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Master's Dissertation/ Trabajo Fin de Máster

Fostering communicative competence and relevant subcompetences in a CLIL context in Primary Education

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Abstract

The general intention of this Master's Degree is to verify if the vocation and talent of both language and content teachers can enhance CLIL output and outcome by students raising Communicative competence within an educative atmosphere in which Linguistic competence and more subcompetences are involved in this initial Primary Education Stage. As a consequence, the integration of the English language to explain and clarify the contents exposed is essential to attain that main goal of inserting bilingualism in public schools. In addition, CLIL teachers will count with the external collaboration of Language Assistants (LAs) in order that linguistic and grammar complexities will be solved during the course of sessions, intending that all the pupils can acquire language and content at the same time without being excessively delayed as compared to the other classmates. The didactic proposal which will be carried out keeps in mind the purpose of reinforcing the CLIL contextualisation within the curriculum, convincing the pupils, families and the whole teaching staff about the credibility and effectiveness of this linguistic and content method. Pedagogic assumptions, teaching and learning strategies and techniques will be really fruitful for the completion of CLIL patterns. Innovation and outdoor small excursions will stimulate students to continue with these dynamics in which they will take part more assiduously getting in contact with the use of English as a foreign language. Only two subjects for the whole CLIL project will be picked out, seeking the binary

alternation between Physical Education and Knowledge of Natural, Social and Cultural Environment. Ordinary CLIL sessions will be proportionally distributed, expecting to be equative for the time devoted to the presentation, practice and production of the corresponding linguistic and content aspects. Socialisation attitude and manners will be crucial to settle the adequate CLIL environment which will ensure that pupils are comfortable enough to pursue the objectives and standards of the lesson.

Keywords

Communicative competence, Linguistic competence, CLIL, Primary Education, English Language and output, Physical Education and Knowledge of Natural, Social and Cultural Environment.

Resumen

La intención general de este Trabajo de Fin de Máster es verificar si la vocación y el talento de los maestros, tanto de lengua como de asignaturas de contenidos, pueden realzar el rendimiento y los resultados de AICLE por parte de los estudiantes que aumentan la competencia comunicativa dentro de un ambiente educativo en el que la competencia lingüística y otras subcompetencias están implicadas en esta etapa inicial de Educación Primaria. En consecuencia, la integración de la lengua inglesa para explicar y clarificar los contenidos expuestos es esencial para alcanzar ese objetivo principal de insertar el bilingüismo en las escuelas públicas. Además, los docentes de AICLE contarán con la colaboración externa de los profesores auxiliares de inglés conversacional o audición y lenguaje (AL) para que las complejidades lingüísticas y gramaticales sean resueltas en el transcurso de las sesiones, con la intención de que todos los alumnos puedan adquirir lengua y contenido al mismo tiempo sin retrasarse excesivamente con respecto al resto de compañeros. La propuesta didáctica que se llevará a cabo tiene como finalidad reforzar la contextualización de AICLE dentro del currículo, convenciendo a los discentes, a las familias y a todo el profesorado de la credibilidad y efectividad de este método lingüístico y de contenidos. Los supuestos pedagógicos, las estrategias y técnicas de enseñanza-aprendizaje serán realmente fructíferas para la realización de los patrones AICLE. La innovación y las pequeñas excursiones al aire libre estimularán a los alumnos a continuar con esta dinámica en la que participarán más asiduamente entrando en contacto con el uso del inglés como primera lengua extranjera. Se elegirán sólo dos asignaturas para todo el proyecto AICLE, buscando la alternancia binaria entre Educación

Física y Conocimiento del medio natural, social y cultural. Las sesiones ordinarias de AICLE se distribuirán proporcionalmente, esperando que sea equitativas en cuanto al tiempo dedicado a la presentación, práctica y producción de los aspectos lingüísticos y de contenidos. La actitud y los modales de socialización serán cruciales para establecer un entorno AICLE adecuado que garantice que el alumnado se sienta lo suficientemente cómodos para perseguir los objetivos y estándares de las clases.

Palabras Clave

Competencia comunicativa y Competencia lingüística, AICLE, Educación Primaria, Lengua Inglesa y rendimiento, Educación Física y Conocimiento del Medio Natural, Social y Cultural.

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1. INTRODUCTION

1.1 Justification

As a future English Foreign Language (EFL) Primary teacher I strongly consider that CLIL is a challenge to teachers who want to thoroughly give content input to pupils at the same time as linguistic and grammar structures are thoroughly enforced. Therefore, the MA dissertation that I will develop will be focalized on both theoretical and didactic aspects, due to the fact that, on the one hand, clarifications of the concepts of Communicative Linguistic Competence and CLIL are required, and, on the other hand, a real example of how this would be conveyed into an ordinary CLIL session is compulsory to reflect from the pedagogical and educational perspective. When I did my practicum stages, I observed that unfortunately students were neither encouraged to attend a CLIL lesson nor to get involved in the work of linguistic skills using L2 while they are acquiring new knowledge. Honestly, I believe that we need to change this negative tendency. Furthermore, interaction and mediation between classmates is essential to establish values of comradeship, cooperation, respect and empathy. Moreover, an active attitude and participation will lead to a more confident atmosphere and collaboration between the members of the same classroom, in turn, improving my teaching strategies and techniques as the main target.

In accordance with this Master's degree, the recent subject of the third block named as "CLIL research and networks" has given me ideas for the exploitation of linguistic and communicative competences, delving into the content subjects' perception where an active exchange of information is witnessed.

1.2 Formulation of objectives, hypotheses and research questions

General objectives:

- To depict the linguistic and communicative competence adaptation to a usual CLIL lesson.
- To stimulate reciprocity, once linguistic input and output is transferred.
- To advocate for sociolinguistic competence during the acquisition of knowledge and the presentation of the corresponding topics.

Specific objectives:

- To manipulate CLIL materials so as to bolster interaction and participation.

- To handle linguistic competence (grammar -morphology and syntax-, vocabulary, and pronunciation) to achieve a reasonable pre-intermediate degree of proficiency in the English language.
- To reinforce the oncoming outcome concerning the “five” linguistic skills (speaking, reading, listening, writing, and interaction) with the particularity of mediation.

Hypotheses:

- Students are more encouraged to cope with CLIL tasks using L2.
- Bilingualism is essential to the accomplishment of CLIL purposes.
- Linguistic and communicative competences focalisation favour the aggregation of a wide variety of educative competences.

Research questions:

1. Can language and content teachers associate their school functions to guarantee appropriate explanations of the CLIL thematic managed?
2. What is the relationship between Applied Linguistics and Communicative and Linguistic competence like?
3. Which language steps are recommended to be pursued for the oral and written communicative strategies?

After the present introduction this Master’s Thesis will be structured by the theoretical framework about the communicative competence and its subcompetences, and a justification to choose and develop this topic. After deeply analysing the subcompetences, a didactic proposal will be presented, including all the curricular items, how it will be evaluated, the methodologies managed, as well as the educative tools. Attention to diversity and interdisciplinarity will be aggregated. In addition, a planning for sessions and activities will be thoroughly detailed, attaching reinforcement activities and concluding with outcomes and further linguistic and content purposes. The conclusion, bibliographical references and appendixes will complete this Dissertation.

2. THEORETICAL FRAMEWORK

2.1 Communicative Competence

This competence upholds the role of language from verbal and non-verbal behaviour destined to establish socialisation patterns between two or more users, transmitter and receiver (Davies, 1989: 162). The attainable ambition of communicative

competence corresponds to language theory and pedagogy. Intense competence in communication and linguistics enhances the conceptualisation of English learning and teaching as a second foreign language (Karimnia and Izadparast, 2007: 108). The speech ought to be heterogeneous, embracing linguistic and grammar features concerning the English language as a whole. Human mentality is responsible for representing the form and meaning of the linguistic structure for the following CLIL output. Pupils are supposed to understand slowly but surely what they hear, intending to disclose the meaning into a comprehensible input for the corresponding CLIL output. Children's psychology plays a major role in the L2 linguistic and grammar layout by establishing the interaction of content subjects which are going to be taught. Data needs to be processed for the virtue of inserting cognitive language acquisition for the action of putting into practice the speaking and interaction pattern skills (Rivers, 1973: 28). The motivation to communicate comes up from the reception and expression in interaction for skill-using, once the production is articulated and constructed by skill-getting. The exchange of information should be perceived as natural demonstrating signs of fluency for the essential target. The pursuit for the communicative obtention to its transmission might be commonplace, along the particular academic year. Interlocutor ability to share oral and written messages may follow the dialogue-constitutive patterns (Habermas, 1970: 366). Once language systematic rules are accomplished by innate actions, the linguistic competence approaches will be achieved. Semantic fields and socialisation ought to be correlated for the communicative goals between the classmates, interchanging more English expressions.

Communicative competence owns a higher implication in language teaching without only bearing in mind the simply linguistic interaction for language teaching (Paulston, 1974: 354). The English level in the classroom can be improved by encouraging efficacy in the presentation, practice and production of skills (the PPP Approach) by considering the previous and posterior warming exercises, drilling techniques and scaffolding activities. Speech acts can be assimilated for the solidification of cross-cultural aims oriented to the acquisition of English as a second language (ESL) (Hymes, 1972: 282). Models of language structure can be modified keeping in mind the best possible outcome which students can give out of themselves. Communicative distinctions are intrinsic, unfolding the linguistic input the CLIL teachers trying to master it towards pupils. The concrete circumstances will interfere in the appropriate connection between linguistic and communicative depiction (Abdulrahman and Ayyash, 2019:

1606). It is not only teaching and learning but also communicative competence which has led to a strong impact in CLIL testing from English as the second language perspective (L2), stimulating future online academic research for effective classroom practice. Speakers must be enabled to stress their speech forms adjusted to the particular context of a concrete session. Interactional competences single out the linguistic practice for the speech community. The communicative process is created going ahead of the well-structured sentences.

Interpersonal functions foster the cooperation between learners when they are working in groups, clarifying the explanations and expressions in a more profound way. English language proficiency should be assessed to incite students' ability in communication, advocating for a natural viewpoint about linguistics. Language pedagogy is the fundamental goal of communicative thought to surpass empirical thoughts into practical considerations. Functional linguistics concedes an appropriate social context. Repeating patterns convert spontaneous communication into rehearsed fluency. Learners must feel that they have the opportunity to enhance language contact outside the school building, within extracurricular daily conversations, going beyond the instructional sequences. Immersion programmes are sustained by the development of task-based, process-oriented and inductive-oriented communicative teaching, offering professional courses which will be fruitful for the improvement of CLIL acquisition not only for language and content teachers, but also for students of every academic course focused on language teaching innovation.

Communicative competence has to persist without losing the primordial importance of grammar accuracy, avoiding a huge amount of (spelling) mistakes. The construction of knowledge will be sustained by the dialogic process within the CLIL lesson in which the English language is the transmitting vehicle for the communicative and interactive competence tenets (Dalton-Puffer, 2009). Social identities are assumed as the pillars to comprehend the concept of communicative competence. Discussion and short debates will build linguistic communicative knowledge which will be made valuable for the CLIL framework. Social conditions will influence the CLIL learning process, deciding which curricular events will occur thereafter. Classroom interaction includes the organisation for CLIL act sequences. The main statement of communicative competence is making a small draft about what, how, who and when to speak. Second language learning model and curriculum design are explicit to the practical integrative dimension for communicative competence. The socio-cognitive perspective is itemised as the central

point for CLIL learning, being a variant under a general educational setting. Meaning input and conversational challenge bring output for students emerging ongoing studies for communicative competence. The target language will be pursued by CLIL guidelines which will be imposed by teachers.

2.2 Sociolinguistic and Social Competence

This second competence arises from the development of language under a linguistic communication perception involving cognitive functions and naturalness of speech (Ervin-Tripp, 1972: 146). Sociolinguistic competence can coexist during the course of whichever ordinary CLIL lesson by the comprehension of the input meaning, as well as the spotlight for the discourse interaction by the bringing into being of L2 skills (Bergillos, 2007: 32). Social change is adopted for conceiving the sociolinguistic approach as the only solid approach for the teaching and learning of L2 nowadays. Indeed, both ethnical and cultural contexts are fundamental for the sociolinguistics perception as a whole. The sociology of language helps as the main pattern for the permanent teaching of bilingual education.

Naturally, L2 acquisition in CLIL contexts cannot stand only from cognitive skills without being supported by social ones. Sociolinguistics acclaims all the attention for the language behaviour and content meaning. Cognitive schemata come from the content taught and learnt by pupils, EFL making sense. Sociolinguistics holds as a final ambition: the values of society as human beings. The elaboration of a word map will facilitate the process of acquiring language style and formality by interconnecting content and language learning. In fact, content subjects will yield cognitive considerations and thoughts trying to find sense and logic for the linguistics and grammar issues managed. The association between language and content will be ensured by language awareness, upholding a sociolinguistic perspective for English as a foreign language learning. Indeed, it depends on the classroom atmosphere at the time of taking the decision of altering the language so as to adjust to student's progress (Pérez-Vidal, 2013: 69). Current topics can be introduced teaching social and civic values in turn. The purpose is to increase learners' productive abilities lessening the grammatical errors. Particularly, the fact of reading the glossaries brings benefits for the target language, centring the session on the receptive skills by attaining both oral and written proficiency degree at the Primary Education stage.

The lexicon would be boosted by the attempts to unify those previously mentioned

lexical abilities and the themes handled in the content subjects, emphasising the terminology as the first core in the CLIL teaching strategies, proposing new and recent topics utilising the English language as L2. Students need to be assigned EFL learning tasks during CLIL interventions.

Pluricultural notions can be involved in the educational system, categorising them according to the social circumstances. Practice ought to be mastered in the sociolinguistic domain, inserting sociocultural features meeting requirements for the fulfillment of CLIL principles. Classroom interaction will deem socialisation in linguistics as a mechanism to cover the CLIL lesson gathering more linguistic and content responses from pupils. Besides, the curriculum could be moulded to the presentation of CLIL content which is supposed to augment students' knowledge. CLIL programmes could deal with interculturality in which general and international affairs could be taken as a crucial factor to spread the linguistic and grammar knowledge. The wide range of cultural ethnics and origin will be determining for the equality and the identity conceded to each pupil when they are immersed in a CLIL session (Grivas & Chostelidou, 2017: 14). Meaning is prioritised over the form, opting for combining the role of language in accordance with the language *of*, *for* and *through* learning. Corrective measures in multiculturalism and intercultural competence within the CLIL context comprise of the social identity of pupils, fostering interpersonal relationships. Sociolinguistics defends equal access to bilingualism establishing human interconnections for all the society, remarking the role of individual and their cooperation in group works. An active participation sketches the integration of contents in CLIL.

Social groups evade discrimination welcoming wide diversity. Once students realise themselves that their educative progress in the EFL has advanced, their curiosity and interest is simultaneously raised. The quality of the foreign language content exposure is higher during the course of CLIL lessons aiming in turn of the language (De Diezmas, 2016: 92). Activities will make children be engaged according to the mental construction which will result in the consolidation of effective students. Social inclusion would be assured by the communication prompted by CLIL. Exchange of opinions is fundamental for the attainment in L2 competences. The development of social skills will enhance the foreign language competences of bilingual programmes, justifying the noteworthiness of CLIL in Primary Education. An active mode of learning is the duty that needs to be carried out by language and content teachers for the sake of achieving the bilingual approach (Campillo-Ferrer, Miralles-Martínez and Sánchez-Ibáñez, 2020: 4). Meaningful

communicative tasks are imperative in Primary Education, employing analytical skills, reinforced by CLIL resources. Social research conducts to efficiency and credibility in CLIL contexts. High Order Thinking Skills (HOTs) can be construed as the analytical, evaluative and creative manner to interpret the initial input yielded by teachers (Widana, 2017: 38). Learning outcomes will be cultivated obtaining more CLIL discernment by pupils. In turn, the comprehension will be more delineated. Whereas Low Order Thinking Skills (LOTs) comprise the initial understanding of the linguistic and content elements starting with a piece of application concerning the knowledge acquired (Qasrawi and BeniAbdelrahman, 2020: 754). The vast majority of cognitive aims remain to general and specific comprehension. The allusion to some sub-skills such as skimming, scanning and previewing will lead to a more profound reflection of the content taught and studied. Thinking skills, involving HOTs and LOTs will inspire the pedagogical assumptions, emerging prior knowledge in students who are at that educational level, incrementing the degree of difficulty from remembering and comprehension tasks until reaching the steps of application, analysis and imagination.

As Alcaraz-Mármol (2018: 42) manifests, Content-based instruction (CBI) works the other side of CLIL in which the term of English language is not slightly concentrated on linguistic aspects, leaving time and space for the grammar and content archetypes. CLIL teachers' experience studying and practising this concept abroad, improve the quality of this bilingual method. As Martínez-Adrián, Gallardo-del-Puerto and Basterrechea (2019: 40) confirm "communication Strategies (henceforth CSs) refer to all those devices, language learners use to overcome linguistic difficulties encountered when trying to communicate in a foreign language (FL)". The operation of manipulating ideas and specific outlooks in the English language will insert the CLIL parameters organised in children's mindset. The Interlanguage system is converted into a credible chance once the socialisation is immersed to solve the linguistic difficulties found. English must maintain a social use, beyond the academic prospects visible in the CLIL lessons; dialogues and conversations outside the school can be proposed and devised. Social treatment needs to be abundant in the early stage, promoting communicative competence.

Social competence encircles children's environment in which they will spread their characteristics and relate one to each other, negotiating academic and daily life needs with the implementation of social skills (Odom, McConnell and Brown, 2008: 6). Inside-out and outside-in variables will intercede in the social performances within children's environment. Hints provided by teachers towards pupils are considered as crucial factors

for the social portrayal in CLIL (Bonnet, 2012: 68). Cultural dogma is authenticated by the time spent by content and language teachers on lesson and material preparation. More social areas need to be thoroughly worked upon apart from the domain of language. Research strategies should be tested before experimenting during the CLIL classroom with pupils. European cross-border skills have been claimed by educational scrutiny as a defiance to be committed. CLIL teachers might recognise which are the micro and macro problems in line with socialisation issues, in order that preferences can be given. Apart from subject matter competence and language competence, teacher research is demanded to subdue CLIL success, in this particular case, making reference to Primary Education. Classroom practice will demarcate social indications that can be discerned. The development of a natural bilingualism is possible thanks to the learner autonomy and progression in students' language competence. Socialisation in CLIL has augmented the involvement of heterogeneity in classroom groups, improving the quality of the educational sector. CLIL boundaries can be overstepped evoking the taxonomy of discourse, interaction and conversation analysis. Social elucidation allows that the verbalisation of concepts is constructed by the L2 instruction, focalising on the cognitive process. The mechanism to practice in the classroom is carried out by the social interactive structure. Spaces for experience will result in the frames of orientation aimed at the students' level of linguistic and content meaning. Introspective generated structure comes from the academic task assessment. The manner in which the product is entirely conceptualised will lead to the CLIL integrative perspective. Negotiation of meaning in the CLIL classroom is obtained from viability check, and emergence in interactionism, trying to solve the inconveniences by constructivism. If the complexity reaches extreme levels, instructive theories should be introduced. Social esteem will be achieved by the output confidence from students within CLIL lessons.

2.3 Linguistic and Grammatical Competence

Oral and written language services are laid out to establish communication. This third competence administers the corresponding lists of vocabulary and how to apply and apprehend them in the structures of languages, being useful for the L2 speakers-hearers knowledge. "Language competence has sometimes been used as an idealised notion which somehow embodies the collective knowledge of a speech community in the person of an ideal speaker-hearer. However, the basic notion is the competence of an individual

in a language.” (Lehmann, 2007: 252).

Foreign language competence demonstrates hardly any difference as compared to native speakers always assuring the teaching of English language knowledge and standards. The manifestation of social-communicative attitudes and context will stimulate the integrative educative mode visualised in the CLIL lesson (Omonova, 2021). Variants of speech could be inclusively applied. The Integrative approach can stretch that innate ability for communication from social skills to linguistic competence.

Grammatical competence is undertaken by the explanations and input given of the language rules, syntax and morphology adjusted the four skills (Mahanani, Rochsantiningsih and Pudjobroto, 2017: 112). Reading ability will be improved at the time that grammatical competence is potentially worked, so that the students receive more input. Pragmatics and semantics are the linguistic factors which intervene in the comprehension and application of grammar knowledge. The placement of words is exposed by grammar, holding up the success both in reading and writing skills. The correlation of words and the meaning of text cannot exist without the appropriation of grammar properties. Statements can be modified depending on the language reference used. The acquisition of concrete grammar skills is not closely linked to the CLIL branches and theories immersion (Martínez-Adrián and Junkal, 2015: 62). Notwithstanding, CLIL instruction serves as a fundamental assistance for the accumulation of grammar enrichment, owing to the generated input.

2.4 Strategic Competence

This competence is oriented to arrange and stabilise oral and written input evading the shortcomings which can be considered as part of the communicative competence, as well as the inopportune breakdowns (Rababah, 2002: 11). Strategic competence stresses connotation for communicative competence lessening the negative aspects which can decrease the English language learning and teaching as can be, for example, the lack of attention working for the successful comprehension and transmission of expressions and messages. As far that this affair is concerned, ESL resolves those problems which pupils can find in communication despite being beheld by limited linguistic resources. The strategies used in overall competences will let pupils communicate in a successful way in their daily routine and the real life. CLIL teachers cannot forget about the usefulness of strategic competence for playing a higher and more profitable representation in the

communication capacity. Notably, non-verbal and verbal strategies can be partaken, validating that compensatory function when the linguistic input is inappropriate. Strategic competence must appear when the English language level and its learning are divergent. A communicative act is gauged by the CLIL performance in the lesson. Characteristics of the communicative contextualisation details the linguistic skills for strategic competence, encompassing distinct items for evaluation, management and production of communicative activities. This competence contains cognitive and metacognitive derivatives for the English language apprenticeship. In fact, the presence of interlanguage communication strategies for the production of the L2 target language could be allowed. This competence is key for the achievement of the desired meaning state during the language planning period. The most usual strategies applied within CLIL lessons are approximation, correction and self-repetition strategies, as a way to clarify what has been linguistically conveyed for the non-language subject contents. Communicative Language Teaching (CLT) is convenient for the strategic competence as a mechanism to apprehend fundamental vocabulary and sentence structures. In addition, strategic competence is another yielded part enclosed inside a usual model of communicative competence, revealing the intended meaning from the mother tongue to ESL. Teaching content encircles the general language abilities in L2 such as syntax, orthography, phonology and pronunciation along with the visible employment of Academic English (Ludbrook, 2014: 108).

Phonemes and sound systems ought to be distinguished between the mother tongue and the foreign language. English language teaching will evolve focusing on troubles which students will find during the CLIL acquisition process.

Compensatory strategies support communicative competence. Bilingual dictionaries and English language media cannot be overused, on the grounds that English language teaching and learning could be effectively implemented. Better outcome in communicative competence will be attainable in the exaction phase of production. Some branches which conform strategic competence are memory, cognitive, metacognitive, affective and social strategies. Comprehension can be checked thanks to overexplicitness. Average use strategies as miming will serve as non-verbal communicative competence. Positive behaviour development should be one of the underlined missions for any educative system.

2.5 Discourse Competence

This competence entails plurilingualism alluding to textual pragmatic and sociocultural skills and knowledge, regulating the classroom language mode (Thomson, 2022: 46). Speeches and conversations are created by cohesion and coherence. This is an indispensable competence in Foreign Language Teaching. Language teacher education will be disseminated through conversation analysis, observing English as a second language trying to reach L2 proficiency by communicative and interactional competence. Discourse competence can be integrated in the CLIL classroom as a help for foreign language acquisition while contents are being learnt. Indeed, classroom discourse competence is the foremost hint for language communicative competence achievement. Discourse can be a route to separate typical linguistic activities from the final task of a session, didactic unit or project. Classroom discourse might be processed and conceptualised for the foreign linguistic skills (speaking, listening, reading and writing). CLIL classrooms connect the dual focus of content and language learning, considering their variations to be the L2 utterances acquired (Falkenhagen and Spath, 2022: 143). Each group of students is comprised of specific linguistic features which interpret the constructed language stretches searching for coherence and cohesion. Curriculum development within the cognitive discourse domain exploits thinking skills for the CLIL educational objectives. Meaningful communication and learning are incited by the CLIL teachers' discourse competence by overlapping both linguistic and content skills. Teacher Talking Time (TTT) will contribute to the understanding of the oral and written input. The interdisciplinary learning target comes from the numerous subjects immersed in the CLIL approach. The fact of transferring discourse competences is to advocate for academic language proficiency in the non-language subjects. Awareness in the previous mentioned academic language needs to be discerned as an aim for CLIL teachers.

After receiving an appropriate academic formation as well as linguistic and communicative skills, learners will be able to give constructive criticism about CLIL scenarios and the structural discourse functions. Dalton-Puffer (2013) affirms that “a more general port of call for theoretical support for the CDFs [Cognitive Discourse Functions] are theories regarding the functions of language where one might expect to find a cognitive or epistemic function among others” (p. 228). Explanatory skills associated to conceptual scaffolding modelling hone pedagogical applications to activate students' mind. Discourse encloses lexicon and syntax features to accomplish an adequate level of academic language, ranging from grammar to sound.

2.6 Psychological Competence

This competence comprises the context-specific disposition of the general competence mixing with cognition and intellectual mindset (Klieme, Hartig and Rauch, 2008: 67). The hierarchical target will be specified in the particular non-language subject which will be undertaken, reconceptualising the educative objectives for the psychological skills. Educational research and discipline will be bolstered, trying to make pupils more conscious about their CLIL progress. That educational psychology urges for the development of communicative competences. Inner psychological thoughts give rise to self-competence, pupils being responsible and independent for their own actions and attitudes. The generative system is focalised on individual ability for each learner to deal with new defiance in whichever circumstances. It is psychologically unpredictable how pupils know it is the right time to make use of linguistic and content knowledge as well as CLIL skills. Knowledge apprenticeship can be upheld by the capacity invested in the cognitive performances. The context-specific disposition of communicative competence leads to the learning psychological skills. Psychological theories are defended by a functional view representing the practical implications of pupils within CLIL sessions. Educational measurements contribute to cognitive psychology in the research area. Cognitive psychology is interrelated to pragmatics, being designated for the reconditioning of educative environment (Maillat, 2010: 44). Dialogues and outset in conversations drive for linguistics apprenticeship. In fact, a considerable merge between qualitative and quantitative collection of data will benefit overutilisation (exceeding the educative resources), fostering its acquisition.

2.7 Operational Competence

This last competence recollects the product, processes taken and doctrines to make the most of the learning materials and tools (Butler, 1978: 13). A set of competences can be appended, attending to the adequacy of particular activities and bearing in mind the competent performance purpose. The use of words and linguistic notions complement the intent of communicative competence in CLIL teaching, resorting to accuracy and fluency (Novotná, Hadj-Moussová and Hofmannová, 2001: 124). Therefore, exceptional commands must be established between the target language and the mother tongue. Key competences will tackle initial implementation of CLIL which can generate doubts and

uncertainties towards pupils. Microteaching incites the variation according to related tasks, although it is comprehensible that each subject owns its particular features. Personality amongst individuals cannot be removed, overcoming the affective barriers. Sensitivity can be addressed by visual and auditory stimuli.

Motivational actions are conducted by the L2 learning contexts, determining the degree of competence (Lasagabaster, 2011: 9). The goal is to prepare pupils for the EFL internalisation, waxing the promotion of bilingualism. Both intrinsic and extrinsic motivation should be combined, expecting the best learners' performance for the language skills. The oral-based approach will stimulate students to be more curious as well as being more interested in non-language subjects by handling different contents. Inspiration is feasibly achieved by the real facts which occur in foreign language sessions. As a measure to avoid possible linguistic friction, the age to start teaching a foreign language to pupils have been lessened trying to build the knowledge previously in children's brain to achieve bilingualism. Tolerance towards culture is vital for the enrichment of CLIL target language. Motivation is more required for the written skills in which the creativity and arguments will be stressed in a more formal and longer way, contrary to the spontaneous and relaxing techniques, and context visible in the oral skills. Content and language are complementary worked on without avoiding any kind of exclusivity during the teaching or learning process. Innovative teaching of the foreign language provides plenty of input, being more authentic and proving real communicative functions.

Active operations are positioned under the connotation of education as multidisciplinary, cultivating positivism regarding classroom behaviours towards CLIL (Hurajová and Luprichová, 2015: 102). Didactic courses should be focalised on CLIL procedures extolling linguistic and content tasks. Passion and enthusiasm need to be present in students who are going to be taught by working with non-language subjects utilising English as a second language. Once teachers are academically experts in the corresponding subject field, they will be able to centralise on the improvement of English foreign language commands. Language revision must be retained by teachers as well as by pupils. Organisation and curricular setting are carried out by structure of the CLIL session. Communication incites the believe of themselves by students to cope with any subject working with English language skills. L2 motivational self-system needs considerable practical implications in conjunction with the provision of and exposure to contents. Motivation can be pinpointed by converting CLIL into an influential mechanism

to burgeon English foreign language for other non-language subjects.

Language alternation can be approached by the centralisation of language as a code in the CLIL lesson arousing interaction and communication between classmates (Coonan, 2008: 36). Detected inherent features can help to achieve numerous objectives, realism and the pursuit of focus on meaning. CLIL teachers need to state English foreign language as a medium of instruction in order to work with language programmes within CLIL sessions. Oral language proficiency ought to be fixated on quality over quantity, evading the matter of overextend. Formal context will come into scene once interaction is stimulated for oral communication. CLIL operative procedures mean that pupils negotiate between themselves to analyse and comprehend what can be extracted from the opinion of the other members of the group. Indeed, low frequency words are conditioned in the oral and written input after the co-production of short and simple sentences is affixed in the familiar and dialogic cases. Analysis of speech units shares the vision for the main characteristics regarding spoken language. Language production and didactic mode are connected to prosper in the quality of content using L2. Language and content teachers must keep in mind the fact that focusing on form is a part of the content learning process.

The comprehension of processes in which pupils understand the input received require teaching control during the CLIL lessons (Anderson, McDougald and Cuesta Medina, 2015: 149). CLIL ought to utilise language with and through content, instead of merely managing it as a content which will be linguistically and academically insufficient, because of its scarcity to the topic execution. The CLIL method offers more flexible chances to enhance English language learning, lessening the social, personal, cultural and even political complexities which can interfere in students. Learners are supposed to draw conclusions, denoting evidence of logical thought processes, comprehending the cause-effect binomial. Competences in the mother tongue will simplify the CLIL adaptation of students for its cognitive and academic apprenticeship. Consistency will determine the degree of amelioration for self-regulated learning (SRL) above all in the initial stage of Primary Education. Failure must be perceived as a common situation which can occur during the learning process, suing the bad or negative results as a way to foster the behaviour of pupils, and maybe even employing strategic learning in the CLIL classroom. Practice-oriented research is emerging, giving secondary attention to specific aspects of the task. Naturalistic learning is conceivable by incrementing the motivation and encouragement in students. Globalised language learning requires plurilingual and

pluricultural workout from teachers, arriving at language acquisition through content learning. In particular, possessing an upper-intermediate level in the L1 will encourage literacy skills in order to be acquired in the L2. Challenges must be afforded step by step so for that reason, small-scale implementations will be an astute action to start producing CLIL knowledge.

Theories amongst divergent thinking, the annexation of multilingualism and code-switching contribute to pupils' reinforcement language awareness (Marsh, 2012: 106). Indeed, explicit understanding can be employed in a variety of contexts. Growing the instructive language under the educational system will intensify the social union between classmates which take part in the CLIL session, having influence on bilingual initiatives. Professional cooperation will lead to new mode to innovate in EFL teaching and learning. The blueprint is destined for the immersion of bilingual education adapted to the concrete type of school. Wonderful practice takes place thanks to the multi-variant teaching and learning experiences demanding intercultural understanding, being personalised by students' background. Standards and expectations for quality learning outcome must be high so as to integrate content and language through CLIL. The classroom atmosphere can be annexed to a synergetic view, beyond interdisciplinarity and multidisciplinary,

As Custodio-Espinar, López-Hernández and Buckingham (2022: 88) corroborate "CLIL teachers should develop teamwork skills in order to coordinate with the different agents at school, including language assistants, co-teachers and teachers of other subjects". Professional practice is the most recommendable path to work out language and content output towards pupils. Teamwork skills between language assistants, language and content teachers must exist to coordinate the chronology of the different parts of the session and the competences proposed and worked. There will be a transition for the professional development until CLIL teachers arrive at action research. It is interesting to mention the re-teach which is the alternative data which is monitored and taught. CLIL teachers' previous experience could be rewarded for the learner-centered practice and the inductive targeting for task-based learning. CLIL incitation must be attained while young learners (near the last stage of Primary Education) are disseminating their active and unceasing collaboration for their own process of learning. Perhaps, as a collective and general reflection of collaborative competence, subject teachers need to increase their English language level, propelling CLIL teacher training.

With respect to subject competences, procedural knowledge is the one wanted to be procured, coming from the linguistic and conceptual knowledge basis (Ball, 2016: 24).

Language is like the elected element to unify transversal items and the multiculturalism in subject competences. CLIL is assimilated as the success for competence-based education and the spread of multilingual skills by cause of pluriliteracies. The three-dimensional CLIL phenomenon referring to linguistic, conceptual and procedural increases the approximation to the dual focus implementation for content and language. In fact, the subject that is going to be taught does not matter, in relation to the academic scope, different discourse terrains are clustered to conform language. Content and language teachers are required to possess a profound awareness for the ensemble of competences so as to be transmitted as an input all along CLIL teaching. English for Special Purposes (ESP) is utilised for the aforementioned language acquisition inserting in turn the themes from the subject contents. Indeed, those contents cannot be taught in isolation on behalf of making pupils comprehend concrete curriculum aspects. Language cannot be affirmed without content in a CLIL tendency and vice versa. Their interrelationship lets them the mastering of topics by cognition and their cultural sense, bounded to be a determinant priority.

CLIL maintains the educational approach of language-supportive methodologies seeking to enforce the apprenticeship of English language in pupils. CLIL teachers must assume that their English level needs to be proficient for putting into practice lexis and efficacy from pupils' perspective. Once self-confidence and security are inside students' mindset, the fact that teachers surpass the native speaker level lose importance. Attitudinal content is not the single focus, though it is the core for the plurilingual educative direction. Skills are drilled for the concepts amassing cognition through L2. Outcome objectives are the one which can be assessed, presenting linguistic and non-linguistic for the length of the session. Scholastic level should be underpinned by a more intense pragmatic outlook of CLIL where vocational teaching training is evinced. Oncoming summative performances cater for formative feedback for the pupils' evolution in the CLIL subjects. On the assumption that competences are concisely demonstrated in an authentic way, implications for language would be confirmed, seen in the Cognitive Academic Language Proficiency (CALP); whereas Basic Interpersonal Communication Skills (BICS) will be found in the variety of discourse, employing language in the diverse socio-linguistic contexts, implicating language support parameters. In fact, CLIL teachers' advice will maintain the action of guiding and endorsing linguistic and grammar output. The academic register might be coherent, practical and diplomatic. Content-language partnership highlights the language function

with Content Enhanced Language Teaching (CELT), keeping it as a tool for linguistic expression. The educational landscape will be modified in the future conserving the curricular statements and planning as the essential section.

The learning environment is enhanced thanks to CLIL, revealing more importance in the national educational system by influencing the regional language policy and broadening the school curriculum (Coonan, 2007: 629). Besides, teaching environment is guided towards the spreading of CLIL for the different school grades.

Intellectual skills in terms of critical thinking and problem-solving remains to the commitment of deeper language by substantial cross-curricular competences (Nieto Moreno de Diezmas, 2018: 82). Digital competence is strengthened by communicative and informative competence, a huge impact being visualised in the educational complexities concerning language acquisition. The CLIL educational approach is oriented to the acquisition of content knowledge, key competences (pointing out communicative one) and general and specific objectives. Educational issues are directed straightforward to the language learning aftermath in terms of EFL. Learning-to-learn competence is noticed in communicative competence making allusion to emotions and feelings during the course of the CLIL session. CLIL lays out more emphasis on the apprenticeship building by employing metacognitive strategies going deep through task planning, monitorisation of mistakes and the identification of learning style and queries. There are always new uncharted branches of linguistics to explore, intending to facilitate the EFL concepts acquisition in diverse content areas. ICTs can be perfectly applicable to CLIL ambiances launching the integration of contents along with English language and grammar. All the virtual materials and data ought to pursue inclusion and equality principles. The competences managed need a real situation in which a problem or affair is trying to be resolved, coming into action with the source of information regarded. If participation is encouraged, positive output and results will appear earlier. Compensatory students will feel the special reinforcement for their educative needs, progressing step by step arriving at the level of their classmates setting their own learning rhythm. Communicative competence favours second language learning notions, being considered as the additional CLIL value.

3. DIDACTIC PROPOSAL

3.1 Contextualisation

This didactic proposal is located in a public Primary Education school, for pupils who belong to the academic course of fifth grade, third cycle of primary education. The non-language subjects involved in this CLIL project will be Physical Education (PE) and Knowledge of Natural, Social and Cultural Environment.

3.2 Objectives

According to Instruction 12/2022, 23rd June, which establishes aspects of organization and functioning for the educative centres which impart Primary Education, the learning objectives for the area of the First Foreign Language (*Objetivos de Lengua Extranjera, O.LE*) in Primary Education, on which the activities proposed to the students are based, are the following:

- O.LE.1. To apprehend the general meaning of explanations and input provided.
- O.LE.2. To yield linguistic and content output, denoting signals of learning strategies applied.
- O.LE.3. To mediate with other classmates employing formal and informal expressions depending on the context.
- O.LE.4. To feasibly transmit the cognitive information in order to be comprehensible.
- O.LE.6. To behold sociolinguistic and cultural diversity.

(My own translation)

According to Instruction 12/2022, 23rd June, which establishes aspects of organization and functioning for the educative centres which impart Primary Education, the learning objectives for the area of Knowledge of Natural, Social and Cultural Environment (*Objetivos de Conocimiento del Medio Natural, Social y Cultural, O.CM*) in Primary Education, on which the activities proposed to the students are based, are the following:

- O.CM.1. To use the ICTs as a contribution to establish communicative patterns within the educative context.
- O.CM.2. To delve into the response of scientific issues by applying critical thinking to natural phenomena.
- O.CM.4. To research for the social welfare inside the school atmosphere.
- O.CM.5 To maintain an active interaction for the environmental preservation.

O.CM.8. To prove empathy and respect towards other ways of thinking and cultural diversity considering ethic values.

(My own translation)

According to Instruction 12/2022, 23rd June, which establishes aspects of organization and functioning for the educative centres which impart Primary Education, the learning objectives for the area of Physical Education (*Objetivos de Educación Física, O.E.F.*) in Primary Education, on which the activities proposed to the students are based, are the following:

O.EF.1. To exemplify of a healthy lifestyle by practising sport and exercise.

O.EF.2. To exploit motor skills which are fruitful for intellectual notions.

O.EF.5. To integrate outdoors materials to ensure communicative exchange of information.

(My own translation)

3.3 Competences

According to Instruction 12/2022, 23rd June, the competences for the area of the First Foreign Language in Primary Education are the following:

Apart from the communicative and linguistic competences which were mentioned above in the theoretical framework section, there are other key competences which ought to be present in this didactic proposal:

- Social, personal and learning-to-learn competence is the one focused on intrapersonal and interpersonal phenomena, questioning the pupils about the current and prior knowledge which they have acquired; in turn, managing the complexities and the metacognitive processes. In fact, pupils will autonomously control its own apprenticeship, carry on self-regulated learning concept arranging the behaviours and feelings (Caena and Punie, 2019).
- Plurilingual competence refers to the use of EFL or even more languages in order to learn new concepts beyond the linguistic and grammar issues, centred on the content. This competence encompasses the linguistic range transferring the knowledge by the foreign language skills (Muñoz-Basols, 2019).
- Digital competence implicates the responsible use of new technologies and ICTs for the performance of some activities, obtaining a deeper motivation and interest from students. The spotlight for lifelong learning is the technological formation of core skills until arriving at digital competence (Ruiz, 2020: 378).

- Citizenship competence develops the execution of human rights standing up for the participation of students in respectful and formal social and civic life.
- Entrepreneurial competence is related to critical thinking and the originality to pose new ideas and strategies to initiate any project or innovative creation. Interdisciplinary integration and application of linguistic and content knowledge are the conditions which make the accomplishment of practical skills feasible (Muresan and Pastiu, 2016: 124).
- Competence in cultural awareness and expression enclose sociocultural notions, being assertive and empathetic with the different points of view, comprehending the distinct estimations and manifestations regarding diversity and the way of life approach. If CLIL is contextualised, cultural competence will contribute to the enhancement of educational goals, covering the linguistic and content conceptual learning. CLIL teachers will attain that pupils be ethically able to take part in tasks and communicative situation in which the cultural background coexists (Yang, 2019: 336).

3.4 Contents

According to Instruction 12/2022, 23rd June, the contents (C) for the area of the First Foreign Language in Primary Education are the following:

- C1.1. Understanding of the linguistic and grammar input.
- C1.3. Involvement of communicative functions, using ICTs.
- C1.5. Acknowledgement of content vocabulary.
- C1.9. Implication of sociolinguistic and sociocultural aspects.
- C2.1. Transmission of oral output.
- C2.5. Interaction and production of conversations in dialogues and small group formats.
- C3.1. Detection of general meaning of statements and texts.
- C3.8. Comprehension of grammar and syntactic structures.
- C4.1. Composition of short writings.
- C4.9. Enthusiasm to communicate with other people using EFL.
- C5.3. Investigations regarding some discoveries to facilitate daily action and our own health.

(My own translation)

According to Instruction 12/2022, 23rd June, the contents (C) for the area of Knowledge of Natural, Social and Cultural Environment in Primary Education are the following:

- C.1.5. Predictions about the research made and the issue handled.
- C.2.11. Development of autonomy and personal capacity to take one's own academic decisions.
- C.3.13 Defence of the standpoint about ecological balance and environmental protection overcoming natural disasters.
- C.4.2. Observation of some natural phenomena, its consequences and effects.

(My own translation)

According to Instruction 12/2022, 23rd June, the contents (C) for the area of Physical Education in Primary Education are the following:

- C.1.6. Anticipation for the interpretation of knowing how to apply motor skills.
- C.2.2 Analysis of the welfare which exercise produces in ourselves.
- C.4.2 Gamification under social and cultural perspectives.

(My own translation)

3.5 Evaluation

It is going to be carried by means of formative and summative assessment, combining both types, taking notes throughout the whole syllabus and at the end of the CLIL project, gathering data of the content evidence and knowledge acquisition of students at the same time as the apprenticeship is being improved during the time interval.

3.5.1 Evaluation Criteria

According to Organic Law 3/2020, 29th December, on the improvement of the quality of education, which is regulated by Royal Decree 157/2022, the evaluation criteria for the area of the First Foreign Language in Primary Education are the following:

- C.E. 3.1. To achieve an adequate level concerning oral comprehension.
- C.E.3.5. To take advantage of ICTs to maintain an ordinary conversation.
- C.E.3.6. To pinpoint main and secondary ideas of the topics handled.
- C.E.3.9. To design short texts denoting linguistic proficiency.

(My own translation)

According to the Organic Law 3/2020, 29th December, the evaluation criteria for the area of Knowledge of Natural, Social and Cultural Environment in Primary Education are the following:

- C.E.3.1 To carry out predictions during the performance of activities.
- C.E.3.3. To adopt positive behaviours in relation to ecosystems and global warming.

(My own translation)

According to Organic Law 3/2020, 29th December, the evaluation criteria for the area of Physical Education in Primary Education are the following:

- C.E.3.2. To use the body in order to express concrete movements and actions.
- C.E.3.10. To recognise and practise popular games.

(My own translation)

3.5.2 Learning Standards

According to Organic Law 3/2020, 29th December, the learning standards for the area of the First Foreign Language in Primary Education are the following:

- STD.3.1.3. He or she comprehends what appears in statements and basic indications.
- STD.3.9.1. He or she writes clear and concise messages.

According to Organic Law 3/2020, 29th December, the learning standards for the area of Knowledge of Natural, Social and Cultural Environment are the following:

- STD.3.1.5 He or she manifests self-regulation for the autonomy and academic actions.
- STD.3.7.1. He or she builds short structures.

According to Organic Law 3/2020, 29th December, the learning standards for the area of Physical Education in Primary Education are the following:

- STD.3.1.3. To adjust the application of motor skills.
- STD.3.4.1. To revalue the significant physical capacity for the performance of activities and tasks.

3.5.3 Evaluation tools

The tools implemented to carry on this CLIL assessment will be: a self-assessment chart for students (see appendix 2), another one for the peer assessment (see appendix 3) and a third one for teacher assessment (see appendix 4). Besides, a rubric will be exhibited as a way to conduct qualitative evaluation prospects (see [appendix 7](#)).

3.6 Chronogram and timing

In line with the fifth grade of Primary Education schedule in the Autonomous

Community of Andalusia, this proposal of didactic unit will comprise twelve sessions, one hour per each one, divided into the subjects of PE and Knowledge of Natural, Social and Cultural Environment so as to comply the CLIL project. It is going to last almost two weeks.

3.7 Methodology

3.7.1 Cooperative Learning

Cooperative learning is delineated as the interpretation of associated behaviour in which the opinions of the small groups composed is taken into account (Erbil and Kocabas, 2017: 86). Pupils will start comprehending and grasping those signs of democratic facts which will give a cue to the rational values which can be transported to the classroom. Collaboration between peers for the performance of the different tasks is estimated as a suitable methodology for CLIL, on account of the social skills which are put into practice as well as the school efficacy endorsed (Castillo-Rodríguez and Prat Fernández, 2022: 98). CLIL demands will be covered. Cooperation will incite the challenges for CLIL teachers who need to devote time in a more profound training so as to improve the quality of the language and content teaching and input. Therefore, confidence augments, resolving troubles in linguistic and cognitive skills, pupils being divided into base groups. Equal participation, collaborative skills and heterogeneous accountability are the premises for the classmates' interaction. The decision of distributing like a kind of role inside each group will contribute to the cooperative function and structure prepared for the explanatory and instructive tasks. This methodology is an empowering resource for bilingualism, bringing comfort and stability for cooperative work, in turn, encouraging communication in the target language. Cooperative learning gains importance once explicit information is perceived by students. Before working in cooperation, pupils need to understand how to work in pairs and from there to grow step by step. Cooperation is forced to enrol with complex techniques to train with CLIL patterns. Indeed, communication ought to prevail in tasks. It is advisable that language production count with cooperative upbringing, applying formality in CLIL. Cooperative skills could be intensified depending on the general and specific observations gathered. All this requires patience; lack of time is a handicap which can be reduced by the exponential implementation of CLIL in bilingual education.

3.7.2 Gamification

The term gamification refers to the educative process of using game thinking and mechanics to commit pupils and solve linguistic and content trouble, motivating students in turn respect to desired attitudes associated with subject sessions (Zichermann, 2013: 44). Education involves gamification in the sphere of devising learning procedures in which game components are administered (Caponetto, Earp and Ott, 2014: 52). Game mechanics require deep training. CLIL teachers should be researchers and practitioners intending to be more creative and imaginative for the design of activities in which this methodology comes into scene. Educational strategies might be applied in order to evade that the symptoms of competition created convert it into a rivalry which surpass the educational boundaries. Innovative techniques can be immersed, fostering pupils to learn by playing and having entertainment whereas the knowledge is being acquired. Learning interaction and intervention are strictly linked to educational situations where activities are gamified without losing the thematic target, by upholding the content classroom learning for language and non-language subject sections. Rewards can be perceived as the positive reinforcement to engage the students.

3.7.3 Project-Based Learning

Project-Based Learning (PBL) incites pupils to prepare and perform a final project which covers the areas of a specific unit, tackling an issue which can occur in the daily life concerning real circumstances, incrementing English skills regarding the language classroom (Poonpon, 2017: 7). PBL is advisable to employ the learner-centered approach joining to the implication of communicative competence in which the English language learning process is eased. EFL learning and teaching are united conveying the messages from grammar structures to the written and oral communicative target. Integrated tasks and interdisciplinary domain are contextualised in real world duties. Content learning is more exploited at a higher degree aiming at product-oriented, ensuring pupils' confidence, self-esteem and autonomy. The presentation stage will determine the efficacy of the PBL development. The use of PBL in Primary Education will augment the language management while it is being applied for the content learning of CLIL (Sánchez-García and Pavón-Vázquez, 2021: 78). After announcing the initial statement, the cause-effect relationship will appear while pupils are manipulating the content by using the L2 in order to search for the final product. Interaction and mediation are positions as the essential components for the implementation of this methodology. CLIL teachers have at their

disposal the most adequate model to carry on pedagogical premises which are related to education and could be installed for CLIL presumptions. In particular, the main idea is concisely oriented to the completion of a CLIL project in which learning and content are conquered and integrated so as to expand students' knowledge. Indeed, it could be considered a didactic method, involving collaboration and cooperation, going beyond the constructivist theory of learning by doing. It is the perfect combination of engaging students under the domain of an active methodology with the inherent paradigm of opening learning, always within the linguistic and content boundaries without keeping the whole length of sessions hectic, the CLIL teacher adopting that role of apprenticeship mediator. Concretely, the linguistic mastery of pupils is ensured by designing scenarios for language input and output as well as the maintenance of both explicit and implicit attention for the language-related characteristics. The presentation of the topic becomes more vibrant, laying out new CLIL experiments acknowledged as a final task. Solutions yielded for the final outcomes will be devised depending on the evolution of the project. The challenge is motivated by the psycho-affective factor of emotion which conditions the positive feeling with EFL and content learning. Self-esteem is increased by the autonomy taken for decision-making. Integrative and intrinsic motivation provoke a huge impact on CLIL, pupils being incited to perform that type of approach. Language and content teachers ought to pay attention assiduously to evade any kind of distraction nor lack of commitment.

3.7.4 The Flipped Classroom

The Flipped classroom proposes the previous visualization of contents in order that some doubts can be asked, moving straightforward to the practical part within the session, involving high order thinking skills after being managed at home theoretical concepts adapted to the students' academic course and age (Srivastava, 2014: 82). A virtual learning environment is generated, admitting a new ideology for educational trends. Data must be organised in your brain as if it were a mental word map. Blended learning takes part in this kind of methodology, implying the electric functions, augmenting the awareness capacity, bolstering the social interaction for the classmates' exchange of information. Educational technology yields learning through activity activating the learning connotations. The general and specific comprehension is monitored and checked. Learning styles are mastered, cohabiting with the digital devices. Pedagogical underpinning is fundamental to guarantee the whole treatment of the

theoretical planning before going upwards to the practice area. The classroom environment is utterly oriented to assessment practices bearing in mind learning reflection taken from theoretical unit watched at home (Imperio, 2018). Lifelong learning is assured with the development of more linguistic skills and the manufactured output of more key competences. The distribution to work in class will lessen the loneliness or individuality of the initial step of this kind of methodology.

3.8 Materials

Content and educative construction will cope with the credibility of the CLIL materials exhibited to learners and manipulated by them (Madrid, Bueno and Ráez, 2021: 82). Later the effects of CLIL can be analysed by evaluating the efficacy of such tools. Visual images and audios can make the bond between the terminologies of language and competence stronger. Instruments need to be reliable at all times within the syllabus, discovering the latest effective and constructive classroom tools. The types of CLIL materials which will enter in scene for this didactic proposal are the following:

- Informative materials are the ones aimed at the instructions and language input given to pupils by the cause of promoting language practice and enhancing content learning (Richards, 2016: 19). An example can be the worksheets.
- Experiential CLIL materials seek out prior linguistic and content knowledge, which will be fruitful for the upcoming activities performed (Mehisto, 2012: 8). Portfolios and teachers' annotations through deep observation are remarkable CLIL materials.
- Elicitative CLIL materials are the ones used by language and content teachers for the fact of encouraging pupils to pursue a concrete goal for the non-language subject, being interested in the development of critical thinking (Tomlinson, 2012: 38). Objects involved for Physical Education activities are strings, markers on the ground, leaves, tree branches, chalks to write and assign hints.
- Exploratory CLIL materials are the ones which stimulate pupil to act as researchers in order to find new discoveries according to the topic learnt, delving into recent and unknown perceptions to be acquired (Bolitho, 2003: 424). Laptops to delve into new researches can acquire that exploratory concept.

3.9 Attention to diversity

According to Organic Law 3/2020, 29th December, on the improvement of quality of education, the measures for attention to diversity in basic education in public schools from Andalusia are the following:

- Economic support to marginalised families.
- Students who need educational help concerning compensatory and remedial character.
- Learners who need special educative necessities.
- Pupils who suffer difficulty of apprenticeship.
- Reinforcement for specific CLIL subjects.
- Flexibility to retake whichever task.

In conjunction with this section, it entails the adaptative curricular modifications to adjust CLIL issues to any kind of trouble or handicap which pupils can find, Language Assistants (LAs)' role is fundamental for the aid which they can concede according to the five linguistic skills and at the same time the content subject is being internalised in the students' awareness.

3.10 Interdisciplinarity

In spite of carrying on a CLIL project, here I will include the transversal contents corresponding to other content subjects in which EFL is not initially involved.

With respect to the Organic Law 3/2020, 29th December, the transversal contents (C) for the ethical and civic values in Primary Education are the following:

C1.1 Intrapersonal and interpersonal identity to pursue critical thinking.

C2.7 Solidarity for the performance of CLIL activities.

C.4.8 Social justice engagement.

(My own translation)

3.11 Step-by-step Planning

Session 1

This CLIL didactic unit will start with the introduction about the problem of rain and the drought that stalks our region, intending to guarantee a safe and secure space in which people from different culture can coexist, which will last fifteen minutes. Thoughts will be presented denoting a critical thinking about how we can survive without having water supplies for complete dry seasons. The following fifteen minutes of the session will

be devoted to activity 1. The successive fifteen minutes will be dedicated to activity 2. A small debate of fifteen minutes will be conducted in which pupils can express themselves orally about their first contact with CLIL.

Session 2

This second session will be centred on the subject of Physical Education, providing a sociolinguistic and sociocultural vision, exchanging with students from different countries the typical dance, movements, expressions and gestures of our Autonomous Community of Andalusia. A brief explanation of fifteen minutes about motor skills will be mentally activated. A ring swinging activity is implemented for another fifteen minutes, merging back front, landing and pulling up. The second part of the session will begin with the free jumping activity and the last quarter will be for the twister activity.

Session 3

Students order exercises and routines using their L2, the first fifteen minutes of the lesson they will receive the linguistic commands. The content C from the 4Cs regarding CLIL (the other three are communication, cognition and culture) is going to be reinforced. The next twenty minutes will be for a wellness activity entailing mental health and physical consciousness surpassing the comfort zone so as to deal with defiance. After initially explaining the modal verbs and present simple constructions the activity about transmission of love in general beyond the sentimental relationship comes, acting as an interval warming- up where technical instructions are witnessed. This PE fitness activity will last twenty minutes and the last five will be a final reflection grouping the whole class.

Session 4

This session will handle Applied Science content using EFL that will be explained for fifteen minutes. Activity of seashell play on words, using the terms “*if, it is, convenient, happens*” with a length of fifteen minutes. “Stoneball” activity, putting into practice scientific research, fifteen minutes for its development and another fifteen minutes to share to the rest of classmates and groups.

Session 5

Beginning of blended learning with the implication of the flipped classroom, carrying out CLIL teaching and learning about cultural and social topics for the first quarter of the lesson. Fifteen minutes dedicated to the amulet task. Small project combining traditional and recent gadgets, half an hour joining preparation and exposition.

Session 6

Discourse competence for the design of some postures and figures in PE, explanation of some of them during fifteen minutes. Communication C from 4Cs regarding CLIL is fortified. Working in clubs, pupils being motivated to cooperate as a team, twenty minutes for this task, dividing the class in six groups. Freeze and identify the card activity. Twenty minutes for this second task. Five minutes of oral reflection in accordance with the tasks of this session.

Session 7

Adopting the role to modify psychological people's thoughts of people to take care about the environment, fifteen minutes to give the linguistic and content input. The activity about the glass half empty or half full (see [appendix 5](#)) will be carried out with a duration of fifteen minutes, giving worth to the achieved targets and giving encouragement and support to accomplish the part of the glass without liquid. Twenty minutes will be aimed for the living being's activity. The last ten minutes devoted to impact reflection addressing how environment dimension is affecting our health, how the situation can be improved and revert in order to enhance its quality.

Session 8

Insertion of some grammar rules for the creation of some natural statements for fifteen minutes. An activity to differentiate ecology and bio products issues will continue, for twenty minutes. As a consequence of the previous activity the last twenty-five minutes will be devoted to the effects of the natural phenomena, with the consuming a rainbow task composing a short food diary.

Session 9

Spread of traditional and popular Spanish and European active games. This will

last ten minutes. A Gymkhana activity will be laid out in this session with a length of twenty minutes. The second half an hour will be distributed between the steal the bacon children's game and the egg-and-spoon race, fifteen minutes for each activity.

Session 10

This antepenultimate session will devote time to the five linguistic skills while indications are provided. Management of artificial intelligence to make a responsible use of ICTs to fulfill tasks within the classroom and at home. Initial brainstorming of this topic with a duration of fifteen minutes. Invention of a robot, twenty minutes for the preparation and other twenty minutes for the exposition. The remaining five minutes will be for final reflection.

Session 11

This last-but-one lesson will be wholly dedicated to the preparation and performance of the final task within the CLIL project, devoting thirty minutes to each duty so as to complete the hour of the session. The purpose is to explain and convince other pupils about the importance of practicing sport to maintain healthy as well as taking care of the environment, protecting it, all this using English as their second language.

Session 12

This last session will be planned for the reinforcement of some lack of linguistic, grammar and content knowledge. In the first stretch of the lesson, the pupils will complete a self-assessment in which they will stress what they have learnt and their degree of satisfaction after finishing this didactic unit, during the second half of the session, another thirty minutes. The CLIL teacher's portfolio will be culminated.

3.12 Activities

Activity 1 Session 1

The first activity of this CLIL intervention is going to involve listening and writing skills. It belongs to session number one. Pupils, divided in groups of three, are going to play a new version of bingo in which they will hear ten words related to *rain, storm, flooding, thunder, lightning, cloudy, torrent, downpour, hailstones and drizzle* in different order previously revised by scaffolding and drilling techniques. They will need to write

six of these terms in their sheet of paper (see [appendix 1](#)). They can only cut the words that they hear and appear at each corner of the left and the right side. The first group which finish will say bingo and receive a rain stick award, and another one will be delivered to all the students of the classroom. The time spent will be ten minutes.

CLIL teachers will work with the learning objectives O.LE.1, O.LE.3 and O.CM.5; learning contents C1.5, 2.1 from First Foreign Language, C.3.13 and C.4.2 from Knowledge of Natural, Social and Cultural Environment; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.3 from Knowledge of Natural, Social and Cultural Environment; learning standards STD.3.1.3 from First Foreign Language and STD.3.1.5 from Knowledge of Natural, Social and Cultural Environment. Communicative and linguistic competences are implemented. Referring to attention to diversity, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The second layer of Bloom's taxonomy, LOTS is worked, implementing the identification part of the "understand block."

Activity 2 Session 1

Learners cover their eyes and touch the objects which are above the table, then they will be divided into small groups and write in a worksheet which relationship the elements have with the environmental protection and their feelings about the activity so as to share later their perspective. This activity will last ten minutes. The objects exposed will be *seed for planting a tree, plastic bag, glass bottle, match, watering can, fuel, handlebars, bus ticket, recycled paper sheets and bio product*.

CLIL teachers will work with the learning objectives O.LE.2, O.LE.6, O.CM.4 and O.CM.8; learning contents C1.9, 2.5 from First Foreign Language, C.3.13 and C.4.2 from Knowledge of Natural, Social and Cultural Environment; evaluation criteria C.E.3.9 from First Foreign Language area and C.E.3.1 from Knowledge of Natural, Social and Cultural Environment; learning standards STD.3.9.1 from First Foreign Language and STD.3.7.1 from Knowledge of Natural, Social and Cultural Environment. Communicative and linguistic competences and Competence in cultural awareness and expression are implemented. Referring to attention to diversity, students with audition handicaps will find the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative

Learning. The first layer of Bloom's taxonomy, LOTS is worked, implementing definition concept of the "remember block."

Activity 3 Session 2

Pupils will be divided into groups of three or four students. They will feel their own strength swinging in the rings while the other students are suggesting them to move to one side or another. They will analyse how the technique could be improved.

CLIL teachers will work with the learning objectives O.LE.3, O.LE.6, and O.EF.2; learning contents C1.9, 4.9 from First Foreign Language, C.1.6 and C.4.2 from Physical Education; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.2 from Physical Education; learning standards STD.3.1.3 from First Foreign Language and STD.3.1.3 from Physical Education. Communicative and linguistic competences and social, personal and learning to learn competence are implemented. Referring to attention to diversity, students with visual disability will find bigger print size. The methodologies applied will be Gamification and Cooperative Learning. The third layer of Bloom's taxonomy, LOTS is worked, implementing the execute slide of the "apply block."

Activity 4 Session 2

Pupils will imagine different ways to jump, trying to be as original as possible, listening carefully to the ideas and recommendations of the classmates, inculcating civic values.

CLIL teachers will work with the learning objectives O.LE.1, O.LE.6, and O.EF.2; learning contents C1.9 and 2.1 from First Foreign Language, C.4.2 from Physical Education; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.2 from Physical Education; learning standards STD.3.1.3 from First Foreign Language and STD.3.4.1 from Physical Education. Communicative and linguistic competences and citizenship competence. Referring to attention to diversity, students with visual handicaps will find the indications bigger. Methodologies applied will be Gamification and Cooperative Learning. The third layer of Bloom's taxonomy, LOTS is worked, implementing the demonstrate slide of the "apply block."

Activity 5 Session 2

The classic twister game including a healthy advice in the green and blue colour concerning PE, whereas wrong habits in the yellow and red colour.

CLIL teachers will work with the learning objectives O.LE.2, O.LE.4, and O.EF.2; learning contents C1.5 and 2.5 from First Foreign Language, C.1.6 from Physical Education; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.2 from Physical Education; learning standards STD.3.1.3 from First Foreign Language and STD.3.1.3 from Physical Education. Communicative and linguistic competences and competence in cultural awareness and expression. Referring to attention to diversity for this PE activity, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The third layer of Bloom's taxonomy, LOTS is worked, implementing the interpret slide of the "apply block."

Activity 6 Session 3

The wellness activity consists in practising physical exercises to establish a good dynamic between movement and mental health, performing some acrobatic gymnastics figures and scenes.

CLIL teachers will work with the learning objectives O.LE.4, O.LE.6, and O.EF.1; learning contents C.2.1 and 3.8 from First Foreign Language, 2.2 from Physical Education; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.2 from Physical Education; learning standards STD.3.1.3 from First Foreign Language and STD.3.4.1 from Physical Education. Communicative and linguistic competences and social, personal and learning to learn competence. Referring to attention to diversity for gymnastics activity, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The third layer of Bloom's taxonomy, LOTS is worked, implementing the operate layer of the "apply block."

Activity 7 Session 3

Empathy and comradeship between classmates using statements for movements

which show gratitude such as *I will move mountains for you* (mountain pose), *you're a doggone great friend!* (downward facing dog), *you are ferry impressive!* (boat pose) *I'm head over heels for you!* (happy baby position), *you give me happy feet!* (slide step) *You take my breath away!* (doing barpees).

The CLIL teachers will work with the learning objectives O.LE.3, O.LE.6, and O.EF.2; learning contents C.1.9 and 4.9 from First Foreign Language, C. from Physical Education; evaluation criteria C.E.3.1 from the first foreign language area and C.E.3.2 from Physical Education; learning standards STD.3.1.3 from First Foreign Language and STD.3.1.3 from Physical Education. Communicative and linguistic competences and competence in cultural awareness and expression. Referring to attention to diversity for the statements, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The third layer of Bloom's taxonomy, LOTS is worked, implementing the use action of the "apply block."

Activity 8 Session 4

The CLIL teacher delivers five seashells which contain a statement each and depending on the order the meaning is different. Students will be divided in groups of three members, and their function is to analyse how the different combinations and word sorting can be interpreted.

CLIL teachers will work with the learning objectives O.LE.4, O.LE.6, and O.CM.4 and O.CM.8; learning contents C.3.1 and 3.8 from First Foreign Language, C.1.5 from Knowledge of Natural, Social and Cultural Environment; evaluation criteria C.E.3.6 from the First Foreign Language area and C.E.3.1 from Knowledge of Natural, Social and Cultural Environment; learning standards STD.3.1.3 from First Foreign Language and STD.3.7.1 from Knowledge of Natural, Social and Cultural Environment. Communicative and linguistic competences and entrepreneurial competence. Referring to attention to diversity for specific glossary, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The fourth layer of Bloom's taxonomy, HOTS is worked, implementing the organise section of the "analyse block."

Activity 9 Session 4

“Stoneball” is a reading activity for children, involving ICTs in which they need to continue a story based on true facts about how a stone with a ball form will modify the aspect of our planet The Earth.

CLIL teachers will work with the learning objectives O.LE.1, O.LE.2, and O.CM.2 and O.CM.5; learning contents C.1.3 and 4.1 and 5.3 from First Foreign Language, C.3.13 and 4.2 from Knowledge of Natural, Social and Cultural Environment; evaluation criteria C.E.3.5 and C.E.3.9 from the First Foreign Language area and C.E.3.3 from Knowledge of Natural, Social and Cultural Environment; learning standards STD.3.9.1 from First Foreign Language and STD.3.7.1 from Knowledge of Natural, Social and Cultural Environment. Communicative and linguistic competences and entrepreneurial competence. Referring to attention to diversity for ICTs, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The sixth layer of Bloom’s taxonomy, HOTS is worked, implementing the organise section of the “create block.”

Activity 10 Session 5

The amulet task is about the enigma to solve, previously seen at home, following the Flipped Classroom methodology. Pupils in groups will find like a treasure to find the relationship between the society of different ages.

CLIL teachers will work with the learning objectives O.LE.3, O.LE.6, and O.CM.4 and O.CM.5; learning contents C.1.9 from First Foreign Language, C.4.2 from Knowledge of Natural, Social and Cultural Environment; evaluation criteria C.E.3.5 from the First Foreign Language area and C.E.3.3 from Knowledge of Natural, Social and Cultural Environment; learning standards STD.3.1.3 from First Foreign Language and STD.3.1.5 from Knowledge of Natural, Social and Cultural Environment. Communicative and linguistic competences and competence in cultural awareness and expression. Referring to attention to diversity for historical facts, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be the Flipped Classroom and Cooperative Learning. The fourth layer of Bloom’s taxonomy, HOTS is worked, implementing the analyse section of the “analyse

block.”

Activity 11 Session 5

Pupils will creatively design in groups devices which combine antique and electronic materials merging cultural facts and being useful for nowadays (see [appendix 6](#)).

CLIL teachers will work with the learning objectives O.LE.3, O.LE.4, and O.CM.2; learning contents C.2.1 and 4.9 from First Foreign Language, C.2.11 from Knowledge of Natural, Social and Cultural Environment; evaluation criteria C.E.3.5 from First Foreign Language area and C.E.3.1 from the Knowledge of Natural, Social and Cultural environment; learning standards STD.3.1.3 from First Foreign Language and STD.3.1.5 from Knowledge of Natural, Social and Cultural Environment. Communicative and linguistic competences and entrepreneurial competence. Referring to attention to diversity for electronic tools, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The sixth layer of Bloom’s taxonomy, HOTS is worked, implementing the construct section of the “create block.”

Activity 12 Session 6

Working in clubs is an activity which consists in the different functions which each group will develop. It is a writing and physical task in which students will represent a concrete PE model searching for health.

CLIL teachers will work with the learning objectives O.LE.1, O.LE.2, and O.EF.1; learning contents C.1.5 and 4.9 from First Foreign Language, C.2.2 from Physical Education; evaluation criteria C.E.3.9 from the First Foreign Language area and C.E.3.2 from Physical Education; learning standards STD.3.9.1 from First Foreign Language and STD.3.4.1 from Physical Education. Communicative and linguistic competences and plurilingual competence. Referring to attention to diversity for writing and motor task, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The third layer of Bloom’s taxonomy, LOTS is worked, implementing the

classify section of the “understand block.”

Activity 13 Session 6

Freezing and identify cards will consist in doing dribbling with hands and sport equipment.

CLIL teachers will work with the learning objectives O.LE.2, O.LE.3, and O.EF.5; learning contents C1.1 and 2.5 from First Foreign Language, C.4.2 from Physical Education; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.10 from Physical Education; learning standards STD.3.1.3 from First Foreign Language and STD.3.1.3 from Physical Education. Communicative and linguistic competences and social, personal and learning to learn competence. Referring to attention to diversity for sport activity, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The third layer of Bloom’s taxonomy, LOTS is worked, implementing the solve section of the “apply block.”

Activity 14 Session 7

Glass half empty or half full is an activity in which students will reflect in group upon the positive aspects along with language and content acquisition which they have acquired in the water part whereas the blank part is to motivate themselves to achieve the rest of CLIL aspects according to L2 and the non-language subjects.

CLIL teachers will work with the learning objectives O.LE.1, O.LE.2, O.CM.4 and O.CM.5; learning contents C.4.9 and 5.3 from First Foreign Language, C.2.11 and 4.2 from Knowledge of Natural, Social and Cultural Environment; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.3 from Knowledge of Natural, Social and Cultural Environment; learning standards STD.3.1.3 from First Foreign Language and STD.3.1.5 from Knowledge of Natural, Social and Cultural Environment. Communicative and linguistic competences and competence in cultural awareness and expression. Referring to attention to diversity for Natural and Science thematic, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodology applied will be Cooperative Learning. The fourth layer of Bloom’s

taxonomy, LOTS is worked, implementing the contrast section of the “analyse block.”

Activity 15 Session 7

Living beings’ activity will be focused on how humans can protect the existence of living beings in our world.

CLIL teachers will work with the learning objectives O.LE.2, O.LE.4, O.CM.5; learning contents C.1.5 and 2.5 from First Foreign Language, C.3.13 from Knowledge of Natural, Social and Cultural Environment; evaluation criteria C.E.3.6 from First Foreign Language area and C.E.3.3 from Knowledge of Natural, Social and Cultural Environment; learning standards STD.3.1.3 from first foreign language and STD.3.1.5 from Knowledge of Natural, Social and Cultural Environment. Communicative and linguistic competences and citizenship competence. Referring to attention to diversity, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodology applied will be Cooperative Learning. The fifth layer of Bloom’s taxonomy, HOTS is worked, implementing the defend section of the “evaluate block.”

Activity 16 Session 8

In this first activity of session 16, pupils will inspect the true of ecology, bio products and its correlation.

CLIL teachers will work with the learning objectives O.LE.4, O.LE.6, O.CM.5 and O.CM.8; learning contents C.2.1 and 2.5 from the First Foreign Language, C.3.13 from Knowledge of Natural, Social and Cultural Environment; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.3 from Knowledge of Natural, Social and Cultural Environment; learning standards STD.3.1.3 from First Foreign Language and STD.3.1.5 from Knowledge of Natural, Social and Cultural Environment. Communicative and linguistic competences and competence in cultural awareness and expression. Referring to attention to diversity for ecology, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodology applied will be Cooperative Learning. The fourth layer of Bloom’s taxonomy, HOTS is, implementing the relate section of the “analyse block.”

Activity 17 Session 8

“Consuming a rainbow” activity will enclose the essential nutrients which pupils will decide by groups which are more recommendable to be ingested.

CLIL teachers will work with the learning objectives O.LE.3, O.LE.6, and O.CM.5; learning contents C.2.1 and 4.9 from First Foreign Language, C.3.13 from Knowledge of Natural, Social and Cultural Environment; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.3 from Knowledge of Natural, Social and Cultural Environment; learning standards STD.3.1.3 from First Foreign Language and STD.3.1.5 from Knowledge of Natural, Social and Cultural Environment. Communicative and linguistic competences and social, personal and learning to learn competence. Referring to attention to diversity for nutrients, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The third layer of Bloom’s taxonomy, LOTS is worked, implementing the schedule section of the “apply block.”

Activity 18 Session 9

Gymkhana activities will be immersed, composed of short questions, telephone game, role play, balloon games, all related to PE topic, and a final sub-activity telling I would never do... or I would always do...

CLIL teachers will work with the learning objectives O.LE.3, O.LE.4 and O.LE.6, and O.EF.5; learning contents C.1.9 and 2.1 from First Foreign Language, C.4.2 from Physical Education; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.10 from Physical Education; learning standards STD.3.1.3 from First Foreign Language and STD.3.4.1 from Physical Education. Communicative and linguistic competences and social, personal and learning to learn competence. Referring to attention to diversity for PE theme, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The third layer of Bloom’s taxonomy, LOTS is worked, implementing the execute section of the “apply block.”

Activity 19 Session 9

This activity will put in practice the Popular game of steal the bacon in one middle of the class and the other middle.

CLIL teachers will work with the learning objectives O.LE.3, O.LE.4 and O.LE.6, and O.EF.5; learning contents C.1.9 and 2.1 from First Foreign Language, C.4.2 from Physical Education; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.10 from Physical Education; learning standards STD.3.1.3 from First Foreign Language and STD.3.4.1 from Physical Education. Communicative and linguistic competences and social, personal and learning to learn competence. Referring to attention to diversity, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The third layer of Bloom's taxonomy, LOTS is worked, implementing the interpret section of the "apply block."

Activity 20 Session 9

Here the traditional game of egg- and spoon race will enter into scene in four groups.

CLIL teachers will work with the learning objectives O.LE.3, O.LE.4 and O.LE.6, and O.EF.5; learning contents C.1.9 and 2.1 from First Foreign Language, C.4.2 from Physical Education; evaluation criteria C.E.3.1 from the First Foreign Language area and C.E.3.10 from Physical Education; learning standards STD.3.1.3 from First Foreign Language and STD.3.4.1 from Physical Education. Communicative and linguistic competences and social, personal and learning to learn competence. Referring to attention to diversity for popular games, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Gamification and Cooperative Learning. The third layer of Bloom's taxonomy, LOTS is worked, implicating the interpret section of the "apply block."

Activity 21 Session 10

Robotic invention project will be executed, exposing the sketch created in groups of three or four students being supported by ICTs resources.

CLIL teachers will work with the learning objectives O.LE.3, O.LE.4, O.LE.6 and O.CM.1, O.CM.5 and O.CM.8; learning contents C.1.3, 2.1 and 4.9 from First Foreign Language, C.1.5, 2.11 and 3.13 from Knowledge of Natural, Social and Cultural Environment; evaluation criteria C.E.3.5 from the First Foreign Language area and C.E.3.1 and C.E.3.3 from Knowledge of Natural, Social and Cultural Environment; learning standards STD.3.1.3 from First Foreign Language and STD.3.1.5 from Knowledge of Natural, Social and Cultural Environment. Communicative and linguistic competences and social, personal and learning to learn competence. Referring to attention to diversity for ICTs innovation, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Project-Based Learning and Cooperative Learning. The sixth layer of Bloom's taxonomy, HOTS is worked, implementing the design section of the "create block."

Activity 22 Session 11

Oral and written CLIL project about the importance of maintaining a good health will be elaborated at the same time that the environment is being protected.

CLIL teachers will work with the learning objectives O.LE.2, O.LE.4, O.LE.6, O.CM.5, O.EF.1 and O.EF.2; learning contents C.2.1 and 4.9 from First Foreign Language, C.3.13 from Knowledge of Natural, Social and Cultural Environment and C.2.2 from Physical Education; evaluation criteria C.E.3.5 from the First Foreign Language area and C.E.3.1 and C.E.3.3 from Knowledge of Natural, Social and Cultural Environment and C.E.3.2 from Physical Education; learning standards STD.3.1.3 from First Foreign Language, STD.3.1.5 from Knowledge of natural, social and cultural environment and STD.3.4.1 from Physical Education. Communicative and linguistic competences and competence in cultural awareness and expression. Referring to attention to diversity for health matter, students with audition disability and/or visual handicaps will find bigger print size and the volume regulated adapting the continuation of the session to the current circumstances. The methodologies applied will be Project-Based Learning and Cooperative Learning. The fifth layer of Bloom's taxonomy, HOTS is worked, implementing the conjecture section of the "evaluate block."

3.13 Reinforcement Activities

These activities are focused on being the supportive one, on the grounds that the level of language and content acquisition could be equalled between different students regardless the pace and the speed of each pupil.

3.14 Results and discussion

It requires detailed and specific educative measures to present CLIL theoretical beliefs for the practical rehearsal in the ordinary sessions. The decision of designing twelve sessions in this proposal of didactic is for the searching of equity, neither weakness nor an over-excess for pupils. Repetitive patterns are witnessed in the activities, being recommendable to establish more varieties in the measures adopted for each concrete activity.

4. CONCLUSION

On the whole, I would like to emphasise that it was a difficult labour to interlace the different sections of this Master's Degree, owing to the fact that the theoretical and practical research needed to be interconnected. I want to insert a SWOT analysis in this final section, first of all according to strengths, they can be the promotion of competences and sub-competences as well as the encouragement witnessed in students thanks to the posterior rewards. With respect to weaknesses, the lack of time to prepare the didactic unit and the connection between the content and linguistic elements. In line with the opportunities, I will remark the improvement of the English level, being more advanced and proficient, and the transversal content that can be added. Lastly, for the threats I will state the compliance of all the academic rules and standards along with the cooperation between language and subject teachers.

The limitations considered can be the lack of professionalism and experience when the practice is fulfilled, without counting with experts.

In accordance with the lines of further research, the aggregation of more subcompetences to be contributed could be successful, maintain the communicative and linguistic as the main one.

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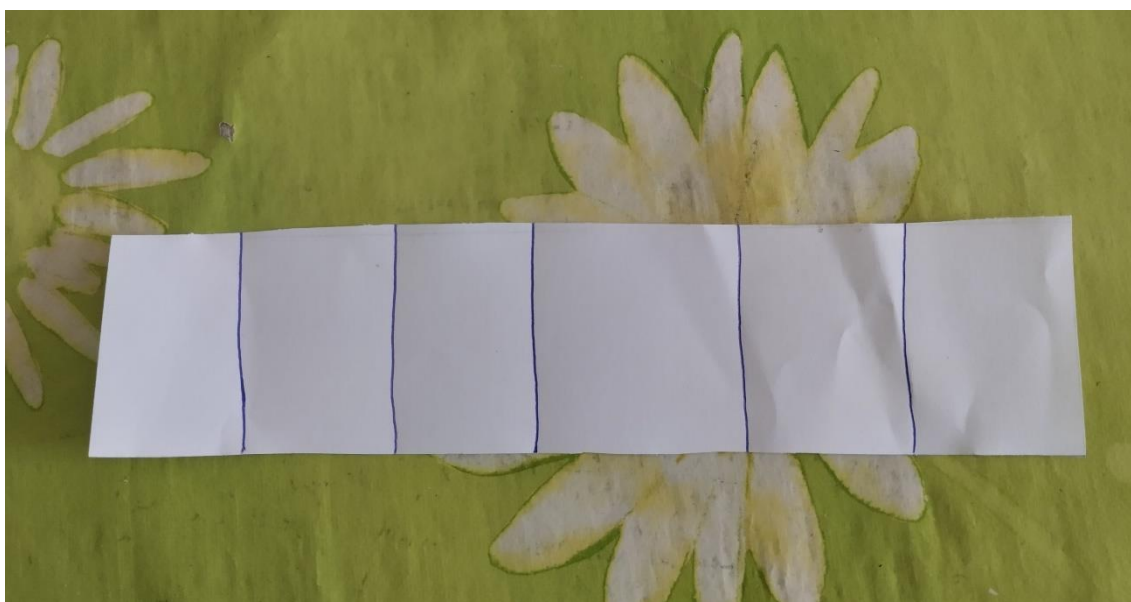
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6. APPENDICES

Appendix 1 CLIL Bingo



Source: my own elaboration

Appendix 2 Chart 1

SELF-ASSESSMENT			
This is how I work with CLIL in non-language subjects			
			
	EXCELLENT	INTERMEDIATE	IMPROVABLE
I apprehend the explanation of the			

contents through ESL.			
I can communicate with other classmates tackling the topic managed using the English language.			
I make a fruitful use of active participation and listening.			
I try and do my best during the previous preparation and accomplishment of CLIL activities.			
I am able to share my thoughts about different CLIL themes to my friends and family members.			
I complete all the diverse activities.			
I am responsible and disciplined paying attention to language and subject teachers.			
I help my classmates in case they have any linguistic, grammar or content doubt.			
I feel more motivated receiving CLIL sessions for PE and Knowledge of Natural, Cultural and Social Environment.			
I recommend my friends from other courses to carry out CLIL procedures.			

Source: my own elaboration

Appendix 3 Chart 2

PEER ASSESSMENT			
What do I think about my classmates' contribution?			
			
	EXCELLENT	INTERMEDIATE	IMPROVABLE
The members of my group support me when I am confused with any CLIL notion.			
Values of comradeship, tolerance, respect and empathy are evinced.			
Rapport is witnessed.			
Roles are distributed to arrange a useful organization of tasks.			
Coordination is established.			
I was comfortable working with my classmates.			
I feel confidence when my classmates are looking or listening at me.			
Knowledge is interchanged.			
Pupils make efforts for their input to be comprehensive.			
Anecdotes about numerous topics which classmates tell are appealing.			

Source: my own elaboration

Appendix 4 Chart 3

TEACHER ASSESSMENT			
How do CLIL teachers assist me?			
			
	EXCELLENT	INTERMEDIATE	IMPROVABLE
Language and subject teachers give me appropriate linguistic, grammar and content input.			
CLIL teachers give clear and concise indications.			
Subject teachers are expert in the knowledge presented.			
CLIL teachers give constant feedback.			
I feel the support of CLIL teachers.			
Explanations and clarifications are thoroughly stressed and depicted.			
CLIL teachers propose entertaining activities.			
Sessions are well planned and organized.			
CLIL teachers convince me to work harder.			
Lessons are interesting for me.			

Source: my own elaboration

Appendix 5 Glass half empty glass half full



Source: my own elaboration

Appendix 6 Typewriter



(my own elaboration)

Appendix 7 Chart 4

CLIL RUBRIC					
	OUTSTANDING	SATISFACTORY	AVERAGE	WEAK	POOR
Adequate use of EFL and grammatical structures	The learner displays a magnificent EFL output combining numerous grammatical structures.	The learner demonstrates an appropriate use of EFL and grammatical structures.	The learner does the minimum to fit with this feature.	The learner does not make efforts to use several grammatical structures, being excessive basic in the English language level.	The learner cannot denote a pre-intermediate EFL level without using any grammatical structures.
Development of communicative competence	Expression and interactive patterns are exploited for the CLIL subject.	Interchange of information is the key cue.	Debates, discussions and dialogues are disposed.	Lack of communication is apparent.	The pupil does not establish any communicative signal.
Unfolding of linguistic, strategic, sociolinguistic, discourse, grammatical, social, psychological and operational competence	All the subcompetences are worked.	Most of the subcompetences are worked.	Half of the subcompetences are worked.	Only a few of the subcompetences are worked.	The student does not work with the subcompetences of communication.

Correlation of vocabulary and contents	Vocabulary is highly used in the content presentation.	Content and CLIL vocabulary are integrated.	Some vocabulary items are addressed.	The pronunciation of vocabulary which appeared in the content is almost inexistent.	The student does not articulate the corresponding content vocabulary.
CLIL cognition	Multiple Intelligences (MI), effective questions and Bloom's taxonomy are detected by child's performance.	Cognition application complements the other three parts which conform the 4Cs framework.	HOTs and LOTs output is assured.	Cognition is not annexed to CLIL content.	The child does not delve into the CLIL topic.
Sociocultural patterns	The learner exchanges a huge amount of information with pupils from different cultural background.	The learner delivers sociocultural connotations with other classmates.	The learner does minimal efforts to complete this item.	The learner does not socialise to get knowledge about other cultures.	The learner acts under a rigid mode with respect to sociocultural conceptualisation.
Oral input	Speaking, interaction and listening skills are utterly ensured.	CLIL mediation is proved.	Acceptable oral input is witnessed.	Small allusion is provided for oral input.	The pupil does not make any evidence for oral skills.
Written output	Reading comprehension and writing production is guaranteed in its	Written output is significantly tested.	The student tries medium level for written output.	The student reveals small connotations for written skills.	The student does not show any progress for written skills.

	entirety.				
Creativity and innovation	The student feels the total inspiration to be creative and innovative for the performance of CLIL tasks.	The student makes huge efforts to be creative and innovative regarding CLIL.	The student intends partial creative and innovative production.	The student gives scarce signs of creativity and innovation.	The student does not cooperate at all to use their imagination and rationale.
Active participation	The child takes an interest in all the activities proposed.	The child takes part in the majority of the tasks.	The child gets involved in the classroom at minimum standards.	The child intervenes very little during the CLIL session.	The child refuses to participate within the CLIL lessons.

Source: my own elaboration