



**Universidad Internacional de La Rioja  
Facultad de Educación**

**Trabajo fin de máster**

**Incorporating Task-Based and  
Cooperative Learning Strategies in an  
Introductory CLIL Microeconomics  
Class for Students at the Tertiary Level**

**Presentado por:** Alberto F. Altamirano Pazmiño  
**Tipo de TFM:** Intervention proposal  
**Directora:** Mercedes Querol-Julián  
**Ciudad:** Riobamba  
**Fecha:** 7th February, 2019

## **Abstract**

The 21<sup>st</sup> century has brought a myriad of changes, of which one of the most influential has been the use of the English language as a lingua franca in education, business and social networking. These events have made learning English a global imperative in the furtherance of these opportunities which in turn enhances quality of life of the end-user and the country in a macro sense.

Since 2012, in Ecuador, the government has incentivized its people to study abroad however, the level of English language teaching and learning in the country has not reached international standards due to lags and a lack of appropriate methodologies and the fact that English is not an official language in the country.

A revolutionary approach to language teaching and learning is required and Content and Language Integrated Learning, which is considered the most effective way of foreign language teaching, was used to accomplish this purpose by focusing on the teaching of content rather than concentrating on language which is learned incidentally. Task-based and cooperative learning were applied in order to provide innovative strategies to content learning through a foreign language by focusing on student-centered and group-oriented class sessions which has shown to increase 21<sup>st</sup> century skills as well as language proficiency.

This study proposes creating an intervention proposal to teach an introductory microeconomics course to tertiary level students using a CLIL approach and focusing on task based and cooperative learning techniques which will allow the student to gain an effective and long-lasting control of the English language and prepare them to become global citizens by enhancing the possibilities to study and work abroad.

**Keywords:** Content and language integrated learning, microeconomics, English as foreign language, task-based learning, cooperative learning

## TABLE OF CONTENTS

1. INTRODUCTION .....	5
1.1. Justification of the research question and problem.....	5
1.2. Brief analysis of the state-of-the-art .....	7
1.3. Objectives of the study .....	8
2. LITERATURE REVIEW .....	8
2.1. CLIL principles.....	9
2.2. Task-based learning .....	13
2.3. Cooperative learning .....	16
2.4. CLIL at university level.....	19
3. INTERVENTION PROPOSAL.....	22
3.1. Aims of the proposal .....	22
3.2. Educational context and target group.....	23
3.3. Timing.....	23
3.4. Methodology of the proposal.....	25
3.5. Sessions and activities .....	27
3.5.1. Session 1: Economics and the economic way of thinking .....	27
3.5.2. Session 2: Micro and macroeconomics, the circular flow and positive and normative statements .....	30
3.5.3. Session 3: Utility.....	33
3.5.4. Session 4: Scarcity and opportunity costs .....	36
3.5.5. Session 5: Economic systems, revenue and profit maximization.....	39
3.5.6. Session 6: Factors of production, competitive and absolute advantage .....	42
3.5.7. Session 7: Demand and determinants of demand.....	45
3.5.8. Session 8: Supply and determinants of supply .....	48
3.6. Assessment .....	50
3.6.1. Learning assessment.....	50
3.6.2. Assessment of the proposal .....	52
4. DISCUSSION.....	54
5. CONCLUSIONS .....	55
6. LIMITATIONS AND FURTHER RESEARCH .....	56
7. REFERENCES .....	57
8. ANNEXES.....	61

## LIST OF FIGURES AND TABLES

Figure 1. The language triptych .....	11
Figure 2. The 4Cs framework for a Microeconomics unit .....	26
Table 1. Bloom’s revised taxonomy .....	12
Table 2. Topics and Timing .....	24
Table 3. Session 1 .....	29
Table 4. Session 2 .....	32
Table 5. Session 3 .....	35
Table 6. Session 4 .....	39
Table 7. Session 5 .....	41
Table 8. Session 6 .....	44
Table 9. Session 7 .....	47
Table 10. Session 8 .....	49
Table 11. Holistic rubric on utility presentation .....	51
Table 12. Rubric on economic systems role play .....	51
Table 13. Student questionnaire regarding the intervention proposal .....	52
Table 14. Evaluation criteria of proposal .....	53

## **1. INTRODUCTION**

This work focuses on the creation of a microeconomics intervention proposal implementing a Content-Based Instruction (CBI) approach focusing on task-based and cooperative learning techniques for college-level students to allow for more effective learning of English and to create a gateway into global citizenship. In the ensuing section, the importance of learning English using a CBI approach, Content and Language Integrated Learning (CLIL), will be justified followed by a summary of the current state of the art and main objectives for this study.

After the initial introduction, a comprehensive literature review focusing on the main theoretical components for this paper will be presented: CLIL, Task-Based Learning (TBL) and Cooperative Learning (CL), and English learning in higher education in Ecuador. In the first part, the CLIL framework and its most relevant components for an overall understanding of the approach will be explained. The second section presents an overview of task-based learning theory as an optimal strategy for Second Language Acquisition (SLA). The third section examines CL theory and strategies that will shed light on current best practices and the reason behind its success. This section concludes with a summary of the current state of CLIL at the university level and the situation of English language learning in Ecuador.

Then, the intervention proposal will be detailed, explaining the aims, the target group and the educational context as well as the timing, the proposed methodology, the sessions and activities. The section concludes by explaining how the learning process and the level of accomplishment of the learning objectives will be assessed as well as an assessment of the proposal. Once the details of the proposal have been presented, a discussion and conclusion of this study will be offered. The dissertation culminates by commenting on the limitations of the same and ideas for further research.

### **1.1. JUSTIFICATION OF THE RESEARCH QUESTION AND PROBLEM**

The information age has revolutionized the way people do everyday activities like socializing with friends from abroad, doing business with an international firm, studying at a renowned university abroad. These activities share a commonality which is the English language. It has become the lingua franca for education, science, business, and travel, and

in order to gain access to these opportunities, English has to be learned. It can be said that it is currently one of the best tools available to globalize.

In a 2015 survey done to Ecuadorians, the results revealed that the main reasons for learning English, after compulsory educational requirements, were to increase employment prospects, gain access to more sources of information, among other more personal (British Council, 2015). It can be said that possessing a knowledge of English means having greater mobility opportunities to work and study in other parts of the world and, given the correlation between level of education and the overall economic development of a nation, it stands to reason that having a well-developed proficiency in English would allow people to improve their quality of life by expanding beyond national borders and globalizing, allowing them to become global citizens.

In Ecuador there have been various educational opportunities to study abroad including the *Universidades de Excelencia* program in conjunction with the National Secretariat of Higher Education, Science, Technology and Innovation, (SENESCYT), which awards scholarships to students wanting to study abroad at top-tier Universities with the purpose of returning to the country after graduating and producing at a higher level of quality. Other programs include the Erasmus Mundus scholarships to study in the European Union, Fulbright scholarships to study in the United States and Canada, and the Go Teacher Program to mention a few. However, in order to gain access to these opportunities, it is necessary to possess a good degree of proficiency in the language beforehand and Ecuador has met learning English with great difficulty in every level of academia, especially in the public sector mostly due to the high cost of education and the lack of government-funded programs (British Council, 2015).

Another issue with learning English has been that its purpose is geared more towards interpersonal communication rather than academic or professional motives. Since English is not an official language due to Spanish and Quichua's official language status, this makes the language classroom the main recourse for a person to communicate in the target language. As English is focused on social communication, which students usually do not use outside the language classroom, it causes them to temporarily memorize the content in order to pass their required exams and then forget what they have learned due to lack of constancy.

By introducing a CLIL approach, students will benefit by learning an academic subject while making use of the necessary English structures to do so. This means that a student could learn about math, science, art and the like while he or she acquires the knowledge of the foreign language, achieving two aims simultaneously. Time is used efficiently by focusing on the content and using English as a means to learning the content, logically increasing the amount of time that the language is used. This would benefit the students looking to study abroad since they would be better prepared to compete in the global market. Learning content through English would also greatly increase the use of academic language which is currently not a strong point for many teachers and students of English.

By transitioning from learning English to learning content through English, exposure to the target language is increased and these skills will be useful when more complex language learning is required to continue learning content subjects. Therefore, this study is an initiative to aid college-level students learn the necessary language skills using a CLIL-based approach to better prepare them for post-graduate education in English or abroad.

## **1.2. BRIEF ANALYSIS OF THE STATE-OF-THE-ART**

Since 2012, the government started to require English teachers to possess a minimum B2 level of proficiency, though the current percent of teachers in the public sector with a B2 is less than 1% (British Council, 2015). Therefore, a different approach to language learning is a priority for the country. CLIL accomplishes this need as it has developed as an innovative form of education in response to the demand and expectations of the modern age (Coyle, Hood, & Marsh, 2010), which has shown varying but overall positive results in terms of language learning.

Task-based learning strategies will be emphasized in this intervention proposal because this approach encourages learner autonomy and provides tasks that demand skills that students will need in real-life situations in language teaching (Ellis, 2009), which is why this approach is widely accepted nowadays. Richards and Rodgers (2014) state other benefits to task-based instruction, such as promotion of risk taking, natural error correction, greater motivation, among others and in task-based language learning, the teacher acts more as a coach and facilitator who serves to motivate and guide the student in their learning process.

Since most traditional Ecuadorian classroom instruction is teacher-centered, a special focus will be given to Cooperative Learning, which is a student-centered and group-oriented form of learning that highlights peer support and coaching (Richards & Rogers, 2014). In second language acquisition, Krashen (1982) mentions that input should be comprehensible in order to provide a natural approach to acquiring a foreign language, providing opportunities to successfully develop language communication skills by means of interactive tasks, to enhance learner motivation and create a positive affective classroom climate.

Even though CLIL has shown to be effective in second language acquisition, most of the research has focused on primary and secondary education (Dafouz & Núñez, 2009). To this end, the current state of CLIL at university will be analyzed in conjunction with English language learning in Ecuador in order to gauge how it has evolved over time.

### **1.3. OBJECTIVES OF THE STUDY**

The main objective of the study is to design a CLIL-based intervention proposal focusing on task-based learning and cooperative learning strategies to teach the fundamental concepts of microeconomics using English as the language of instruction for college-level students in Ecuador

To meet this objective, we have designed the following specific ones:

- Provide a general overview of CLIL principles by detailing a framework to shed light on the main aspects to consider when implementing CLIL.
- Explain the main features and differences between TBL and traditional classroom instruction; the benefits to the learner and a quick outline of the stages involved in this type of approach.
- Describe the purpose of CL in general and language-specific contexts and the basic components necessary to establish successful cooperative groups.
- Offer a synopsis of the current state of CLIL at University level as well as English language teaching and learning in Higher Education Institutions in Ecuador.

## **2. LITERATURE REVIEW**

The main concepts discussed in this section are the CLIL principles; Task-Based Learning (TBL), showing how this approach to language learning is relevant nowadays; Cooperative

Learning (CL) and CLIL at the University level with the current situation of English language learning in Ecuador.

## **2.1. CLIL PRINCIPLES**

CLIL is a teaching approach which has a dual purpose, to teach a subject and a second language simultaneously, using the second or additional language as the medium of instruction and communication of the subject or content (Coyle, Hood, & Marsh, 2010). This comes as an innovative approach to second language learning and has gained notoriety around the European Union since the late 1990s, proving to be the most effective way of foreign language teaching (Ruiz de Zarobe, Sierra & Gallardo del Puerto, 2011).

One reason this approach works is because it is based on Krashen's theory of second language acquisition which posits that learning a second language is most effective when it is acquired like the first language, by focusing on the meaning of the content matter rather than on the grammatical structures of the language, presenting language in progression, providing opportunities for meaningful communication in a somewhat relaxed atmosphere (Krashen, 1982). Other theories that support this approach are Vygotsky's Zone of Proximal Development (ZPD) and constructivist perspectives by Piaget and Bruner.

Taking these aspects into consideration, it makes sense to concur that learning a second language in this fashion would be as effective as learning the first language. Moreover, in order to make this approach accessible to the teaching profession, Coyle et al. (2010) facilitated the process with the development of a framework called the 4Cs: Content, Communication, Cognition, and Culture, which results in a well-rounded approach to language and content learning. To ascertain that a CLIL approach is properly applied, the instructor must have an understanding of the constituent parts that form the framework. These four elements are detailed below.

The first C of the framework is **content**. Met (1999) states that "...[C]ontent' in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture" (p. 150). In other words, it is anything used to teach key concepts and facts that stimulate the thinking process but is also challenging enough to learn something new, which must encompass a cultural context other than the learner's own.

Furthermore, Meyer (2010) affirms that in order to effectively learn content through a foreign language, the material presented should be novel and personable to the learner allowing connections to past experiences. This idea agrees with Gardner's (1983) theory of Multiple Intelligences and Ausubel's (1968) concept of prior knowledge. Gardner's (1983) theory of multiple intelligences conceives that rather than having just one type of intelligence, people have a number of them such as linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. People are not created equal and perceive the world in their own unique way, thus the more variety in input that can be presented like using images, videos, storytelling, manipulatives, questioning techniques, peer learning, reflecting, using games, among others, consequently increases the likelihood that the content will be better understood. In regards to making connections to past experiences, Ausubel (1968) asserted that in order to make someone learn effectively, one has to gauge what the learner already knows and start the learning process from that point on which interweaves with cognition of the CLIL framework. Therefore, one of the tasks of the CLIL instructor apart from selecting the right content is also to try to find ways to present the information which will be of interest and familiar to the learner.

The second C of the framework is **communication**. Traditionally, language learning has been focused on grammatical readings and translation though nowadays more communicative-based approaches have become the norm which focus not only on form or grammar but also on meaning making (Coyle et al., 2010). In a CLIL context, content cannot be separated from language and since both aspects must be taken into consideration, Snow, Met and Genesee (1989) concluded that "two types of language objectives can be specified: content-obligatory language objectives and content-compatible language objectives (p. 205). Dalton-Puffer (2007) adds that apart from these two types of language, there should also be a strategy to consider how language knowledge is built-up. In an effort to conceptualize and connect these linguistic objectives, a language triptych is proposed by Coyle (2002) and then developed by Coyle et al. (2010) which is illustrated in Figure 1 below.

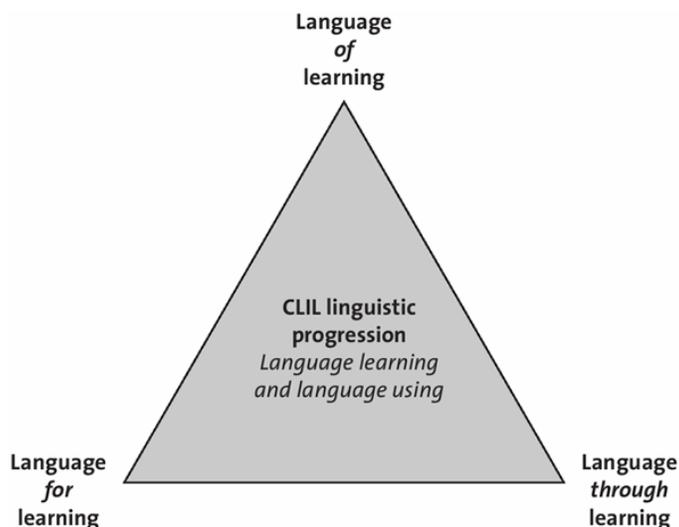


Figure 1. The language triptych (Coyle et al. 2010, p. 36)

In this case, the ‘Language *of* learning’ refers to the content-obligatory language relevant to the subject like vocabulary, subject-specific concepts and language structures. The ‘Language *for* learning’ denotes the content-compatible features pertinent to classroom management and interaction which is not specific to the content but nevertheless is necessary to communicate ideas like asking questions, debating, arguing, etc. The ‘Language *through* learning’ is acquired over a period of time and are the linguistic features learned in a CLIL class and carried forward as a natural progression of knowledge.

The third C of the framework is **cognition** or the thinking process. Learning content through a foreign language can be challenging if it is not properly planned. To that effect, Bloom’s taxonomy of educational objectives, later updated by Anderson and Krathwohl (2001) is a great tool to plan CLIL lessons given that it displays a hierarchy of thinking skills ranging from basic or lower-order thinking skills to more complex or higher forms of thinking. Both low and high order thinking skills are necessary in any educational context although Coyle et al. (2010) states that for content to be effective in CLIL, the use of higher order thinking skills is a requirement as the learner has to be cognitively involved.

Table 1 is a synopsis of Bloom’s revised taxonomy adapted from Anderson and Krathwohl (2001) of what each of these thinking skills encompass. The lower-order thinking skills include remembering, understanding and applying and the higher-order thinking skill are analysis, evaluation and creation.

Table 1. Bloom's revised taxonomy

Low-order thinking skills	Remembering	recalling specific information from memory
	Understanding	comprehending information in order to construct meaning from it
	Applying	performing tasks or solving problems with the learned material.
High-order thinking skills	Analyzing	breaking down information or concepts into its basic parts and finding out how these relate to one another
	Evaluating	making judgments based on specific criteria and assessing knowledge by examination or problem solving
	Creating	gathering data from lower cognitive processes and putting them together to form a new comprehensible whole

(Adapted from Anderson and Krathwohl, 2001, p. 67)

Additionally, since CLIL is about learning content through a second language, special attention must be given to helping the student learn the content. Wood, Bruner and Ross (1976) use the term 'scaffolding' as strategies or support that can be used by an instructor in order to help the learner understand a concept or idea. Greene and Land (2000) state that if scaffolding is done correctly by the teacher, the students will be able to notice this as being relevant to what they are learning and in turn allow them to immerse themselves into the activity and ask questions if confronted with confusions. The concept of scaffolding is based on Vygotsky's (1978) zone of proximal development (ZPD) which explains that it is the distance between what the learner can do with their own level of knowledge and what can be achieved in terms of new learning with the guidance of someone with more experience or knowledge in the field.

The fourth C of the CLIL framework deals with **culture**. According to Liddicoat, Papademetre, Scarino and Kohler (2003) culture is "a complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals and lifestyles of the people who make up a cultural group, as well as the artifacts they produce and the institutions they create." (p. 45). In tying language and culture together, Brown (2009) mentions that language and culture are meshed together in such a way that one cannot exist without the other and that the lack of one will cause the loss of the other. Learning content through a foreign language means that the student will indubitably be exposed to

cultural aspects of the target language, making the interconnection with the 4Cs even more apparent.

Moreover, culture being vastly extensive, can be subdivided into categories as explained by Peterson (2004) with the concepts of big C and small C, where big C refers to the overall or general aspects of culture, like facts and details about art, literature, business, political views, history, festivities, etc.; little C denotes the intricacies specific to a culture like attitudes, beliefs, assumptions, viewpoints, clothes, value systems, music, idiosyncrasies, etc. Students are required not only to passively observe but to examine and reflect on the resemblances and variances amongst their culture and the target culture. In order to communicate successfully as global citizens, it is necessary to understand culturally different norms of interaction and people's values and thought (Saville-Troike, 2003). By gaining this intercultural competence in a CLIL setting, a learner would be more sensitive to the needs of others.

The following section details TBL where the connections between CLIL communication, cognition and culture overlap.

## **2.2. TASK-BASED LEARNING**

TBL is a communicative approach to language teaching which focuses on the completion of tasks. Its essential goal is to develop students' communication abilities by means of using genuine tasks (Page & Mede, 2017). In TBL, tasks are a piece of work where the student has to use the target language for a particular communicative purpose. Traditional instruction methods have put the teacher in the center of the classroom, portrayed as a master connoisseur of the topic, to which the students unilaterally take-in the information given to them. One problem with traditional language methodologies is that it restricts the natural acquisition of incidental language as the student is explicitly given the language and the situations in which to use them limiting the use of language structures to the specific situations they were practiced in (TESOLacademic, 2014).

On the other hand, more innovative methods include a communicative approach to language teaching and learning which focuses on interaction and meaning making rather than on strict form and grammatical accuracy (Littlewood, 1981). By using tasks, the learner can benefit from using language in a realistic context. Boufard, Boisvert, Vezeau

and Larouche (1995) state that a task should have an optimal level of difficulty as well as require students to use problem solving skills. This aspect shares similarities with CLIL instruction as learners must learn how to use language to express ideas according to the type of task at hand, this could be interpersonal language.

In the Ecuadorian language classroom, this approach appears to be lacking since students seem to temporarily learn or rehearse language structures for a specific purpose, like taking a test or giving an oral presentation. This may also explain why EFL in Ecuador has historically had difficulties in improving proficiency. By allowing the student to complete real-world tasks which could also be used outside the classroom, they would in time develop the necessary skills to independently participate in language communication (TESOLacademic, 2014). Making students think about a problem and finding the language they need ignites the thinking process. This analysis is necessary to allow learners to problem-solve and find solutions which they could use in real life.

Ellis (2009, p. 223) explains that task-based language teaching focuses on the following four premises:

1. The main focus ought to be on making oneself understood, in other words, on the meaning of what one wants to say rather than on grammatical accuracy.
2. There must be a gap in the data to which learners should be able to express information or opinions and infer meaning.
3. Being that task-based learning is student-centered, learners must rely on their own resources in order to complete a task.
4. There has to be a clearly defined outcome besides learning language, as language is used as a vehicle to accomplish an outcome, not as the outcome itself.

As TBL focuses on communication, points 1 and 4 make this distinction clear by focusing on fluency and meaning of the message rather than on strict grammatical accuracy or rote memorization. Points 2 and 3 can be considered a form of scaffolding and collaboration due to the gap in information that exists. In this case, the instructor or more knowledgeable peers could help bridge the gap by using language as best as they can, to help clear up and issue or provide valuable feedback as the task progresses. Richards and Rodgers (2014) state other benefits to TBL, such as promotion of risk taking, natural error correction, greater motivation. In task-based language learning, the teacher acts more as a

coach and facilitator who serves to motivate and guide the student in their learning process.

Willis (1996) states that TBL usually follows a set of three structured phases the pre-task stage, the task cycle, and the language focus, the instructor must be available to offer guidance and feedback whenever necessary. The following details the aspects of this 3-part structure.

The **pre-task** stage in which the instructor presents task and sets the standards for the final product. The students must understand what the objectives are before carrying out the task.

The **task stage** is when the students actually start to work on their tasks or problems, however instructed to do so (individual, pairs or groups). As students prepare and showcase their work, they inexorably use the language skills they know and have learned before. When the task is finally complete, the students must write a report where they analyze and reflect on the work they have done.

The **post task** starts after the task has been completed, there must be an analysis of the language in terms of specific structures that would have been useful to improve accuracy.

Ecuadorian language instruction has traditionally been based mostly on rote memorization rather than a conscious effort to understand and apply language. The ability to manipulate language to communicate interweaves with CLIL as language is also be used in order to make meaning of the content. However, whereas TBL focuses on communicate tasks, CLIL focuses on learning content while gaining language competence incidentally; rather than being a hindrance for CLIL, it allows for enhanced communicative competence given that Economics is a social science which requires a great amount of social communication. Even though focus is on meaning making rather than form, careful attention must be paid to this aspect in order to avoid neglecting structural complexity. The task and post-task stages in TBL require the use of thinking and problem solving skills as students must use their own resources to complete tasks and then reflect on and report their results which also links to CLIL as learners must focus on activating higher-order thinking skills as they learn the content. As tasks become more complex though, it is necessary to use different strategies to maintain the rhythm of learning intricacy. The following section delves in cooperative learning theory and strategies.

### **2.3. COOPERATIVE LEARNING**

Learning in the 21st century requires skills unlike those from the days of the industrial revolution where workers were taught to obey and do as they were told. As the world population increases, more competition for resources are needed but rather than compete against each other, we could cooperate together. Olsen and Kagan (1992, p. 8) offer the following definition:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

The idea of learning in a group setting is not the same as learning in a traditional teacher-centered class with other peers. This approach to learning includes creating learning cells within a classroom where student work together to solve a problem or complete a project. Cooperative learning can enhance motivation in the classroom and create a positive social environment amongst peers. Richards and Rodgers (2014) sustain that although CL has roots going back many centuries, it took heave in the United States in the 1960s and 1970s in order to curb racial segregation issues in the public education system which, since its application, has had beneficial results.

According to Johnson, Johnson and Holubec (1994) CL in the educational context seeks to:

- Raise the achievement of all students, including those who are gifted or academically handicapped.
- Help the teacher build positive relationships among students.
- Give students the experiences they need for healthy social, psychological, and cognitive development.
- Replace the competitive organizational structure of most classrooms and schools with a team-based, high-performance organizational structure.

In terms of cooperative language learning, Richard and Rodgers (2014, p. 245) state that it:

- Provides opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.

- Provides teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings.
- Enables focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
- Provides opportunities for learners to develop successful learning and communication strategies.
- Enables learner motivation and reduce learner stress and creates a positive affective classroom climate.

In applying this approach to language learning and CLIL, the effectiveness of class participation can increase by allowing students to socialize as they learn and discover how to bring their projects about. Johnson and Johnson (2009) list five basic components necessary to establishing successful cooperative groups, of which the first two are the most important features. The basic components are: positive interdependence, individual accountability, promotive interaction, interpersonal and small group skills, and group-processing reflection. These five components are explained below.

**Positive interdependence** occurs when group members understand that sharing a common goal and working together is advantageous and necessary for both the individual and the group and that the success of its members depends on their collective contribution of each individual (Johnson, Johnson & Smith, 1998). Working together for a common goal allows for work to be accomplished as each member of the group recognizes their involvement in the group and take responsibility for their work to successfully complete a task or project (Johnson & Johnson, 2009). The importance of positive interdependence was tested in a study by Deutsch (1949, cited in Gillies, 2007) where competitive and cooperative groups were given a problem to solve; the results indicated that the cooperative groups showed definite signs of 'group cohesiveness'. Cooperative groups "were more attentive to what others had to say, communicated more effectively, were more motivated to achieve, and were more productive than their peers in the competitive groups" (Gillies, 2007, p. 34). Hence, if positive interdependence works as it is supposed to, it will reinforce social bonds and positive attitudes between members of different backgrounds unlike with more traditional forms of teacher-centered methods where individualism and competition for the highest scores may hinder learning and increase anxiety.

**Individual accountability** means that members accept the responsibility of working individually as well as making sure the other members also complete their portion of an activity (Gillies, 2016). Even though each student is given a segment to work on, everyone must show evidence of content mastery as they may be called-on to perform or contribute for the group (Johnson, Johnson & Smith, 2007). When individual accountability is properly structured, it reflects itself in higher achievement scores (Hooper, Ward, Hannafin & Clark, 1989 cited in Johnson & Johnson, 2009). Therefore, the instructor must carefully assign roles and responsibilities to each member in order to avoid mishaps in group dynamics. Careful planning will also reduce the probability of social loafing within the group. Gillies (2016) also mentions that the higher the feeling of individual accountability within each group, the greater personal liability each member will perceive.

**Promotive interaction** is evident when individuals encourage and enable each other's efforts to complete or accomplish the group's goals (Johnson & Johnson, 2009; Gillies, 2016). Even though individual learners have their own tasks to complete, it does not mean that they cannot interact with each other; on the contrary, it is imperative that they do so in order to help each other out. Gillies (2016) indicates ways in which this direct interaction can take place such as sharing resources, offering feedback, challenging each other's conclusions, reasoning to sort out doubts and working beneficially to reach common objectives. Learners need to realize that the success of the team is dependent on the contributions of each member and that for successful completion of tasks, face-to-face interactions are essential. This translates into members helping each other out for paired interactions like in debates or in a jigsaw activity.

In **interpersonal and small group skills** it stands to reason that CL requires group synergy; therefore, it can be said that social skills are an important factor for effective CL to take place. The more interpersonal and small group skills an individual develops, the more cooperation can occur. Johnson and Johnson (2009) assert that simply grouping students together to cooperate will not guarantee success as they explicitly need to be taught about interpersonal and small group skills and add that in order for this element to work, students need to learn friendship-development, communication, leadership, decision-making, trust-building and conflict management skills. This element is in tandem with 'language *for* learning' from the CLIL 4Cs framework given that students need to know

language structures to ask questions, for clarification, to express doubt, agreement, and opinion, negotiate, etc.

**Group processing** refers to critical and constructive reflection after the completion of any given activity or project. It is necessary to think about the quality of the work done as a group and make decisions about actions that were beneficial or detrimental to the group. The purpose behind this type of activity is to identify effective ways to collaborate with members of the group and wean out bad habits or practices (Johnson & Johnson, 2009). It has been revealed that overall achievement in individuals that integrate group processing skills is higher than in those who do not perform this type of reflection (Yager, Johnson, Johnson & Snider, 1986).

By including CL strategies to the CLIL class, the students benefit from having many more resources available at their disposal than they could ever hope for by working alone or worse, competing against each other. What started out as a popular strategy to desegregate a heterogeneous population in the United States has turned into one of the most effective ways of creating teamwork, unity and tolerance in the 21<sup>st</sup> century. Working in teams and learning to depend on one another rather than doing it all alone is just not an option in today's globalized world. In a CLIL context, CL will enhance the social bonds between students creating a sense of responsibility and allowing for plenty of interaction and discovery as well as reflection during their content classes. A reality these days is the fact that once a person is ready for the workforce, they will most likely have to deal with a myriad of people and personalities to whom they will have to relate to on a daily basis. How great would it be if everyone could learn to get along just a little bit better, after all, two heads (or more) think better than one.

#### **2.4. CLIL AT UNIVERSITY LEVEL**

There is a lack of comprehensive studies about CLIL at the tertiary level when compared to those done for primary and secondary education (Dafouz & Núñez, 2009). What is known is that CLIL has many counterparts around the world like Content-Based Instruction (CBI), Immersion and Sheltered Instruction Observation Protocol (SIOP), but as per CLIL-based instruction, five types used at the tertiary level were identified (Greere & Räsänen, 2008). These are: 1. LSP or discipline-based language teaching in which language specialist provide the instruction. 2. Non-CLIL where context is emphasized and language learning is

incidental and of little focus or care. 3. Pre-CLIL is content teaching that focuses on content and more than 25% exposure to target language but nonetheless language objectives are not stated. 4. Adjunct CLIL which is the instruction is done, though integrated, between content teacher and language specialist. 5. CLIL which is complete integration of language across the content. Aguilar (2015) mentions that Non-CLIL and Pre-CLIL are fused and labelled EMI or English as a medium of instruction and that Adjunct-CLIL and CLIL are specifically CLIL where integration between content and language is imperative.

Maiworm and Wächter (2002) claim the growth of English-medium instruction in HEIs in Europe began around 1998, and that between 2001 and 2014 there has been a 1000% increase in this form of instruction. This increase in the popularity of English-medium instruction according to Galloway, Kriukow and Numajiri (2017) is mostly due to the desire of HEIs to seek internationalization and prestige as the more courses that are offered by these institutions, the higher the quality and provision of their establishment. Dafouz and Nuñez (2009) claims that Spain is among the European countries that have increased their English as the language of instruction the most, mainly for the value-added it creates and to appeal to the dwindling number of college student prospects in the era of globalization. These authors also stress the idea that as student are involved in English-medium degrees, it is expected they possess an upper-intermediate to advance level of English proficiency in order to cope with the high cognitive demands of higher education, making CLIL pedagogy at the tertiary level different from that of primary and secondary education where demands on cognition are not as demanding. Lastly, these pedagogical constraints have led to the renaming of CLIL to Integrating Content and Language in Higher Education (ICLHE) (Smit & Dafouz, 2012).

In the Ecuadorian context, people have met English language learning with difficulty. An initial attempt in 1992 between the Ministry of Education and British Council with the CRADLE project yielded limited success (Argudo & Ortega, 2016). In 2012, the government and Ministry of Education established a mandatory competence level of B1 according to the Common European Framework of Reference (CEFR) for high school students by the time they graduate to improve mobility prospects for people wishing to study abroad, yet few managed to obtain the required competency levels which in part is due to a lack of English teachers' language competence (British Council, 2015). Argudo and

Ortega (2016) mention that teachers should obtain a C1 level of proficiency if they are to gain a functioning control of the language in order to help students achieve the required levels by the time they leave high school. As a result, English proficiency at the national level for exiting high school students and even for graduating English teachers have been inadequate.

Given the issue of failing high school standards to improve language proficiency, the responsibility falls on the shoulders of colleges and universities to develop the students' English proficiency. However, currently, Ecuadorian universities do not have a minimum proficiency level requirement at the moment of entry though it is a prerequisite in order to graduate or pursue graduate studies as mentioned in the Council of Higher Education (CES), which states that Higher Education Institutions (HEIs) are not required to offer foreign language instruction as part of curriculum for degrees-seeking students, however, they must guarantee the proficiency of the student body in the foreign language to satisfy the graduation requirement ranging from the associate or vocational level of studies all the way to post-graduate studies (CES, 2013). This creates a problem for HEIs as they are exempt from requiring foreign language instruction in their curriculum but must find the means to make its graduates obtain a B1 level of proficiency.

An implementation of bilingual programs would allow for a huge improvement in the way students learn and communicate in English. These initiatives would surely help bridge the gap of failing attempts at learning English by including better methodologies and approaches to language teaching and learning. Using a CLIL approach to learn a foreign language is beneficial due to the incidental acquisition that occurs while learning content. The 4Cs framework explained takes into consideration various aspects of content selection and communication strategies to convey information as well as connecting it with thinking skills to allow the student to critically think in the target language. The cultural factor in CLIL is present at each stage of the planning and learning process and cannot be isolated of language, the topic and the thinking process. Additionally, the use of CLIL in higher education is somewhat debatable, notwithstanding, the adoption ICLHE which is basically CLIL for a higher education context is used instead to account for the higher academic and professional demands.

### **3. INTERVENTION PROPOSAL**

Taking the available literature into consideration, it is the purpose of this study to design a CLIL-based intervention proposal for a microeconomics class with the topic of basic economic assumptions and supply and demand for entry-level students preparing for college, focusing on task-based and cooperative learning strategies. The focus on the two strategies formerly mentioned are crucial in guiding students towards a more holistic approach to learning where they can construct their knowledge of the content as they acquire language in a purpose-driven way.

To start, the aims of the proposal will outline what is to be achieved with this intervention. Then, the education context or the environment where the proposal is to take place as well as the student body and their level of proficiency will be detailed. Afterwards, the timing for each class will be covered, followed by the proposed methodology in order to achieve the desired results. After that, the session details and activities will be explained. To end this section, an assessment for learning of the sessions as well as of the proposal itself will be planned.

#### **3.1. AIMS OF THE PROPOSAL**

The main objective of this proposal is to increase the learner's interest and knowledge of basic economics and microeconomic theory applying specialized language skills for conveying these concepts to ingrain the learner's awareness and appreciation of the benefits of bilingual education and of being a global citizen.

To achieve this, the following objectives are linked to the proposal:

- Increase the student's interpersonal communication skills, as well as specialized academic vocabulary skills by providing learners with engaging multimodal input and cognitive tasks relevant to their personal and cultural context and experiences as well as that of other people and cultures by incorporating gaming strategies.
- Incorporate task-based and CL strategies to enhance the learners' 21<sup>st</sup> century skills, such as cognitive development, problem-solving, teamwork and interpersonal skills, using simple and complex questioning techniques to engage in critical and creative thinking in the target language.

- Create a positive attitude in the student's educational experience that they would further embrace the language in preparation for English or international studies by promoting cooperation and intercultural competence with storytelling and the use of hypotheticals.

### **3.2. EDUCATIONAL CONTEXT AND TARGET GROUP**

This intervention proposal is designed for a college or university setting. The ideal target group are students coursing their first or second year of studies. It could be used as a private or continuing educational program as well.

The expected level of English proficiency the students process is between A2 and B1 in the CEFR. Given the amount of attention that must be given to each learner, this class is designed for a maximum of fifteen (15) students.

At the present time this proposal would serve as an excellent opportunity to start integrating content and language classes given that CLIL-based instruction is still rare in Ecuador and there are no prescriptions in the law about CBI or CLIL-based education for College and this proposal could be presented as a project to the faculty of business administration in conjunction with the language center of the Escuela Superior Politécnica de Chimborazo (ESPOCH), located in the city of Riobamba, for consideration as a bilingual version to their regular Introductory Microeconomics course normally taught in Spanish.

### **3.3. TIMING**

The class is designed to be completed in approximately 16 hours of instruction (in which an academic hour lasts 60 minutes) and students receive classes twice a week. With the allotted time, the Microeconomics class comprises 8 sessions of two academic hours each, which includes completion of projects, independent learning activities and assignments. Each session is divided into:

- Warmers or lead-ins which in this case could be a thought-provoking question or a short task for the learner to think about.
- The presentation of the problem or task to be completed.
- Time for task completion and presentation of completed work.

The following table presents an overview of the topics and timing for each activity.

Table 2. Topics and Timing

<b>Session</b>	<b>Topic</b>	<b>Activity</b>	<b>Time (minutes)</b>
1	Economics; Basics assumptions.	-Bruce almighty story -Family dilemmas; income and substitution effect of goods -Jigsaw on economic assumptions -Reflection	10 60 40 10
2	Micro and macroeconomics. Economic agents and the circular flow. Positive and Normative economics	-Review past class -Describing images and differentiating micro and macroeconomics -The circular flow of our possessions -To sell or not to sell an organ -Reflection	5 25 40 40 10
3	Utility	-Review past class -Warm up: food preferences -Utility, plotting a utility graph and maximizing utility -Jigsaw and video presentation -Reflection	5 5 40 60 10
4	Scarcity; Opportunity Costs	-Review past class -Warm-up: satisfaction -Discovery learning on scarcity and tradeoffs -Mind map on concepts learned -Reflection	5 5 60 40 10
5	Economic Systems; Profit Maximization; Revenue vs. Profit	-Review past class -Lead-in: economic systems -Jigsaw on economic systems -Poster presentation of business plan -Reflection	5 5 60 40 10
6	Factors of Production; Comparative and Absolute Advantage	-Review past class -Lead-in café business resources -Mind map on factors of production -Traditional teacher-centered lesson -Reflection	5 15 60 30 10
7	Demand; determinants of demand	-Review past class -Lead in on markets -Analyzing and plotting demand -Determinants and poster presentation -Reflection	5 15 40 50 10
8	Supply; determinants of supply	-Review and lead-in -Analyzing and plotting supply -Jigsaw on determinants of supply -Reflection	10 40 60 10

### **3.4. METHODOLOGY OF THE PROPOSAL**

Given the complexity of the dual focus of teaching a content subject through a foreign language, a constructive approach to learning is applied in order to advance through the lessons, many language structures and content concepts either repeat themselves or must be taken into consideration in order to successfully move along the curriculum. Students need to learn a great deal of concepts which they will do so using a task-based learning approach and projects will be completed using CL strategies. Given the technical language and expressions introduced in Economics, an inductive methodology to the presentation of these concepts was thought best to have learners work through problems and later realize how their practice or experience relates to the concepts learned in class.

Since we are using the CLIL approach to language learning, the 4 Cs framework will be applied in all aspects of teaching, learning and assessment. Figure 2 shows a visual representation of this framework applied for Microeconomics.

As can be appreciated, content, communication and cognition form the basic structure of the framework but without excluding culture which should be present in every aspect of the learning process and therefore encircling these aspects to form the 4Cs. The context refers to the learning environment specific to each situation.

Students will be engaged by activating prior knowledge in an interactive and student-centered environment. As TBL and CL are important components in CLIL, these approaches will help in improving their language and content skills. Given that much of the responsibility for learning falls on the pupil, the teacher will play a secondary role in class management in terms of not being the center of attention in the class or the knowledge-giver, but rather a facilitator of knowledge and a coach in order to help students achieve their goals in class.

Great emphasis will be given to arousing intercultural competence by means of critical and creative thinking exercises given that these are important 21<sup>st</sup> century skills essential to our current needs as a global society. In order to do this in an engaging way, multimodal input and the use of multiple intelligences will be applied. The benefit of using multimodal input to present information is that students will constantly be presented with novel information in a variety of ways.

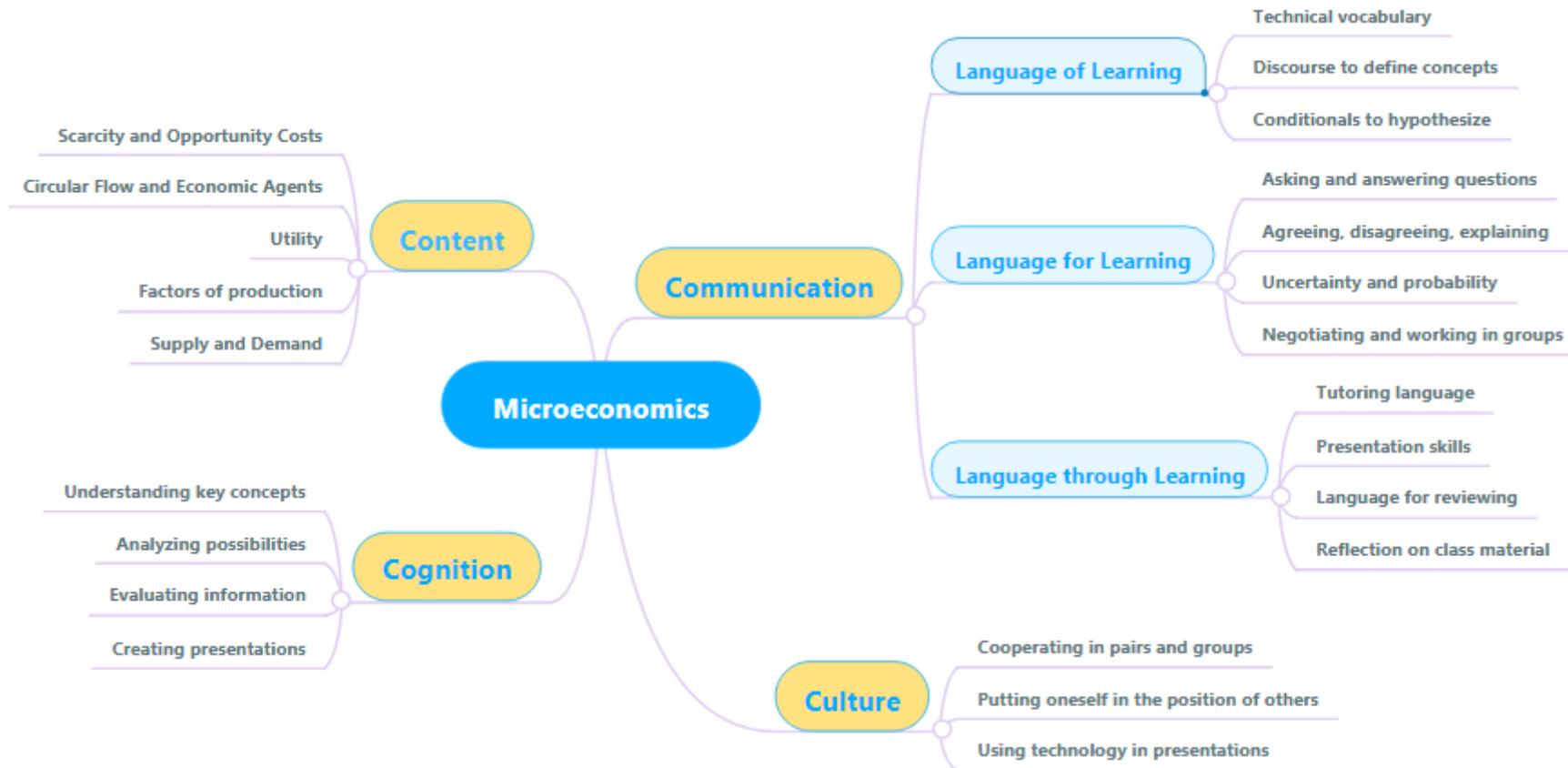


Figure 2. The 4Cs framework for a Microeconomics unit

### **3.5. SESSIONS AND ACTIVITIES**

This section develops the class sessions in detail. Every section is designed to engage the learner from the very beginning of the class by presenting a warmer or a story to set the mood of the more complex ideas and concepts to be presented or talked about. After every warmer or story, a series of critical thinking questions are asked to further engage the pupils into thinking about the concepts that they must later understand and in one way or another demonstrate their understanding by taking part in tasks and projects designed to activate higher order thinking skills, which are the backbone of learning in a CLIL-based approach. These sessions last anywhere from five to fifteen minutes and deal mostly with activating prior knowledge and lowering affective filters in order to allow for better and easier learning.

The next stage of the learning process involves the pupils being presented with a problem to solve, a question to answer, or to complete a series of tasks in order to make notes of the results of the process. This is when students will work on their own or in pairs for simple tasks that require their own perspective. Some tasks will require larger groupings of students, between three and four, but it is preferred not to go over this number as it becomes more demanding to manage the individual interactions of the groups.

After completion of the development stage, the last ten minutes of the class are used to discuss the information they have learned as well as offer feedback on their understanding of the content. This time can also be used to have learners reflect on the aspects they enjoyed or not in order to modify or prepare better forthcoming sessions.

#### **3.5.1. SESSION 1: ECONOMICS AND THE ECONOMIC WAY OF THINKING**

This session is divided into 3 main parts plus a 10-minute reflection towards the end of every session of the learned material which could be done either in writing or speaking form. The first part is a lead-in about economic assumptions. The second part deals with basic economic assumptions like rational consumer behavior and the income and substitution effects. The last activity is a jigsaw which assesses the concepts learned in class.

In order to present the class the idea of economics in general, the teacher will have to engage the students' attention with a phrase like "Economics, good for everyone!" Students would be asked to offer an interpretation of the phrase, in which case the class may start with a brainstorming session. If there are no answers, then the teacher may proceed to tell a story about the movie "Bruce Almighty" but before this, the class is shown the movie trailer. Afterwards, the class is told the story of who Bruce is and how his life always seems to be incomplete because he lacks many tangible and intangible things and then how it changes when he is endowed with the powers of God. The complexity of the language structures and vocabulary must be monitored by the teacher in order to be at par with the level of proficiency of the pupils. However, during the story, vocabulary words from the unit are included and used as synonyms of the more familiar words in order to present the vocabulary they will have to work with later on. After the story, the class is told that economics is much like the story of Bruce where people have wishes and desires they would like to satisfy but unlike the movie world of Bruce, in the real world, people must evaluate choices and make decisions about the things they want to consume, have or do. As the language of learning is presented during this discussion, they can be either written on a whiteboard or projected on a screen using presentation software to act as a visual aid for students. By the end of the story and the class discussion, the students would have briefly reviewed all the vocabulary for the unit.

The next step is to prepare the class for the following activities in order to learn the main assumptions about Economics. The class is divided into a group of four, sitting in a circle where each member can see each other and work together either in groups of four or in pairs. In every group there should always be a note-taker, also known as a scribe which will be responsible for writing things down. There must also be a group leader to manage talk time, resolve conflict or the like.

The first task is to read a handout with a script and questions (Annex I) of family dilemmas in different parts of the world with different kinds of dilemmas and choices to make. Students will be given time to think as they put themselves in each of the family's shoes. Different constraints may be offered by the teacher (e.g. education level, income, household size, etc.) to factor into their decision-making process. Once each student has written a short paragraph on their point of view, the members of each group discuss their answers. Afterwards, the instructor adds constraints to consider and student groups must then try to work out a suitable answer for each family. The outcome of this activity is to

understand how rational consumer behavior works with the concept of *ceteris paribus* (holding other things constant) affects the outcome of any decision.

The next activity will allow students to become aware of the concepts of income and substitution effect in decision-making processes. It is a multiple skills task (speaking, reading and writing) task performed in the same groups as before, but in pairs. Each pair is given a handout (Annex II) containing illustrations and texts of goods and sentence stems to talk about preferences given a specific situation. The students do a think-pair-share to discuss their choices depending on the constraints given in the sentence stems providing answers backed by their reasons. Then, student pairs interchange and report to their new partner what their previous partner had said.

To conclude, a final task is designed to bring all the concepts together and provide a working definition for the following: Economics, income effect, substitution effect, rational consumer behavior, *ceteris paribus*, economic model. The class is presented with a series of questions about the work they did and each student is given a question to think about and answer. Students may use this time to break off from their groups and find members of other groups with their same questions to discuss together. Students then regroup and share their answers to their group writing down their information and asking questions for clarification if necessary. As a form of assessment for learning, the teacher randomly asks students what they have understood about the concepts presented. Table 3 below outlines the session’s information.

Table 3. Session 1

OBJECTIVES	ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>-To define what Economics is</li> <li>-To become aware of economic assumptions</li> <li>-To explain the difference between income and substitution effect</li> <li>-To understand rational consumer behavior</li> </ul>	<ul style="list-style-type: none"> <li>-Lead-in story about Bruce Almighty</li> <li>-Reading and speaking about rational consumer behavior</li> <li>-Making choices with and without constraints</li> <li>-Jigsaw-type task on recap of economic assumptions</li> </ul>	<ul style="list-style-type: none"> <li>-“Bruce Almighty” movie trailer<sup>1</sup></li> <li>-Text of family scenario (Annex I)</li> <li>-Handout of goods (Annex II)</li> <li>-Projector</li> <li>-Computer</li> <li>-Speakers</li> </ul>

<sup>1</sup> <https://www.youtube.com/watch?v=oXBxoKumlqQ>

4 Cs framework		
CONTENT	COGNITION	CULTURE
<ul style="list-style-type: none"> <li>-Economics definition</li> <li>-The income and substitution effect</li> <li>-Basic economic assumptions</li> <li>-Rational behavior in economics</li> </ul>	<ul style="list-style-type: none"> <li>-Understand differences between supplementary concepts</li> <li>-Define basic concepts</li> <li>-Analyze needs of different people</li> </ul>	<ul style="list-style-type: none"> <li>-Working in pairs and groups</li> <li>-Empathizing with other people's problems</li> </ul>
COMMUNICATION		
Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> <li>-CALP: ceteris paribus, rational behavior, income and substitution effect, increase, decrease</li> <li>-Second conditionals to talk about imaginary situations</li> </ul>	<ul style="list-style-type: none"> <li>-Modals verbs to talk about uncertainty</li> <li>-Wh-questions to ask about preferences</li> <li>-Functions to offer opinions, agreeing and disagreeing</li> </ul>	<ul style="list-style-type: none"> <li>-Language used to talk about personal preferences</li> </ul>

### **3.5.2. SESSION 2: MICRO AND MACROECONOMICS, THE CIRCULAR FLOW AND POSITIVE AND NORMATIVE STATEMENTS**

This session is divided into 3 parts. From here on, prior to every section, a 5-minute review of the key concepts from the previous session will be performed as well as a 10-minute reflection towards the end and will therefore not be mentioned to reduce redundancy. The first part is an activity about differences between micro and macroeconomic activities. The second part deals with the circular flow of income. The last activity talks about positive and normative economic statements and relates to determinants of demand which concludes with a group presentation of their researched work.

To start the task, students look at a handout (Annex III) with some pictures. In pairs, students are asked to look at the images and think about what they can see and then briefly describe the images to one another. Language is scaffolded by posting a construction-paper banner on a side wall with expressions (Annex IV) to talk about relative location which is necessary in order to describe pictures, graphs and data. The instructor should elicit that in some pictures people are purchasing goods and services and in the other, there is information about statistics and that one group of pictures are of individuals or individual

families or companies; the other group of pictures show aggregate information about families and companies and the government.

To consolidate the concept, students are told to individually read a text on what micro and macroeconomics deal with. The use of a dictionary is required to increase understanding. For pupils with lower reading comprehension skills, the web application [rewordify.com](http://rewordify.com) is mentioned if they want to read the text in a more simplified way. To assess learning, students will have to apply the graph-description and reading skills they have practiced by selecting a graph and using the scaffolded language to describe their graphs in detail. Students will have time to practice in their groups but they are told that any of the members would be selected to participate for the group. This will ensure that everyone in the group get adequate practice.

The next activity on the circular flow of income starts by asking pupils to make a list of 3 of their possessions and where they bought them. A series of questions (Annex V) are projected onto the screen about their purchases and other common questions about the city they live in. Students must think about and answer as many questions as they can in 5 minutes. Then all the members group-up to discuss their answers and the group scribe will write the best answers down. The purpose of this activity is to use progressive questioning techniques to discover how the agents involved in the circular flow of income are interdependent on each other. This activity is then followed by a paired speaking task (Annex VI) to elicit the interrelationship between economic agents. Students must also read a short text on the circular flow of income.

The final task of the session presents student with the concept of positive vs. normative economics and their statements. To grab the class' attention the teacher asks "How many people like eating chocolate cake?" and "Why?" After listening to one or two answers, the teacher poses another question: "What if you couldn't eat chocolate cake because your pancreas was damaged and the only way to eat chocolate cake again (or anything you enjoy) would be to get an organ transplant?" Students pair-up within their groups. This part of the discussion is mostly for students to practice their BICS in trying to find out what solutions they could offer each other in the face of this problem. Cooperation takes place as the pairs must reflect this issue and then share their ideas. After an initial pair discussion, the teacher makes the whole group discuss their thoughts to get more opinions and have the class listen. After discussing, the teacher would propose the following solution "Buy an

organ and have it transplanted.” The students would debate whether this is a good or bad idea and how they would go about purchasing an organ, or whether it is legal or not. Another possible scenario could be to ask students if they would sell a kidney in an online auction. These questions are designed to make students pass judgment on whether such delicate matters are “good or bad” (normative statements) and how quality of life is affected due to these factors (positive statements). The point of this exercise is twofold, to get students to practice their BICS while they discuss economic theory. As they organize their ideas into sentences, proper scaffolding is presented in the form of modal verb sentence stems for normative statements and first conditional sentences for positive statements. The student outcome is that they learn to analyze and evaluate a series of situations as positive or normative in essence. Table 4 below shows an outline of this session.

Table 4. Session 2

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>
<ul style="list-style-type: none"> <li>-Illustrate the difference between micro and macroeconomics</li> <li>-Discover the economic agents and the circular flow of income</li> <li>-Definition of positive and normative statements</li> </ul>	<ul style="list-style-type: none"> <li>-Picture and graph description</li> <li>-Possessions and the circular flow of income</li> <li>-Class debate on social dilemmas</li> </ul>	<ul style="list-style-type: none"> <li>-Handout with images to describe (Annex III)</li> <li>-Reading: micro and macroeconomics<sup>2</sup>; circular flow of income<sup>3</sup>; positive and normative statements<sup>4</sup></li> <li>-Banner with location sentence stems (Annex IV)</li> <li>-Questions on circular flow (Annex V)</li> <li>-Task: Circular flow (Annex VI)</li> <li>-Projector</li> <li>-Computer</li> </ul>
4 Cs framework		
<b>CONTENT</b>	<b>COGNITION</b>	<b>CULTURE</b>
-Microeconomics vs.	-Understand basic	-Putting yourself in the

<sup>2</sup> <https://www.investopedia.com/ask/answers/difference-between-microeconomics-and-macroeconomics/>

<sup>3</sup> [https://www.economicsonline.co.uk/Managing\\_the\\_economy/The\\_circular\\_flow\\_of\\_income.html](https://www.economicsonline.co.uk/Managing_the_economy/The_circular_flow_of_income.html)

<sup>4</sup> <https://www.investopedia.com/ask/answers/12/difference-between-positive-normative-economics.asp>

macroeconomics -Circular flow of income -Positive and normative economic statements	economic concepts -Apply concepts in a variety of tasks	position of others -Working in pairs and groups
<b>COMMUNICATION</b>		
Language of learning	Language for learning	Language through learning
-CALP: micro and macroeconomics, circular flow, positive and normative economic statements, income -Second conditionals to talk about imaginary situations -Descriptive discourse -Modals to form positive and normative statements	-Wh-questions to ask about opinions -Expressions to talk about relative location in a picture -First and Second conditionals to talk about possible or imagined situations. -Modals of probability to talk about uncertainties and judgment	-Functions to offer opinions, agreeing and disagreeing -Language used to talk about personal preferences

### 3.5.3. SESSION 3: UTILITY

Continuing with the basic concepts regarding economics, this session comprises 3 parts, the first is a warm up activity followed by the second part which are tasks designed to elucidate the concept of utility as well as plotting utility, marginal and total utility on a graph. The final section is a jigsaw activity to consolidate the technical aspects of the content with a final project presentation to evaluate their knowledge on the concept.

At the start of the class, the teacher arrives with a bottle of fruit juice, a sandwich and a piece of chocolate or cookie and places them on a desk in the front center of the class for students to look at. The real food could be replaced by a projection of food products onto the screen using a projector). The teacher then asks “Is anyone hungry or thirsty?” and “Which item would you most like to consume?” The groups pair up and discuss the question, this is a good time to post a short list of comparatives, expressions for agreeing and disagreeing and offering explanations are posted or projected (Annex VII) on the board or screen to help pupils use language. Teacher should monitor the class speaking, eliciting the correct expressions when necessary.

After this warm-up, each pair is given cutouts of a variety of food products and a handout (Annex VIII) to help them organize their information in a table or schedule. Even though students are grouped, this initial task is individual. Students are asked to rank the items on their list, from most preferred to least preferred in the squares provided in the handout and rate on a scale from zero (0) to ten (10), zero being something they would not desire or want to try and 10 being the most delicious item they could or have tried. Students are anticipated that they will not all agree on the items they prefer. This is an opportunity to have them discuss their opinions and learn to politely agree or disagree as a way of learning tolerance and acceptance of individual differences. This activity is designed to be very engaging given that students can actually try out some snacks and check their satisfaction level, or utility, going back to their rating scales and seeing how much their ratings change with each additional quantity or serving. Students also get to evaluate their classmates' and their own preferences.

The next task provides an introduction to the concept of marginal and total utility which picks up from the previous task. The teacher tells the class to imagine consuming 3 of the food items they just saw and to state how much satisfaction they derive from consuming that first helping (recording their numbers on their utility schedule). Then, rate their second helping, and then the third, etc., eliciting this diminishing effect as marginal utility and that people rationally would consume until their marginal utility reaches a value of zero. From the data obtained, the students are given an additional task of plotting their marginal and total utility for some of their items on the graphs provided them in the handout. Students demonstrate their personal graphs to each other and are asked to read or interpret their graph using the vocabulary expressions for describing location. To conclude the task, each group will have a member randomly chosen by the instructor to present and explain the concepts of marginal and total utility to the class for a group score.

The final task on this session deals with utility maximization as a way to understand rational consumer behavior and make predictions about consumption based on this idea. The groups are given a random set of goods (cutouts previously used). Each item has a price tag and students are told to imagine they have seven dollars to spend on food and to choose the items they would like the most. They are allowed to choose the quantity they would like without going over their budget. Similar to the first task that was assigned, they are likely to choose the same items they chose in the first task making sure they use their seven dollars as best as they can. Students must discuss their choices given their budget

and state to one another how much utility they received from their combination of goods. As a way to compare and contrast their own utility with that of their group members, they swap their choices and must find out how much utility they get with this new combination and explain why they feel better or worse off.

After these three tasks, the students are given a jigsaw activity in which they read about the concept of utility where each group member is assigned a specific subtopic (utility and marginal utility, diminishing marginal utility, total utility, utility maximization) to read about and learn. Then they head out to their specialist group to consolidate and synthesize their information and return back to their home groups to share their findings. Each student is reminded that it is their responsibility, and that of the group, to make sure everybody understands the information as anyone could be selected to present for the group.

To conclude the class session, learners will complete a project. They must create a video tutorial regarding utility and explain the logic behind why people seek to maximize their utility, show how they do it using a graph to explain the process as well as explain why infinite utility is not possible and conclude by justifying why knowledge of utility is vital in the study of economics. Thinking and organizing time is given and teacher monitors class for guidance and clarification when necessary. Internet use is allowed as a means of research and gathering material for presentations as well as storage of any digital information of the class for ease of access. The presentation must be between three to five minutes in length and groups can start by answering some questions such as: What do you understand by utility? What does marginal and total utility mean? What happens when marginal utility of a good reaches zero, is negative or positive? The video presentation may be done using their own cellphone cameras. The instructor should have a copy of a free video editing application available for the class. The videos could be presented in class or uploaded to a website like Vimeo, Padlet, or YouTube for friends, family, the community and the instructor to see and evaluate. Table 5 below summarizes this session's work.

Table 5. Session 3

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>
-Define utility using personal examples and explain the steps involved	-Categorize preferences and compare and contrast choices	-Expressions to show preferences (Annex VII) source: own creation

in maximizing utility -Distinguish the difference between total utility and marginal utility -Compare how diminishing marginal utility varies from one person to another	-Calculate and plot marginal and total utility of a good -Maximizing utility with limited resources -Jigsaw on utility and video presentation explaining how utility affects choice	-Handout of utility and food cutouts (Annex VIII) source: own creation -Reading on utility <sup>5</sup> -Projector -Computer
4 Cs framework		
<b>CONTENT</b>	<b>COGNITION</b>	<b>CULTURE</b>
-Utility -Marginal and total utility -Utility maximization	-Understand session concepts -Compare and contrast various types of utility -Create a video presentation	-Pair and group work -Using technology to present information
<b>COMMUNICATION</b>		
Language of learning	Language for learning	Language through learning
-CALP: maximization, marginal, diminishing, utility. -Zero conditionals to explain the utility graph	-Comparatives to talk about preferences -Functions to agree and disagree and offer opinions -Questioning techniques to ask about preferences	-Interpersonal language functions -CALP from previous sections -Dictionary use for new meanings

### 3.5.4. SESSION 4: SCARCITY AND OPPORTUNITY COSTS

The first part of this session focuses on scarcity and types thereof. The second part talks about opportunity costs or tradeoffs, and the last activity requires the students to create a mind map explaining the concepts learning in the class. Students maintain the same groups as in the previous 3 sessions.

To start the class session, the teacher plays a song from the Rolling Stones called “You can’t always get what you want.” The video is projected with lyrics for students to listen to. After

<sup>5</sup> <http://www.economicdiscussion.net/utility/utility-meaning-characteristics-and-types-economics/13594>

the first two minutes, the video is stopped and the students are asked to pair-up and discuss the following information projected on a screen:

*On one hand, Mick Jagger says that you can't always get what you want.  
On the other hand, the law of attraction states that anything is possible if you focus your energy on achieving the thing you want.*

Then, the following sentence stem is written on the board: "I believe that you **can/cannot** have everything you want because\_\_\_\_\_"

In this part students can make use of BICS to talk about this question and activate specific vocabulary and language structures to get them to activate prior knowledge too. The teacher asks a couple of students to talk about their answers using the sentence stems to help them form complete sentences and offer an explanation. This exercise provides an entertaining debate for students as they try to make themselves understood.

For the first activity the students discuss in their groups; a list of goods with their images (Annex IX) are projected onto the screen. Students are asked to choose the three items they would want the most and explain their reasons; conditionals and opinion sentence stems are scaffolded with explanation functions (Annex X) to help students organize their ideas. As the class discuss, the teacher writes on the board some follow-up with questions like "why did you not choose item X?" where X is any other option not chosen, or "would someone living in country Y have chosen items differently from you? Why?" where Y is any foreign country with different customs. This activity has a cultural element given that students have to think about other points of view in order to answer these questions. To create variety, these questions can be discussed by having two groups form inside and outside circles and take a couple of rounds to discuss their answers with people of other groups. The outcome of this activity is for learners to use BICS to learn more about each other to build rapport as well as practice using complex language structures as they examine the reasons for their choices using higher order thinking skills.

The class is then told to imagine if it were possible for them to obtain these items in the real world and what would happen if everybody in the world would want to have the same things, the point being that it would not be possible because of a scarcity of resources (not enough factors of production). This introduces the concept of scarcity which is followed by a short lecture regarding scarce and non-scarce resources and a short video link to a

description of the concept with examples. The video has captions so it is easier to follow the listening.

The next activity deals with the concept of opportunity cost and the class is presented with the following questions to discuss: “Do you have to make decisions every day? What kinds?” “What do you like to do in your free time?” “If you must choose between studying or watching a movie, which would you choose to do and why?” These questions are designed to spark interest in the topic. Students take a moment to think about and then discuss these questions in their groups. The teacher later randomly asks students from different groups to answer some of the questions aloud to the class and since most answers involve a decision, the instructor must pose further questions to make students want to change their original answers. The class inadvertently identifies the concept opportunity cost by analyzing their personal choices in terms of costs and benefits. Given that the concept of opportunity cost is complex to understand at first, the class must be presented with a lecture and an example demonstrating the steps in the analysis. A video and reading link further explaining the concept is assigned for home studies. Sentence stems are presented to learners (Annex XI) to follow the steps to properly analyze how the opportunity costs of their decisions are affected while reducing the cognitive load of having to memorize how to start a sentence. Student groups are then asked to make a decision between two choices, all the while seeking to explain how the economic costs and benefits of their choices influence what they will decide to do. The outcome is this activity is to be able to explain the decision making process relative to costs and benefits.

To conclude this section, each group will have to create a mind map using the MindMeister<sup>6</sup> application to organize the different concepts like scarcity and the types thereof; the difference between choice and decision; and showing the economic costs and benefits gained and lost when making a decision to buy or do something. To showcase the group work, the instructor can create a Pinup<sup>7</sup> canvas online and have the students import their work as images which would be projected on a screen in class. Each member of the group would be responsible for explaining part of their work. An outline of this session is detailed in Table 6.

---

<sup>6</sup> <https://www.mindmeister.com/es/mm/signup/basic>

<sup>7</sup> <https://www.pinup.com/>

Table 6. Session 4

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>
<ul style="list-style-type: none"> <li>-Understand scarcity and opportunity costs</li> <li>-Differentiate between scarce and non-scarce resources</li> <li>-Assess the benefits and costs between two choices</li> </ul>	<ul style="list-style-type: none"> <li>-Warm-up, you can't always get what you want discussion</li> <li>-Choosing among scarce resources</li> <li>-Reading: Opportunity cost<sup>8</sup></li> <li>-Tradeoffs in decision making</li> <li>-Mind map presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Images related to scarce resources (Annex IX)</li> <li>-Scaffolded language (Annex X)</li> <li>-Scarcity video file<sup>9</sup></li> <li>-Opportunity cost video file<sup>10</sup></li> <li>-Projector</li> <li>-Computer</li> <li>-Speakers</li> </ul>
4 Cs framework		
<b>CONTENT</b>	<b>COGNITION</b>	<b>CULTURE</b>
<ul style="list-style-type: none"> <li>-Scarcity</li> <li>-Choices and Decisions</li> <li>-Opportunity Costs</li> </ul>	<ul style="list-style-type: none"> <li>-Understand basic economic paradigms</li> <li>-Analyze choices</li> <li>-Create a presentation online</li> </ul>	<ul style="list-style-type: none"> <li>-Pair and group work</li> <li>-Putting yourself in someone else's position</li> <li>-Using technology to present information</li> </ul>
<b>COMMUNICATION</b>		
Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> <li>-CALP: scarcity, resources, opportunity cost, tradeoff</li> <li>-Talking about hypothetical situations</li> </ul>	<ul style="list-style-type: none"> <li>-Giving reasons</li> <li>-Talking about quantity</li> <li>-Expressing opinions.</li> </ul>	<ul style="list-style-type: none"> <li>-Interpersonal language functions.</li> <li>-CALP from previous sections.</li> </ul>

### **3.5.5. SESSION 5: ECONOMIC SYSTEMS, REVENUE AND PROFIT MAXIMIZATION**

This session is divided into 3 main parts. The first is a lead-in about imaginary economic systems. The second part focuses on the concept of Economic Systems and a Jigsaw/roleplay of the positive and negative aspects of each system. The third part

<sup>8</sup> <https://www.thebalance.com/what-is-opportunity-cost-357200>

<sup>9</sup> [https://www.youtube.com/watch?v=1cYMW5d\\_bn4](https://www.youtube.com/watch?v=1cYMW5d_bn4)

<sup>10</sup> <https://www.youtube.com/watch?v=ly8Lk2hBoqY>

introduces the concepts of revenue and profit and concludes with an analysis of profit maximization. New groups will be arranged before the start of this session. Groups will continue to have four students where possible and this time the instructor could use any means to create the groups depending on observations from the previous sessions.

As a lead-in, the teacher poses the following question on the board to the class “Would you like to live in a country where you can produce, sell or work and buy anything you want or where you are told what to produce or consume or work in?” Students think-pair-share within their groups and then another question is asked to get them to argue their points of view such as “Who should be in charge of saying what is to be produced? Why?”

After discussing these questions with the class, the teacher writes the following on the board: Cuba, United States, North Korea. The students are asked to share anything they might know about these countries in terms of how resources are allocated and distributed. They may use online resources if they wish. The point is to elicit that these countries have different types of economic systems that try to answer three fundamental questions: 1. what to produce, 2. how to produce it, and 3. who the consumers are. The class then does a jigsaw activity on types of economic systems. The class is given a segmented reading with the types of economic systems which each member of the group chooses a type of system, reads about it, summarizes the main points and then members join their specialized groups to discuss their information and improve it for their final presentation within their home groups. To practice listening, reading and consolidate the topic, the class is given the option of 3 video tutorials about economic systems with varying levels of difficulty, video1 (easy), video2 (intermediate), video3 (upper-intermediate), and a funny and entertaining song video about economic systems they could watch at home. If time allows, the instructor could show the song video during class.

To assess learning, groups will design a role play where a group of friends talk about the good and bad aspects regarding their economy. Students will perform a role play but will also have to film and upload it through a Vimeo account for review and evaluation. The scenario is that these friends all live in the same country and get together to gossip about many things when they suddenly start talking about the economy. They get very interested in the topic because they have so much to talk about. They speak about the positive and negative aspects of the economic system where they live in. Each of these aspects must be accompanied by an example to illustrate the pros and cons of their systems. Student

characters must also comment and offer their opinions on the aspects mentioned to create a realistic gossip session. The presentation must be between 3 and 5 minutes long. Students will have some time to prepare in class but will have to complete the project outside class hours and upload their videos before the start of the next class.

For the next activity, students will be introduced to the concept of revenue, profit and maximization while they learn about factors of production to be used in a later class. Groups are told to think about a business that they would like to create. A list of suggestions may be provided if ideas seem short at hand. Students are given a handout or shown a projection (Annex XII) with aspects they must think about. This is a very simplified business plan designed to get students to think about the concepts of business sales and quantities more than actually planning sales forecasts while using arithmetic functions to calculate revenue, costs and profit. Students are free to use their cellphones of laptops and use online resources to gather information. The groups are given a source to a reading and video document on revenue and profit to extrapolate ideas and concepts to use in their project. The use of zero and first conditional sentences are scaffolded if needed. An additional chart (Annex XIII) scaffolding numbers and arithmetic functions is provided for learners to guide themselves as well as to allow them to be able to talk about arithmetic problems.

Once the details of the companies are worked out, students must draft a script and draw some illustrations about their business plan. The purpose of this activity is for groups to consolidate the content using the theory and using language to showcase their data to the class in an oral presentation. Table 7 below details the session's activities.

Table 7. Session 5

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>
-Understand the concepts of revenue, profit and why there are economic systems -Analyze the pros and cons of different	-Lead-in about economic systems -Design a roleplay about gossiping the benefits and drawbacks of economic systems	-Business plan elements (Annex XII) -Arithmetic functions scaffolding (Annex XIII) -Video on economic systems, video <sup>12</sup> , video <sup>213</sup> ,

<sup>12</sup> <https://www.youtube.com/watch?v=5xgwYRX19VU>

<sup>13</sup> [https://www.youtube.com/watch?v=sHkviUk\\_47k](https://www.youtube.com/watch?v=sHkviUk_47k)

economic systems -Create presentations explaining profit, revenue and economic systems.	-Simple business plan and selling projections -Reading and listening on revenue and profit maximization <sup>11</sup>	video <sup>14</sup> -Video song on economic systems <sup>15</sup> -Projector -Computer -Speakers
4 Cs framework		
<b>CONTENT</b>	<b>COGNITION</b>	<b>CULTURE</b>
-Economic systems -Revenue and profit	-Remember basic economic concepts -Evaluate economic systems -Analyze revenue, profit, costs and sales of a simple good	-Pair and group work -Talking about other cultures and countries' economic systems -Using technology to research information
<b>COMMUNICATION</b>		
Language of learning	Language for learning	Language through learning
-CALP: market, traditional, command and mixed economy, revenue, profit, land, labor, capital, allocation -Discourse to define concepts -Arithmetic functions	-Wh-questions -Zero conditionals to talk about facts and math problems -Hypotheticals using the first conditional	-Interpersonal language functions -CALP from previous sections -First and second conditionals

### 3.5.6. SESSION 6: FACTORS OF PRODUCTION, COMPETITIVE AND ABSOLUTE ADVANTAGE

This session is divided into 3 activities, the first part is a lead-in about factors of production necessary to build a café business. The second part is about factors of production and the third section presents comparative and absolute advantage and concludes with a writing assignment of comparative analysis.

<sup>11</sup> <https://www.inteligenteconomist.com/types-of-economies/>

<sup>14</sup> <https://www.youtube.com/watch?v=B43YEW2FvDs>

<sup>15</sup> <https://www.youtube.com/watch?v=Cpqq9HXYJPM>

To begin with the first activity, the class is asked to play a game about creating a business. They are asked “What is necessary to setup a business like a café?” The class is given some time to think and talk about it in their groups while the group scribe (described in session 2) takes note. To create a more culturally relevant task, the groups could share images of their notes through a shared Pinup canvas. At the end of the allotted time, the teacher reviews the responses. Those ideas that match actual factor of production are written on the board for students to see where mistakes may have occurred and to correct them through questioning techniques.

The class is then directed to a factors of production video overview which is projected on the screen and outlined on the board as the factors are mentioned. They are then told to remember the last class’ activity regarding profit and revenue and to make a list of the factors of production that would be necessary for them to achieve their business objectives more efficiently, offering a reason for their choices. They must also add to their list the factors that they did not think about prior to watching the video overview. The teacher moves around the class checking and guiding where necessary and providing scaffolding on sequence words (Annex XIV). Afterwards, the group completes a mind map of the factors of production explained to the class with examples. The students then do a reading on factors of production and answer the question “Which factors of production would be more appropriate or most important for the business you have proposed?” The outcome is for students to become aware of which types of resources are considered land, labor, capital and entrepreneurship and how business is affected by them.

The next activity deals with comparative and absolute advantage. A quick overview of absolute and comparative advantage is presented through a video with captions to ease understanding. Students are given a handout (Annex XV) with different scenarios of companies producing goods. In pairs, students are asked to compare and contrast the differences in quantity or hours of work and to write a report explaining their reasons for the differences in wages and prices, language functions to explain and offer opinions are written or projected on the board as scaffolding.

After this activity, a more traditional teacher-centered class is offered to illustrate the differences in comparative advantage between different countries and how to calculate relative costs between goods given that this concept is complicated to understand.

The activity concludes with a couple of questions for the class groups to consider such as “Do you think that Ecuador could produce every good to satisfy the consumers’ needs? Why or why not?” “What about a country like Germany?” “What causes trade among countries?” “What are Ecuador’s biggest imports and exports?”

Student groups talk about these questions, trying to find logical answers by applying the theory and practice previously shown. The final product is a writing assignment for which the teacher scaffolds with a model of how to organize their information in a text (Annex XVI). Students are told they may use the Internet to find images to add to their presentation. As this is a group task, each individual student may be called on to answer the questions posed by the instructor for a group score. Table 8 below details the session’s activities.

Table 8. Session 6

OBJECTIVES	ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>-To introduce factors of production and their subdivisions.</li> <li>-To make pupils aware of the difference between absolute and comparative advantage.</li> <li>-To calculate the comparative advantage between two country’s goods</li> </ul>	<ul style="list-style-type: none"> <li>-Factors of production game on manufacturing startup.</li> <li>-Identifying the absolute and comparative advantage of a country.</li> <li>-Relative prices of goods between two competing countries</li> </ul>	<ul style="list-style-type: none"> <li>-Scaffolding sequence words (Annex XIV)</li> <li>-Handout of countries’ production capacity (Annex XV)</li> <li>-Reading on factors of production<sup>16</sup></li> <li>-Scaffolding on analyzing comparative advantage (Annex XVI)</li> <li>-Video overview of factors of production<sup>17</sup></li> <li>-Video on comparative advantage<sup>18</sup></li> <li>-Projector</li> <li>-Computer</li> <li>-Speakers</li> </ul>

<sup>16</sup> <https://www.stlouisfed.org/education/economic-lowdown-podcast-series/episode-2-factors-of-production>

<sup>17</sup> <https://www.youtube.com/watch?v=VZD7dTSHmIo.%20>

<sup>18</sup> <https://www.youtube.com/watch?v=cqGRIqFDo2w>

4 Cs framework		
CONTENT	COGNITION	CULTURE
-Factors of production (land, labor and capital, entrepreneurship) -Absolute advantage -Comparative advantage	-Understand basic economic concepts -Analyze how factors of production influence a country's comparative advantage -Create presentations	-Pair and group work -Using technology to present information
COMMUNICATION		
Language of learning	Language for learning	Language through learning
-CALP: land, labor, capital, comparative and absolute advantage, import, export, trade, output -Zero conditionals for arithmetic problems	-Sequence words to organize information -Language functions to explain, agree or disagree, and offer opinions	-Interpersonal language functions -CALP from previous sections -Wh questions -First and second conditionals

### 3.5.7. SESSION 7: DEMAND AND DETERMINANTS OF DEMAND

Session 7 is divided into 3 parts, the first part is a lead-in about markets. The second part deals with the concept of demand and the law of demand; students also learn how to plot points on a graph to illustrate a demand curve. The last activity is a task on determinants of demand which concludes with a group presentation of their researched work.

Class starts with a short lead-in about markets. The following questions are posted on the board: “What is a market?” “Who is involved in a market transaction?”, “What would happen if markets did not exist?” Students take a moment to think about it and then share their ideas within their groups. The instructor calls on a couple of students to check as a class. The purpose is to elicit that markets are places where consumers and suppliers can exchange goods and services.

As an introduction to the next activity, the class is told to make a list of goods that they most often see in markets. The instructor calls out on some students to share their answers by writing them on the board. Then, student groups are asked “Why are there companies

that produce goods like (those brainstormed by the class)?” Elicit: because people want or need these things, people demand these goods. Afterwards, the following is projected on the board with four blank demand schedules, one for each of the goods shown (Annex XVII) although students will also receive a handout with this information to work with.

Milk \$0.15/glass	Bread \$0.05 ea.	Orange juice \$0.20/glass	Muffin \$0.10 ea.
----------------------	---------------------	------------------------------	-------------------

The class is asked to think about how much of these goods they would consume on a regular day with the current prices. As the class thinks about it, the instructor writes a quantity on the top row of all four demand schedules and then increases the price in each row below. Students are told to individually complete the quantity they would want to buy or consume of the goods with each price change in a real-life situation. After a moment, the groups compare their responses and are asked to notice what happens to the quantity demanded as the price increases. This is to elicit the concept of the law of demand. A video tutorial about demand and law of demand is projected onto the screen for students to see and check their understanding of the concepts.

To illustrate with more accuracy, a demand schedule is projected on the board with a blank graph to plot and connect the paired coordinates. Using scaffolded language (included in Annex XVII), the groups take a moment to think about the changes in quantity demanded with changes in price. Even though fluency and meaning making is important in CLIL and more so in TBL, in this case the instructor should check for accurate use of language structures as this is an important foundation in economic analysis. The students are then randomly asked to state aloud how quantity demanded is affected with a change in price and to plot the coordinates on the projected graph noticing the downward or negative slope formed. At this time the concept of movements along the curve is mentioned for students to notice.

The next task deals with determinants of demand. The instructor will give each group a handout (Annex XVIII) with a story about people’s drinking preferences in Argentina and factors that would change demand for the goods provided. The class is told that they are going to investigate the determinants that cause shifts or increases and decreases in demand keeping prices constant and that they have to be able to explain how each

determinant will positively or negatively affect the demand of a good. There is specific language used to analyze shifts which is included in the annex for this task scaffolded if necessary during the post task phase. Students work in their groups and may use any form of technology like cellphones or laptop computers and online resources for research. The instructor provides some clues in the form of terms like “demand curve shift” or “determinants of demand” to help jumpstart their search.

Groups are told to identify all the determinants of demand and answer all the posted questions. However, as a conclusion to this session, each group will focus on one question, one determinant and will have to create a poster presentation answering their assigned question as well as explain which determinant is affected and in which direction the demand curve shifts. The instructor walks around the class to check that the groups are on track with their task, guiding where necessary.

After the allotted time, student groups present to the class. Every student in the group is expected to participate in the presentation, otherwise their score will reflect this lack of participation. Table 9 below details the session’s activities.

Table 9. Session 7

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>
<ul style="list-style-type: none"> <li>-Understand market</li> <li>-Define demand and law of demand.</li> <li>-Describe how movements along the demand curve occur.</li> <li>-Examine how factors other than price affect demand</li> </ul>	<ul style="list-style-type: none"> <li>-Discovering demand and the law thereof</li> <li>-Plotting a demand graph</li> <li>-Analyzing changes in quantity demanded with changes in price</li> <li>-Determinants of demand presentation</li> </ul>	<ul style="list-style-type: none"> <li>-Handout with demand schedule and graphs (Annex XVII)</li> <li>-Video on demand and law of demand<sup>19</sup></li> <li>-Handout with story of drinking preferences and scaffolded language to analyze changes in demand (Annex XVIII)</li> <li>-Computer</li> <li>-Projector</li> <li>-Speakers</li> </ul>
4 Cs framework		
<b>CONTENT</b>	<b>COGNITION</b>	<b>CULTURE</b>

<sup>19</sup> <https://www.youtube.com/watch?v=LwLh6axozTE>

<ul style="list-style-type: none"> <li>-Demand and the law of demand</li> <li>-Movements along the demand curve</li> <li>-Determinants of demand</li> </ul>	<ul style="list-style-type: none"> <li>-Understand dynamics of the law of demand</li> <li>-Analyze determinants of demand</li> <li>-Produce poster presentations of demand shifters</li> </ul>	<ul style="list-style-type: none"> <li>-Imagining other people's point of view</li> <li>-Group work</li> <li>-Using technology to research information</li> </ul>
<b>COMMUNICATION</b>		
Language of learning	Language for learning	Language through learning
<ul style="list-style-type: none"> <li>-CALP: downward slope, movement vs. shift, demand vs quantity demanded</li> <li>-Sentence stems to talk about movements along the curve and curve shifts</li> </ul>	<ul style="list-style-type: none"> <li>-Using conditional statements to talk about hypothetical situations</li> <li>Explaining and offering opinions</li> </ul>	<ul style="list-style-type: none"> <li>-Interpersonal language functions.</li> <li>-CALP from previous sections.</li> <li>-First conditionals</li> <li>-Wh-question forms</li> </ul>

### 3.5.8. SESSION 8: SUPPLY AND DETERMINANTS OF SUPPLY

The last session is divided into 3 parts. The first section ties with the review of the previous class and refreshes concepts and language functions. The second part explores the concept of supply and the law of supply, plotting a graph and analyzing movement dynamics due to price fluctuations. The final activity is a jigsaw that synthesizes the determinants of supply which concludes with a written quiz to analyze the changes in supply of a good.

In this session, the review of the previous class' concepts ties together with the lead-in of the day to refresh the students' memory on scaffolded language with the question "What happens to demand when the price of a good increases?" The answer is "nothing", but this is a trick question designed to get students thinking about quantity demanded rather than demand. The instructor then elicits the effects of price changes in quantity demanded as well and changes in demand with the determinants.

To start, the students group up and are shown a projection (Annex XIX) on the board which posits a hypothetical economic situation which requires them to think about the supplier or business owner's point of view and to elicit what supply and the law of supply is. Then, a completed supply schedule for sandwiches and an empty graph is projected on

the screen (found on the same annex) for students to see the relationship between price and quantity supplied and then plot the points on the graph which volunteers from any group could do. The instructor then asks the groups to pair up and describe how the quantity supplied of a good changes as the price of that good changes. Student pairs must try to remember the scaffolded language from the previous session given that it is very similar for supply. The instructor should notice correct usage of the language and scaffold again if necessary. After a couple of minutes of thinking and speaking time, students from different groups are called on to offer an analysis of changing prices and quantities. Some additional statements or questions could be “List the differences between the supply curve and the demand curve” “Could there be supply at a price of zero? Why?” Prior to the next activity, a video on supply, law of supply and determinants is shown for students to compare their information with that of the video, notice mistakes and make corrections.

The next activity is a reading jigsaw about determinants of supply. There are 5 determinants for supply so the extra reading jigsaw could be given to the student with sturdier language skills. Students take time to read and understand their parts making use of any resources at hand like paper or online dictionaries. The groups take some time to read and understand their assigned chunks of information and then form a specialized group to share and polish their initial information. At this point the instructor could remind the specialized groups to think about questions and answers that might be asked about their content. When students reintegrate into their original groups, they present on their specific determinant and how it positively and negatively affects supply of a good. After these presentations are over, the instructor may formally assess students with a quiz on the session’s information. Table 10 below details the session’s activities.

Table 10. Session 8

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>
-Define supply and law of supply -Describe how changes in price affect quantity supplied. -Argue supply dynamics	-Lead-in: demand vs quantity demanded -Sandwich supplier business -Jigsaw on determinants of	-Video on Supply, law of supply and determinants <sup>21</sup> -Computer, projector and speakers -Projection on supply (Annex XIX)

<sup>21</sup> <https://www.youtube.com/watch?v=ewPNugIqCUM&t=51s>

	supply <sup>20</sup>	-Written quiz on determinants of supply (Annex XX)
4 Cs framework		
<b>CONTENT</b>	<b>COGNITION</b>	<b>CULTURE</b>
-Supply and law of supply -Determinants of supply	-Describe movement dynamics due to price and non-price factors  -Analyze differences between supply and demand	-Pair and group work  -Thinking in terms of other people  -Using technology to search for information.
<b>COMMUNICATION</b>		
Language of learning	Language for learning	Language through learning
-CALP: taxes, output, expectations, outward and inward shift	-Using conditional statements to talk about hypothetical situations.  Explaining and offering opinions	-Interpersonal language functions from previous sections  -CALP from previous sections

### 3.6. ASSESSMENT

This section focuses on assessing the knowledge that students gain from the intervention proposal as well as an assessment of the intervention proposal itself.

#### 3.6.1. LEARNING ASSESSMENT

Assessment for learning will help gauge both quantity and quality of the learners' knowledge in terms of content as well as language as they course through the content. The teacher is the main assessor who will keep a record of individual and group performance, though a variety of strategies should be employed in efforts to obtain a more holistic assessment like peer and self-assessment strategies. Both formative and summative assessment are employed although for a CLIL context, formative assessment strategies are used much more than summative strategies due to its ability to provide on the spot feedback and error correction during the class sessions. Summative assessment is also used; however, the nature of formal evaluations may activate students' affective filters causing stress or resistance to learning so this type of assessment is used sparingly.

<sup>20</sup> <https://wealthyeducation.com/determinants-of-supply/>

For formative assessment, learners are informed beforehand of the different parameters they are expected to achieve by means of rubrics which will check the students' overall development of the 4 Cs (content, communication, cognition and culture).

A pre-assessment is performed before any type of content instruction in order to measure the different competence levels of the students in the class. In a cooperative context, it is to have learners of different competences together to enhance each other's' learning potential.

Table 11 is a rubric that has been designed to assess performance on session 3.

Table 11. Rubric on utility presentation

<b>Total</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Presentation structure	Inefficient organization of the topic	Many aspects missing; not properly introduced	All topics mentioned not completely organized	All topics mentioned and is easy to follow and understand
Language, word choice and fluency	Incoherent; speaking in phrases; no use of specialized vocabulary	Satisfactory use of appropriate language and vocabulary expressions, fluency up to 30%	Ample use of vocabulary and language expressions, fluency up to 70%	Remarkable use of vocabulary expressions and language, fluency up to 100%
Content	Vaguely mentions a couple of terms, no connection to the task	Defines some terms, no connection made from one point to the next	Good explanation of the concept of utility, using examples from class	Outstanding explanation of the concepts of utility with original examples
Team work and leadership	There was no cooperation between members	Cooperation between members was minimal	Good cooperation in most aspects	Excellent team-working and leadership skills
Use of technology	No use of technology to complete presentation	Minimum use of video editing tools	Good use of video editing tools	Outstanding use of video editing tools

Table 12 is a rubric that has been designed to assess the roleplay for session 5.

Table 12. Rubric on economic systems

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Content	Does not understand the topic	Understands some aspects of the topic	Demonstrates a good understanding of the topic	Demonstrates full understanding of the topic

Positive and negative aspects	Not mentioned	Mentions one of each	Mentions up to two of each	Mentions three or more of each
Communication	Students do not engage in conversation, only recite their information	Students engage in conversation sometimes, mostly recitation of ideas	Students engage in back and forth communication more than recitation	Students engage in back and forth communication, feels like a real conversation
Energy, acting ability	Students not in character; seem bored and tired	Students managed to act out their characters without much effort	Students portray their characters well in a natural way	Students represented their characters extremely well, very believable
Language, word choice and fluency	Incoherent; speaking in phrases; no use of specialized vocabulary	Some use of language and vocabulary, many pauses in speech	Good use of language and vocabulary, few pauses and hesitations	Remarkable use of vocabulary and language expressions, normal hesitations and pauses

### 3.6.2. ASSESSMENT OF THE PROPOSAL

Just as the learners are assessed on their mastery of the content and language, so too is the proposal evaluated by the pupils in order to check the efficacy it has on learning the proposed content. This process is paramount and provides valuable feedback to the instructor on aspects which help the students to better understand the material. Table 13 presents questions for the students to evaluate the intervention proposal by providing feedback in written form to understand the advantages of the proposal or lack thereof and find ways to edit and improve it.

Table 13. Student questionnaire regarding the intervention proposal

<b>Questions</b>
1. On a scale of 1 to 10, 1 being the lowest and 10 the highest, how would you rate your satisfaction with the proposal? Please explain.
2. On a scale of 1 to 10, 1 being the lowest and 10 the highest, how would you rate your motivation to learn with the proposal? Please explain.

3. Was there any aspect of the proposal you found confusing, boring or not interesting? Please explain.
4. What aspects of the proposal did you find particularly entertaining and informative?
5. Has this proposal fulfilled your expectations of what a bilingual class should be? Please explain.

After having a clear picture of the learner's opinion about the proposal, it can be evaluated using the following criteria (Table 14).

Table 14: Evaluation criteria of proposal

<b>INDICATORS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1. Topics were related with learners' reality			
2. Activities and tasks were appropriate to increase their content knowledge			
3. Strategies and scaffolding improved language use and communication			
4. Reading, visual and listening material were appropriate for the students' level			
5. Presentation of material served to reduce affective filters			
6. Student advancement is in accordance to learning outcomes			
7. Language elements were appropriate and helpful for content comprehension			

#### **4. DISCUSSION**

The purpose of this study was to create a CLIL-based intervention proposal focusing on Microeconomics in which the 4 Cs CLIL framework, TBL and CL strategies were implemented. This will allow college-level students in Ecuador with the chance to learn subject-specific content through a foreign language with the purpose of learning the content whilst improving language proficiency simultaneously. This with the attempt to increase the number of international prospects for work and studies in the future.

The CLIL approach will facilitate this process by focusing on relevant and novel means of presenting information (Meyer, 2010) like using real-world situations in the activities that learners could easily relate to. Learning about the pupils' interests and overall level of English proficiency through the use of questioning techniques will allow the instructor to provide an appropriate starting point for the content in class.

The session's language strategies were carefully planned taking into account content-obligatory and content-compatible language which will help the teacher in preparing the appropriate language functions and materials to aid with technical vocabulary as well as social communication (Snow et al., 1989). Constructing a language corpus through which further learning could be built upon will allow the learner to be aware of, review and most importantly to reuse it. Additionally, Brown (2000) states that language is unavoidably interconnected with culture; therefore, each session is meshed with cultural characteristics like politics, business, beliefs, value systems, and use of technology given that it also constitutes part of culture.

As CLIL requires students to use a foreign language to learn content, Bloom's revised taxonomy of educational objectives (Anderson & Krathwohl, 2001) are applied in every aspect of the learning process, focusing heavily on higher-order thinking skills as these are paramount in keeping learners involved in the thinking process (Coyle et al., 2010). Additionally, as learning content through a foreign language can be quite challenging, the use of language scaffolds are used all through the proposal to reduce overburdening pupils with excessive information.

Class sessions provide pupils with opportunities to work in pairs and groups which emphasizes learner-focused interactive communication and research rather than teacher-centered instruction. This naturally provides more opportunities for students to be aware of their own learning, develop critical thinking skills, enhance motivation and build social relationships (Richards & Rodgers, 2014).

The objective of this intervention proposal is to provide a model which can be used by teachers who wish to apply the CLIL approach in content-based classes. Given that bilingual education and CLIL is not mainstream in Ecuador, this proposal can also serve as an innovative approach to language teaching and learning in order to increase the opportunities to travel, study and work abroad.

## **5. CONCLUSIONS**

This study was based on designing an intervention proposal that teachers can use as a guide to incorporate CLIL in their curriculum. Therefore, the conclusions are based on the objectives proposed at the beginning of the study.

After a thorough review it can be said that a general overview of CLIL principles were properly detailed which will allow the aspiring teacher to be aware of the fundamental concepts required in this approach. The framework allows for the consideration of aspects such as the content, communication, cognition and culture which are all interconnected with each other and cannot function in isolation. The teacher will be able to select comprehensive input which is relevant to their student population considering all aspects of communication in order to classify language 'for' 'of' and 'through' learning and present it as it is needed in each session. The cognitive aspect allows for adequate activities which permit higher-order thinking processes and the cultural aspect ties to all topics as well as the types of activities that students are required to do.

Task-based and cooperative learning strategies were specifically chosen to enhance the student's cognitive development, problem solving, teamwork and interpersonal skills which can be considered best practices in today's information age. In this vein, the proposal allows the teacher to consider the benefits and drawbacks of maintaining a traditional teacher-centered approach versus a more innovative student-centered one replacing rote memorization and drills with interactive communicative activities. Given CLIL's focus on language acquisition, the implementation of tasks and projects involving

extensive use of language functions will allow students to be active participants in their own learning which can be applied not only in the education or professional context but in life as well. Furthermore, the cooperative learning aspect elucidates on the importance of building learning cells where cooperation is necessary. This proposal allows the teacher to consider a series of dynamic interaction activities which will increase achievement levels while building strong interpersonal relationships as learners compete less in order to advance together rather than individually.

Finally, English language learning and bilingual education using a CLIL approach in the Ecuadorian context is still at the outset. But rather than being a hindrance, it reveals itself as an opportunity for educators to provide appropriate guidance and encouragement to their students to instill a culture of learning English for the sake of progress. The interested teacher will form part of a growing movement where learning a foreign language will be viewed as an opportunity, rather than a grueling endeavor.

## **6. LIMITATIONS AND FURTHER RESEARCH**

This section presents the limitations encountered during the conception of this study as well as issues to be considered for further research. Some of the most apparent limitations were the lack of availability of primary sources. Additionally, the fact that college-level work requires much more cognitive effort than in primary or secondary education, the use of ICLHE would have been more suitable at this level of education, although no in-depth research has been found for the formerly mentioned approach. Nonetheless, given that this study is about a college introductory subject, the lessons were designed as best as possible with the information at hand.

Another issue that arose was the unavailability of information about the current state of bilingual education in Ecuador, especially at HEIs, although it is prudent to claim that it is not as widespread and advanced as it is in other countries, like in Spain. However, there was enough information to confirm that English language learning in Ecuador is still in its infancy, making this type of proposal a timely one. In regards to the intervention proposal itself, a major drawback in trying to complete the sessions was the lack of didactic CLIL materials to teach microeconomics, although to some extent this was expected. This resulted in the need to analyze the topics in each session and create new material to use

during class which were relevant to the students. The last limitation of this study is the fact that this proposal has not been applied.

Further research should focus on the actual implementation of this proposal in order to properly evaluate the effectiveness of the learning process using this innovative approach. Moreover, additional research could be performed by having an experimental group learn Microeconomics using CLIL and contrasting it with a control group learning the same subject using traditional methodologies. This with the purpose of measuring the quantity and quality of the content learned as well as the language gains.

Lastly, further investigation on the perspectives of English language teaching and learning in Ecuadorian HEIs is a necessity in order to be better informed of the current needs of the student population as well as the level of language proficiency of the English teaching professional. A survey of current bilingual programs offered at the primary, secondary, undergraduate and graduate levels would shed light on current practices and levels of academic achievement that would allow for appropriate application of CLIL approaches to learning. Knowing about teacher and student satisfaction levels in these types of programs would allow to pinpoint a niche for the advancement of CLIL and their professional development needs.

## **7. REFERENCES**

- Aguilar, M. (2015). Engineering lecturers' views on CLIL and EMI. *International Journal of Bilingual Education and Bilingualism*, 20(6), 722-735.
- Anderson, L., Krathwohl, D. (2001). A taxonomy for learning, teaching, and assessing: a revision of bloom's taxonomy of educational objectives. Boston, MA: Allyn & Bacon
- Argudo, A. & Ortega, D. (2016). English language teaching and learning in Ecuador: from its diagnostic to educational research. *III Reunión Científica INPIN 2016 Investigación para la innovación y V Seminario Latinoamericano de posgrado e investigación*, 168-178.
- Ausubel D. (1968). *Educational psychology: A cognitive view*. New York: Holt, Rinehart and Winston.
- British Council (2015). Education Intelligence. English in Ecuador. An examination of policy, perceptions and influencing factors. Retrieved from

- <https://ei.britishcouncil.org/sites/default/files/latin-america-research/English%20in%20Ecuador.pdf>
- Brown, H. & Ciuffetelli, D. (2009) *Foundational methods: Understanding teaching and learning*. Toronto: Pearson Education.
- Cole, M., John-Steiner, V., Scribner, S., & Souberman, E. (Eds.). (1978). *Mind in society: The development of higher psychological processes*. L. S. Vygotsky. Oxford, England: Harvard University Press.
- Consejo de Educación Superior (CES) de la República del Ecuador (2013). Reglamento de Régimen Académico, Retrieved from: [http://www.ces.gob.ec/doc/Reglamentos\\_Expedidos\\_CES/codificacin%20del%20reglamento%20de%20rgimen%20acadmico.pdf](http://www.ces.gob.ec/doc/Reglamentos_Expedidos_CES/codificacin%20del%20reglamento%20de%20rgimen%20acadmico.pdf)
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: content and language integrated learning*. Cambridge, UK: Cambridge University Press.
- Dafouz, E & Núñez, B. (2009). CLIL in higher education: Devising a new learning landscape. In Dafouz, E. & Guerrini, M. (eds.) *CLIL across educational levels: experiences from primary, secondary and tertiary contexts*. Madrid: Richmond Santillana, 101-112.
- Dalton-Puffer, C. (2007). *Discourse in content and language integrated learning (CLIL) classrooms*. Amsterdam: John Benjamins.
- Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221-246.
- Galloway, N., Kriukow, J., & Numajiri, T. (2017). Internationalization, higher education and the growing demand for English: an investigation into the English medium of instruction (EMI) movement in China and Japan. *ELT Research Papers*, 17(02). Retrieved from [https://www.teachingenglish.org.uk/sites/teacheng/files/H035%20ELTRA%20Internationalisation\\_HE\\_and%20the%20growing%20demand%20for%20English%20A4\\_FINAL\\_WEB.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/H035%20ELTRA%20Internationalisation_HE_and%20the%20growing%20demand%20for%20English%20A4_FINAL_WEB.pdf)
- Gardner, H. (1983). *Frames of Mind: the theory of multiple intelligences* (3 ed.). New York: Basic Books.
- Gillies, R. (2007). *Cooperative learning: integrating theory and practice*. Los Angeles: Sage.
- Gillies, R. (2016). Cooperative learning: review of research and practice. *Australian Journal of Teacher Education*, 41(3), 39-54. doi: 10.14221/ajte.2016v41n3.3

- Greere, A., & Räsänen, A. (2008). Redefining 'CLIL'—towards multilingual competence. *Year one report. LANQUA subproject on content and language integrated learning*. Retrieved from [https://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/lanqua\\_subproject\\_on\\_clil.pdf](https://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/lanqua_subproject_on_clil.pdf)
- Johnson, D., Johnson, R., & Holubec, E. (1994). *Cooperative learning in the classroom*. Boston: Allyn and Bacon.
- Johnson, D., Johnson, R., & Smith, K. (1998). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Co.
- Johnson, D., Johnson, R., & Smith, K. (2007). The state of cooperative learning in postsecondary and professional settings. *Educational Psychology Review*, 19(1), 15-29. doi: 10.1007/s10648-006-9038-8.
- Johnson, D. & Johnson, R. (2009). An educational psychology success story: social interdependence theory and CL. *Educational Researcher*, 38(5), 366–370. doi:10.3102/0013189x09339057.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press Inc.
- Liddicoat, A., Papademetre, L., Scarino, A., & Kohler, M. (2003). *Report on intercultural language learning*. Canberra: Department of Education Science and Training. Australian Government.
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. New York: Cambridge University Press.
- Maiworm, F. & Wächter B. (2002). *English-language-taught degree programmes in European higher education: trends and success factors*. Bonn: Lemmens.
- Met. M. (1999). Content-based instruction: defining terms, making decisions. *NFLC Reports*. Washington, DC: The National Foreign Language Center.
- Olsen, R. & Kagan, S. (1992). About cooperative learning. In C. Kessler (Ed.), *Cooperative language learning: A teacher's resource book*, 1-30. Englewood Cliffs, NJ: Prentice Hall.
- Page, M. & Mede, E. (2017). Comparing task-based instruction and traditional instruction on task engagement and vocabulary development in secondary language education. *The Journal of Educational Research*, 111(3), 371-381. doi: 10.1080/00220671.2017.1391163
- Peterson, B. (2004). *Cultural intelligence: a guide to working with people from other cultures*. Yarmouth, ME: Intercultural Press.

- Richards, J. & Rodgers, T. (2014). Cooperative language learning. *Approaches and Methods in Language Teaching* (3 ed., pp. 244-258). New York: Cambridge University Press.
- Ruiz de Zarobe, Y., Sierra, J. & Gallardo del Puerto, F. (2011). Introduction: Content and foreign language integrated learning: A plurilingual perspective. *Linguistic insights studies in language and communication*, (pp. 11-20). Bern: Peter Lang.
- Saville-Troike, M. (2003). *The ethnography of communication*. Malden, MA: Blackwell Publishing Ltd.
- Smit, U. & Dafouz, E. (2012). Integrating content and language in higher education: An introduction to English-medium policies, conceptual issues and research practices across Europe. *AILA Review*, 25, 1-12.
- TESOLacademic (2014, July 28). Professor Ellis on task-based pedagogy: the what, why and how [video file]. Retrieved from <http://www.youtube.com/watch?v=zdRibzXW2TI>
- Willis, J. (1996). *A framework for task-based learning*. Boston, MA: Pearson.
- Wood, D., Bruner, J., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Child Psychiatry*, 17, 89-100.
- Yager, S., Johnson, D., Johnson, R., & Snider, B. (1986). The impact of group processing on achievement in cooperative learning groups. *Journal of Social Psychology*, 126(3), 389-397. doi: 10.1080/00224545.1986.9713601

## 8. ANNEXES

### ANNEX I (own source)

#### Script

American family: My wife Jane and I have been married for 10 years and we have a son named Parc, he's 5 years old. I've been working in the accounting department for Bank New York for 6 years and I have never taken more than a week off work for vacation. This year the family wants to go on holiday and we have some savings. But I was also thinking about using that money for a down payment to buy a house. I would love to make my family happy, but I also want to feel more secure with my own property.

Ethiopian family: Sari and I have 17 year-old son and we live in a small hut in a village, we have a small plot of land we use to raise cattle and grow food for our family. We aren't rich, but we aren't poor either, we are just in between. My son is ready to go to college and I would like to pay for his education, knowing that he might not return back home. I also have the possibility to buy a much bigger plot of land where I can have more cattle and even goats and grow more vegetables, my very own business, for the first time in my life. But I also feel I should allow my last child to go to college abroad.

#### Questions

Which choice would be the most suitable for each family? Please offer some reasons.

What would you do if you were faced with the same situation? Why?

#### Sentence stems

As far as I'm concerned \_\_\_\_\_ because \_\_\_\_\_

If I were him/her, I would \_\_\_\_\_ as \_\_\_\_\_

I believe that \_\_\_\_\_ for the reason that \_\_\_\_\_

It is obvious that \_\_\_\_\_ because \_\_\_\_\_

**Contrast words:** however, on the other hand, although

**Words to add more information:** furthermore, additionally

### ANNEX II (own source)

#### Situation

You like to drink citrus juice you go to the market and see that lemons cost \$1.00/lb., tangerines cost \$1.25/lb., and oranges cost \$1.50/lb. You prefer oranges to tangerines and lemons.

Which fruit are you most likely to buy?

The next time you visit the market to buy oranges, you realize these new prices, lemons \$0.90/lb., tangerines cost \$0.75/lb. and oranges now cost \$2.00/lb. Which fruit would you prefer to buy then? Now consider these constraints.

**Case 1.** You earn minimum wage (the lowest possible salary) per month and you live by yourself, meaning you support yourself and pay your own rent and utilities.

**Case 2.** Your living conditions are the same as in Case 1, you must pay the same amount of rent, utilities, transportation, food and health but you have just won the lottery and it paid you many millions of dollars.

Think about how your choice for a particular product would be influenced relative to your income. Would you be able to buy the most expensive product every day if you didn't make enough money?

#### Sentence Stems

If I could have anything in the world, I would choose \_\_\_\_\_ because \_\_\_\_\_  
 If I could choose only one/two items, I would \_\_\_\_\_ because \_\_\_\_\_  
 I would/would not be able to \_\_\_\_\_ if I didn't earn enough money because \_\_\_\_\_

**ANNEX III (Google images)**

**Pictures**



**ANNEX IV (own source)**

**Expressions to talk about relative location of things**

**First group of pictures:**

I can see \_\_\_\_\_; there is \_\_\_\_\_; there are \_\_\_\_\_  
 On the right/left/top/bottom (side) \_\_\_\_\_  
 On the top/bottom-right/left (side or corner) \_\_\_\_\_  
 Beside/Next to \_\_\_\_\_

**Describing actions happening as you speak them.**

*Subject* (he, she, it, everyone) *is* (action-ing, e.g. Playing, reading, eating, speaking) or  
*Subject* (they) *are* (action-ing)

**Images with graphs**

(The same information as before, plus the following)

With \_\_\_\_\_ on the x-axis, and \_\_\_\_\_ on the y-axis

**ANNEX V (own source)**

**Questions**

- Where did you buy your possession?
- Where do you think your possession was made?
- How much did it cost?
- Was the total amount of the item free of taxes?

Why do you have to pay taxes?  
What do you do to earn money?  
Do you spend all your money on buying goods and services? What do you do with the rest?  
Where do you save your money?  
What do you think banks do with the money you save?  
Who employs the police?

## **ANNEX VI (own source)**

### **Paired speaking task:**

As you begin to answer the questions, you might notice some relationships between the people doing business. Your job is to think about what types or kinds of exchanges occur from one agent to the other and vice versa and complete the sentence stems describing the relationship between the different agents.

Individuals and firms are dependent on each other because...  
Individuals and the government are interdependent because...  
Firms and the government are interdependent because.....  
Banks and individuals are interdependent because...  
Banks and firms are interdependent because...  
Our country and individuals of other countries are interdependent because...  
Other countries and the individuals of our country are interdependent because...

Case 1: Imagine living in a society where there are no businesses. You must create our own clothes and footwear as well as your furniture. You must grow your own food, build your house and enjoy and relax after you have finished your duties. Imagine your group as one of these families.

Who would be in charge of which duties? Would you enjoy this type of lifestyle? Why or why not.

Case 2: How about having people in this society specialize in making things like tables, refrigerators, food, houses and clothes. It seems easier to take up a hobby. Now that there are businesses, you can buy the things you enjoy.

Would you prefer to have your own business or work for a company and make a steady salary?  
If you want to buy some clothes or something to eat, a bicycle, a house, etc. What do you need to do to buy these items?

How do you get money? (Make the connection between the individual and the firm)

Do people spend all their money buying goods? (Elicit savings)

Where do savings go? (Elicit bank)

### **Language scaffolds for positive and normative statements**

*Should, shouldn't.*

You should save more money.

*Must, mustn't.*

They must respect the country they live in.

*Might, might not.*

It might cause your skin to burn.

*Ought to, ought not to.*

People ought to be bilingual

*To talk about positive statement:*

If (condition in the present tense), then (result using a future simple tense).

If you **get** an organ transplant, then you **will** extend your life expectancy.

If you **save** 10% of your salary, you **will** be more secure in the future.

If you **learn** another language, you **will** have better job prospects.

### **Language to disagree**

That may be true, however...

I am not sure about that...

You have a point, but...

I completely disagree...

## **ANNEX VII (own source)**

### **Sentence stems**

#### **Compare**

I prefer (object) the most because...

I think (object) is better than (object) because...

(Object) is not as interesting as (object) because...

I like (object) more than (object) because...

#### **Agree**

You are absolutely right,

I couldn't agree more,

You have a point,

#### **Disagree**

That may be true, however...

I am not sure about that...

You have a point, but...

I completely disagree...

#### **Offering opinions**

It seems to me that...

In my opinion...

As far as I am concerned...

I think/believe...

**ANNEX VIII**

**Cutouts of goods** (source: Google images)



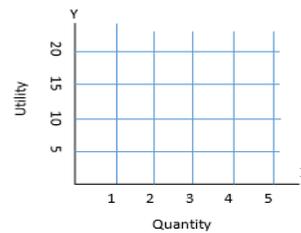
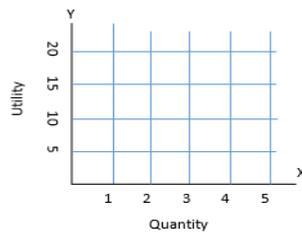
**Tables and graph** (own source)

Ranking Scale item	rating 1-10
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Type of food	Pleasure, satisfaction, utility points (1 low - 10 high)
1.	
2.	
3.	
4.	
5.	

Quantity	Utils	Total Utility
1		
2		
3		
4		

Quantity	Utils	Total Utility
1		
2		
3		
4		



## ANNEX IX (Google images)

### Goods with images



The Harry Potter book collection; An old car; A pile of bricks; A mini jet; A drum set; An artificially intelligent robot; A gaming console; A sports car; A bar of gold; A sunflower plant; A refrigerator; A small private island

## ANNEX X (own source)

### Sentence stems – conditionals with explanation

If I could have anything in the world, I would \_\_\_\_\_ because \_\_\_\_\_

(wish) I would like to have \_\_\_\_\_ because \_\_\_\_\_

(opinion) In my opinion, I would like \_\_\_\_\_ because \_\_\_\_\_

(opinion) For me, the best option is \_\_\_\_\_ because \_\_\_\_\_

The expression *too much/many, not enough*, can be used in the explanation sentence.

## ANNEX XI (own source)

### Sentence stems

Should I take some time off and watch a movie or get some work done and write an essay for language class?

Establish the cost and benefit of doing both activities.

If I (*do option A*), the benefit is \_\_\_\_\_ and the cost is \_\_\_\_\_

If I (*option B*), the benefit is \_\_\_\_\_ and the cost is \_\_\_\_\_

If I watch a movie, the benefit is **that I feel entertained** and the cost is **feeling worried about my essay**.

If I write my essay, the benefit is **that I feel relieved about it** and the cost is **I have to think a lot.**

If I watch a movie, I forgo the opportunity **of writing my essay**

If I write my essay, I forgo the opportunity **to watch a movie**

If  $B(x) > C(x)$ , do 'x' → If  $B(x) < C(x)$ , do 'x'

Where: B = benefit, C = cost, x = the choice

If the **benefit** of a **choice** **is greater than** the **cost** of the same, then decide on the **choice**, however, if the **benefit** of a **choice** **is less than** the **cost** of the same, then do not decide on the **choice**.

## ANNEX XII (own source)

### Aspects to think about for a business

Business name:	Price:
Business activity:	Major factors of production used:
Good provided:	Quantity sold in a day/week/month:
Cost:	

After these details are recorded, the groups must calculate:

Total revenue for a month:	Profits for the month:
Total costs for a month:	Ways to reduce costs:

### Scaffold: Profit and Revenue sentence stems

$R = Q \times P$  Revenue is equal to quantity sold times price

Profit =  $R - C$  Profit is equal to revenue minus cost

Our business name is \_\_\_\_\_

Our business is involved in \_\_\_\_\_

We produce \_\_\_\_\_

Our product sells for \_\_\_\_\_

It costs the company \_\_\_\_\_ to produce one \_\_\_\_\_

We sell \_\_\_\_\_ in a day/week/month

### Zero conditionals to talk about facts

If \_\_\_\_\_, then \_\_\_\_\_ (present tenses)

If we produce computers, then we are a computer hardware business.

If a computer costs \$50 and sells for \$200, then our profit is \$150 per computer

**ANNEX XIII** (own source)**Numbers and arithmetic functions**

1	One	10	Ten
2	Two	100	A hundred
3	Three	1.000	A thousand
4	Four	10.000	Ten thousand
5	Five	100.000	A hundred thousand
6	Six	1.000.000	A million
7	Seven		
8	Eight		
9	Nine	9.876.543	Nine million eight hundred seventy six thousand five hundred forty three

+	Addition	Add	$50 + 30 = 80$	fifty plus thirty equals eighty
-	Subtraction	Subtract	$90 - 20 = 70$	Ninety minus twenty equals seventy
x	Multiplication	Multiply	$5 \times 11 = 55$	Five (multiplied) times eleven equals fifty five
/	Division	divide	$60 / 2 = 30$	Sixty divided by two equals thirty

**ANNEX XIV** (own source)**Sequence words**

First....

Then....

Afterwards...

Before concluding...

Finally...

**ANNEX XV** (own source)**Scenarios of companies producing goods**

An Ecuadorian and an American company produce televisions and cellphones. The Ecuadorian company makes 10 televisions or 20 cellphones a day and the American company produces 50 televisions or 100 cellphones a day.

- A German factory assembles 8 cars a day which cost \$20,000 and an Indian company assembles 8 cars a day which cost \$25,000.
- An Australian textile factory takes 3 hours to produce 100lbs. of fabric and a Colombian textile factory takes 7 hours to produce 100lbs. of fabric.

**Questions:**

Which companies are better at producing one good? Why?

Which companies are better at producing both goods?

**ANNEX XVI** (own source)

**Scaffold model of how to organize information**

Ecuador can produce \_\_\_\_\_, whereas The US can produce \_\_\_\_\_

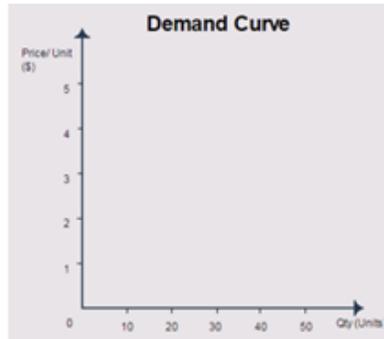
Germany produces \_\_\_\_\_ as India, but relative to price \_\_\_\_\_

It takes Australia \_\_\_\_\_ to produce \_\_\_\_\_ relative to Colombia which can produce \_\_\_\_\_

**ANNEX XVII (own source)**

**Demand schedule and graph**

Product x	
Price (in \$)	Quantity demanded
5	10
4	20
3	30
2	40
1	50



Price (\$)	Quantity demanded

**Scaffold for analyzing demand schedule**

At a price of \_\_\_\_\_, the quantity demanded of \_\_\_\_\_ is \_\_\_\_\_

As the price of a good \_\_\_\_\_, the quantity demanded \_\_\_\_\_

A change in price will cause a \_\_\_\_\_ along the demand curve.

**ANNEX XVIII (own source)**

**Story: People’s drinking preference in Argentina**

In Argentina, people enjoy drinking a glass of wine with their dinner, this is a custom. However, one day, a German family arrives to Argentina and they prefer beer to wine for their dinner drink. They are very friendly and talkative and soon people see that they drink beer at dinner. Some Argentinians get curious and start to drink beer for dinner and some realize that they also like the taste of beer. Now these Argentinians start to drink both wine and beer interchangeably and make it their new custom, one of these Argentinians is Johnny.

A glass of wine costs \$2.00 and a glass of beer costs \$1.50. One day the price of wine increases to \$3.00 a glass, 50% more than before but the price of beer remains the same. Johnny works and earns minimum wage so *his budget is tight* (he does not have too much money to spend). He sees that the price of wine has increased.

One lucky day, Johnny buys a lottery ticket and wins the grand prize, 5 million dollars. He has enough money for the rest of his life. He returns to the supermarket to buy something to drink for his evening dinner. The following prices are available:

Special reserve wine: \$5.00/glass	Regular wine: \$3.00/glass	Beer: \$1.50	Imported beer: \$3.00
---------------------------------------	-------------------------------	--------------	-----------------------

The government in Argentina has seen an *inflow* (coming in, arriving) of retired German citizens into the country, the total population in Argentina is now 10% German. On a related case, Argentinian families are only having one child in their family due to the high cost of living and not enough employment.

A scientific discovery found that drinking wine increases life expectancy (longevity) by 5 to 10 extra years. People are excited about this new discovery. In another study, it found that drinking wine increases the chance of arthritis.

**Questions**

Keeping prices constant, how will demand be affected in the following situations?

1. What will happen to the demand of wine in Argentina if many people like Johnny decide to replace wine for beer? Why?
2. What would people like Johnny most likely buy for their evening drink if they live on a tight budget? Please explain.
3. Now that Johnny has won the lottery and has a lot of money, what is he most likely to choose to drink in terms of wine and beer? Why would he choose a good with one price over the other?
4. If the German population increases in Argentina, what will happen to the demand of beer in the country? What about if the population of Argentina decreases?
5. If people found out that wine increases life expectancy, how will this influence demand? What about if people found out that wine increases the chances of developing arthritis?

**Determinant of demand scaffolded language**

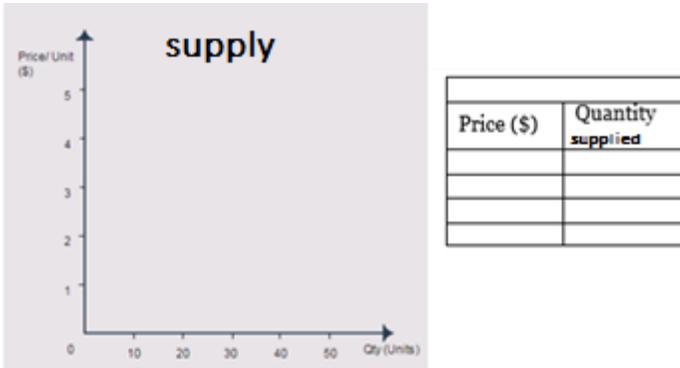
At each possible price, a \_\_\_\_\_, will cause the demand of \_\_\_\_\_ to \_\_\_\_\_ because \_\_\_\_\_.

**ANNEX XIX (own source)**

**Supplier’s point of view: Sandwiches**

Imagine you have a food truck business where you produce sandwiches and sell them by the park for lunch for \$2.50, it only costs you \$1.00 to make and people are willing to pay \$2.50 for your sandwiches. There are some other sandwich food trucks your area too.

Now, what if people were willing to pay \$5.00 per sandwich instead of \$2.50, but it would still costs you only \$1 to make. Would you want to make more sandwiches or less? Why? What if people were willing to pay \$10.00 per sandwich?



**ANNEX XX** (own source)

**Quiz on determinants of supply quiz**

You have been hired to work as an economic consultant for the government. Your country produces coffee and this year there have been some changes in the world of the coffee industry. Please read the statements below and explain which determinant of supply it is referring to, how it affects supply and why?

1. The government has passed a law that reduces public and private employees' wages by \$100 a month.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. The government has levied (put) a tax on local coffee products.  
 \_\_\_\_\_  
 \_\_\_\_\_
3. The price of tea has increased by 40%.  
 \_\_\_\_\_  
 \_\_\_\_\_
4. A new international trade agreement in Ecuador allows international coffee firms to setup their business in our country.  
 \_\_\_\_\_  
 \_\_\_\_\_
5. A recent scientific breakthrough (new discovery) has created an organic fertilizer that apart from making crops (agricultural products) grow faster and healthier, it also kills pests (harmful insects) and fungi.  
 \_\_\_\_\_  
 \_\_\_\_\_