 in the Barcelona European Council, which appealed for teaching in at least two foreign languages from early stages (Eurydice 2006). Following that symposium, the Commission launched in 2003 its Action Plan for the period 2004–6 with the premise of introducing learning of both content and language through CLIL, which was described as having 'a major contribution to make to the Union's language learning goals' (European Commission Communication 2003: 8). Thus, CLIL is listed as one of the most prominent activities within the Council of Europe's language policy unit, that is to say, the European Centre for Modern Languages [24].

Other CLIL oriented activities funded by the European Union include the mobility programs Socrates, Comenius and Erasmus that cover the spectrum of the different educational levels and deal with the design and application of curricula and multidisciplinary activities focused on teaching in foreign languages. Furthermore, the European Union also works towards constant innovation in the education research field (both teaching and learning) in projects such as the European Label for Innovation or the European EuroCLICnetwork.

As far as implementation of the CLIL methodological approach within the European context is concerned, it can be assured that nearly all the European Union member states have implemented CLIL in some manner, as the Eurydice report illustrates (2006). Nonetheless, despite the efforts made by the European government, each specific country is ultimately responsible for the administration and regulation of educational and linguistic strategies and resources [24]. For this reason, there are occasions in which primary or secondary schools or universities are interested in implementing CLIL programs, but they do not find support from the government in required areas like training, guidelines or additional funding. For instance, in countries such as Luxembourg or Malta, CLIL is offered on a general basis, whereas regions such as Spain, which will be analyzed in the following section, the Netherlands or Italy are progressively investing to establish larger and more stable CLIL programs.

Bearing in mind the ideas outlined above, it can be argued that the CLIL methodological approach and its benefits in foreign language acquisition have raised a growing interest among the European countries that has certainly been supported by initiatives promulgated by the European Union authorities. In spite of that, CLIL still has further to go in order to become accessible to a wider range of students, especially in certain regions and rural areas.

II. OBJECTIVE

The main objective of this study comes from: one hand, the social changes, and the new typology of students in the high-schools and on the other hand, the importance that communication and the foreign languages have in our everyday life, as well as the importance that ICT and Internet have nowadays. For these reasons, it is fully justified to implement new projects and programmes in the classrooms. According to the Spanish current law of education, *Ley Orgánica de Educación* LOE 2/2006, on 3rd May [22], the main objective of nowadays foreign language lessons is to help students acquire a communicative competence through the four language skills. Taking into account the previous reasons and the students' need for communication, we decided to start a pilot project in order to help students improve their foreign language communication skills as well as their academic results. To obtain this, we tried to include several activities following the Eclectic Method, that is, selecting strategies from the different language teaching approaches and methods. Apart from these strategies, the interactive nature of the CLIL Approach is presented as a key element to change the way of teaching, therefore, we decided to integrate the English language teaching with some CLIL aspects since the didactic unit presented in this pilot project has been created as a support English lesson to the History subject, and in this way, to help students with their English language level as well as with their History knowledge. The didactic unit presented in this pilot project, presents several activities and strategies to make students' achieve the basic competences highlighted in the current law of education, for this reason, it includes activities based on the four language skills. This didactic unit can be implemented in any English classroom of the fourth year of secondary education, and its main topic is the topic of "fascism".

III. METHOD

a) Subjects and Context

In order to fulfil the main objectives of this study, we designed a didactic unit for a support English lesson to the History subject and to implement one session with the group of students of the fourth year of secondary education. This was the first time these students participated in a support English lesson to the History subject, so they were very interested in what we were explaining to them. They were very participative and expressed their ideas during the whole session.

This didactic unit was created to be implemented in 7 sessions of 50 minutes in the group of 4th year of secondary education in Castellón, Spain. However, it was not possible to implement the 7 sessions and we could implement one of the seven sessions to this group. This group consists of 25 students, but the day we implemented the session, there were only 24 students. As we only had one session and we had no more time to implement more than one session, we decided to implement the second session of this didactic unit although we realized that we should have implemented the first one. First of all, we made an introduction to the topic and we asked them some questions to make the students participate in the session. After this, we gave them a reading about Anne Frank's life and we started to read the text. After this, students had to answer some questions about the text they had already read. Finally, at the end of the class, we picked up their answers since they are part of the assessment of this didactic unit. To conclude with the lesson, we gave them a questionnaire to be completed in the last 5 minutes of the session.

b) Pilot Didactic unit

	DESCRIPTION	CONTENTS
PRE-TASK	Match the vocabulary words with their correct definition	<p>Concepts:</p> <ul style="list-style-type: none"> Fascism Ideology <p>Cognitive:</p> <ul style="list-style-type: none"> Completing some introductory activities <p>Attitude:</p> <ul style="list-style-type: none"> Students value the English language as a tool for communication Students value the importance of knowing the main features and ideologies of the 20th century Adopting a good attitude towards the different activities Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies
	Say if the statements are true or false	<p>Cognitive:</p> <ul style="list-style-type: none"> Completing some introductory activities <p>Attitude:</p> <ul style="list-style-type: none"> Students value the English language as a tool for communication Students value the importance of knowing the main features and ideologies of the 20th century Adopting a good attitude towards the different activities Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies
	Decide who is the responsible for the proposed events	<p>Cognitive:</p> <ul style="list-style-type: none"> Completing some introductory activities <p>Attitude:</p> <ul style="list-style-type: none"> Students value the English language as a tool for communication Students value the importance of knowing the main features and ideologies of the 20th century Adopting a good attitude towards the different activities Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies
	Select the year in which the events took place	<p>Cognitive:</p> <ul style="list-style-type: none"> Completing some introductory activities <p>Attitude:</p> <ul style="list-style-type: none"> Students value the English language as a tool for communication Students value the importance of knowing the main features and ideologies of the 20th century Adopting a good attitude towards the different activities Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies
	Complete the passage using the given words	<p>Cognitive:</p> <ul style="list-style-type: none"> Completing some introductory activities <p>Attitude:</p> <ul style="list-style-type: none"> Students value the English language as a tool for communication Students value the importance of knowing the main features and ideologies of the 20th century Adopting a good attitude towards the different activities Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies
TASK	The teacher makes an explanation as an introduction to the topic of fascism	<p>Concepts:</p> <ul style="list-style-type: none"> Fascism Ideology 20th century main features <p>Cognitive:</p> <ul style="list-style-type: none"> Reading the information from the texts and PowerPoints Listening to the teacher explanations

		<p>Attitude:</p> <ul style="list-style-type: none"> • Students value the English language as a tool for communication • Students value the importance of knowing the main features and ideologies of the 20th century • Adopting a good attitude towards the different activities • Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies
	<p>Read the text about the Anne Frank's life and answer some questions</p>	<p>Cognitive:</p> <ul style="list-style-type: none"> • Reading the information from the texts and PowerPoints • Obtaining information from the texts <p>Attitude:</p> <ul style="list-style-type: none"> • Students value the English language as a tool for communication • Students value the importance of knowing the main features and ideologies of the 20th century • Adopting a good attitude towards the different activities • Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies
	<p>The teacher makes an explanation to the 20th century features</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Fascism Ideology • 20th century main features • 20th century politic, social and economic changes <p>Cognitive:</p> <ul style="list-style-type: none"> • Reading the information from the texts and PowerPoints • Listening to the teacher explanations <p>Attitude:</p> <ul style="list-style-type: none"> • Students value the English language as a tool for communication • Students value the importance of knowing the main features and ideologies of the 20th century • Adopting a good attitude towards the different activities • Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies
	<p>Make a composition based on some images and questions (120-150 words)</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Fascism Ideology • 20th century main features • 20th century politic, social and economic changes <p>Cognitive:</p> <ul style="list-style-type: none"> • Producing written and oral texts following some instructions • Expressing the ideas using the English language <p>Attitude:</p> <ul style="list-style-type: none"> • Students value the English language as a tool for communication • Students value the importance of knowing the main features and ideologies of the 20th century • Adopting a good attitude towards the different activities • Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies
	<p>Teacher explanation of the 20th century culture</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Fascism Ideology • 20th century culture <p>Cognitive:</p> <ul style="list-style-type: none"> • Reading the information from the texts and PowerPoints • Listening to the teacher explanations <p>Attitude:</p> <ul style="list-style-type: none"> • Students value the English language as a tool for communication • Students value the importance of knowing the main features and ideologies of the 20th century • Adopting a good attitude towards the different activities • Keeping up a positive learning attitude relating the English language

		and the 20 th century features and politic ideologies
	Students divide in 2 groups and perform a debate about the media	<p>Concepts:</p> <ul style="list-style-type: none"> • Fascism Ideology • 20th century culture <p>Cognitive:</p> <ul style="list-style-type: none"> • Producing written and oral texts following some instructions • Expressing the ideas using the English language • Producing a group debate <p>Attitude:</p> <ul style="list-style-type: none"> • Students value the English language as a tool for communication • Students value the importance of knowing the main features and ideologies of the 20th century • Adopting a good attitude towards the different activities • Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies
	Students watch a film and answer some questions	<p>Concepts:</p> <ul style="list-style-type: none"> • Fascism Ideology • 20th century main features • 20th century politic, social and economic changes • 20th century culture <p>Cognitive:</p> <ul style="list-style-type: none"> • Watching a film taking into account the knowledge acquired • Watching a film and answering some questions • Making a summary of the main ideas and themes of a film <p>Attitude:</p> <ul style="list-style-type: none"> • Students value the English language as a tool for communication • Students value the importance of knowing the main features and ideologies of the 20th century • Adopting a good attitude towards the different activities • Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies
POST-TASK	Students make a brain storming and then they make a mind map in a poster. Finally, they explain and show the posters to the rest of the class	<p>Concepts:</p> <ul style="list-style-type: none"> • Fascism Ideology • 20th century main features • 20th century politic, social and economic changes • 20th century culture <p>Cognitive:</p> <ul style="list-style-type: none"> • Expressing the ideas using the English language • Participating in the brain storming • Summarising all the learned information in a mind map • Producing an oral presentation about a poster <p>Attitude:</p> <ul style="list-style-type: none"> • Students value the English language as a tool for communication • Students value the importance of knowing the main features and ideologies of the 20th century • Adopting a good attitude towards the different activities • Keeping up a positive learning attitude relating the English language and the 20th century features and politic ideologies

c) Assessment of the didactic unit (up to 2 points)

- **Pre-task activities:** students can obtain up to 0,2 points with these introductory activities.

- **Teacher's explanations:** students can obtain up to 0,1 points if they pay attention to the teacher's explanation and participate in them.
- **Reading activity:** students can obtain up to 0,3 points with this activity.
- **Writing activity:** students can obtain up to 0,3 points with this activity.
- **Debate activity:** students can obtain up to 0,3 points participating in the debate.
- **Schindler's list film activity:** students can obtain up to 0,3 points watching the film and answering some questions.
- **Post-task activity:** students can obtain up to 0,5 points completing the mind map poster.

IV. RESULTS AND DISCUSSION

In this research, we tried to explore if the implementation of a support English lesson to other subjects was useful to help students develop their English language communicative competence as well as to help them raise their academic results. According to the results, the great majority of students enjoyed the support English lesson to the History subject as we could observe during the session. Moreover, it is necessary to mention that at the end of the lesson, they were very glad for having understood the whole lesson without missing anything. According to the results, they thought that their English language level ranged from good to very good and they showed it during the lesson we implemented since they used the English language to answer the teacher's questions and to formulate some questions to the teacher. The great majority of students thought that attending some support English lessons to the History subject were very useful to develop their English language level as well as their academic results. This is very important to take into account since this was the main objective of this pilot project. It is important to mention that this group of students thought that attending the support English lessons to other subjects, such as the History subject, could help them to improve their level in this foreign language. In addition, the great majority of students thought that attending the support English lessons could make them obtain lower marks. Here, it is important to say that although they thought they could raise their English level with these support lessons, they also thought that they could obtain lower marks than attending the traditional English lessons. Finally, it is necessary to mention that students proposed some subjects they would like to have a support lesson in English, and it is curious that the subjects that have a higher percentage are those subjects that follow a CLIL approach during the first year of secondary education and the third year of secondary education. The results obtained with this group of students show that the majority of them:

- Enjoyed the support English lesson to the History subject
- Thought that their level of English ranged from good to very good levels
- Thought that attending support English lessons could help them with their English level but it could also make them obtain lower levels in this foreign language
- Thought that other subjects such as Technology, Art or Physical Education could have a support English lesson in order to help them achieve a better knowledge of these subjects

Apart from the results, in my opinion, we think that these support lessons in English to other subjects, such as occurs in this pilot project with the History subject, can be an effective tool to develop students' communicative competence as well as to help them to raise their academic results in those subjects they need some help and support. To finish with this conclusion, we would like to comment that the didactic unit presented here is part of a pilot project, as commented before, but it could also be implemented, in the future, with the collaboration between the English teacher and the content teacher in the History subject classroom. This future implementation is necessary to be done by the History teacher using the English language with the support of the English teacher. Thereby, this didactic unit could be framed into the CLIL Approach.

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