

Master's Dissertation/
Trabajo Fin de Máster

A CLIL DIDACTIC PROPOSAL
BASED ON TASK-BASED
LEARNING USING
LITERATURE

Student: Coca Gamarra, Beatriz

Supervisor: Sally Bolton
Department: English Philology

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Resumen

La necesidad de desarrollar la lengua de inglés en la sociedad comienza en edades tempranas, por eso el enfoque AICLE (Aprendizaje de Contenidos y Lenguas Extranjeras) se ofrece como un método eficaz para integrar el aprendizaje de inglés y contenidos. Partiendo de este enfoque, este Trabajo Fin de Máster desarrolla una propuesta didáctica para el aprendizaje de las Ciencias Sociales y de inglés siguiendo el enfoque AICLE y partiendo de la metodología de aprendizaje de Aprendizaje Basado en Tareas (TBL), todo ello, usando como herramienta de trabajo y eje vertebrador de la propuesta didáctica la literatura.

Palabras clave: AICLE, TBL, literatura, 4c's, tarea

Abstract

The need to develop the English language in society begins at an early age, which is why the CLIL approach (Content and Foreign Language Learning) is offered as an effective method to integrate the learning of English and content. Based on this approach, this Master's Thesis develops a didactic proposal for the learning of Social Sciences and English following the CLIL approach and based on the learning methodology of Task Based Learning (TBL), all this, using literature as a working tool and backbone of the didactic proposal.

Keywords: CLIL, TBL, literature, 4c's, task

1. INTRODUCTION AND JUSTIFICATION

In education, there has been an increase in the popularity of integrating content and language learning in order to promote bilingualism and improve learning outcomes. Within this trend, Content and Language Integrated Learning (CLIL) stands out as one of the most widespread approaches, which consists of teaching subjects such as science, history, or art using a foreign language.

This integration of content and language learning is the main motivation for this Master's Thesis, which seeks to develop the CLIL approach through a didactic proposal for the subject of Social Sciences, taking into account the task-based learning methodology for its development. All this is based on literature, specifically the book of Peter Pan, with the ultimate goal of taking the literary world as the backbone and starting point to promote reading motivation and build meaningful learning.

In addition to the integration of language skills and content, the CLIL approach offers multiple benefits that have driven the realization of this didactic proposal. Firstly, it allows students to acquire competencies in a foreign language while deepening their knowledge of the discipline, which promotes more meaningful and contextualized learning, because the student applies the language in real situations related to the content they are learning at that moment. Secondly, it fosters the development of cognitive processing by using language as a learning tool, since students must analyze, reflect, and process information, thus developing a more complex way of thinking. Thirdly, working on collaborative tasks also encourages team thinking, negotiation, and the joint construction of knowledge. By integrating the learning of a foreign language with the contents of a subject, intercultural competence is fostered and students are provided with the necessary tools to communicate and interact in international contexts. This allows them to broaden their horizons, develop greater cultural awareness and prepare for future academic and professional opportunities. In addition, the CLIL approach fosters student motivation and interest by providing students with a clear purpose and direct relevance to their learning. By using language as a tool for knowledge acquisition, students find a deeper meaning in their learning and can see the practical application of what they are studying. This contributes to greater student engagement and participation, which in turn enhances their learning and academic performance.

On the other hand, to achieve the development of this proposal, the use is made of task-based learning (TBL), which focuses on the performance of real-life tasks as a means of language acquisition. The use of task-based learning allows students to apply their language knowledge in real-life situations while developing their critical thinking and problem-solving skills. The integration of content and foreign language learning through the CLIL approach offers benefits in the development of language and cognitive skills, as well as in preparing students for a globalized and multicultural world.

It should be noted that the choice of the book "Peter Pan" as the central resource of the didactic unit is based on the ability of literature to capture the imagination and interest of students, as well as its potential to promote the understanding of concepts and situations related to the contents of, in this case, Social Sciences. The literary work allows us to enter a fantastic world and explore topics such as the concept of landscape, the geography of imaginary places, social and political organization, and human interactions in different contexts, which will help us to program the didactic proposal, motivate students and make meaningful activities and tasks to be performed for the acquisition of knowledge of the subject. To be more specific, the knowledge that students are expected to acquire from the subject of Social Sciences is related to landscapes, the definition of landscape, knowledge about the elements of it, the distinction between natural and constructed by humans, etc.

Therefore, this Master's Dissertation begins with a literature review of the most relevant concepts to carry out this proposal such as Content and Language Integrated Learning (CLIL), Task-Based Learning (TBL), and the use of literature in the CLIL approach. After this bibliographical review, we find the didactic proposal, composed of the curricular elements, methodology, attention to diversity, resources, and evaluation, ending with the chronogram of the didactic proposal, where the activities to be worked on are made explicit. Finally, we reflect on how future research can provide specific data on the consequences of applying proposals such as this one in the classroom.

2. THEORETICAL APPROACH

2.1. CLIL approach

English language teaching in the 21st century faces significant changes in the world's use of English, the methodology, and the pedagogy of English language teaching. As English is increasingly used by non-native speakers, education needs to take this fact into account and be adapted to these changes.

The term "CLIL" (Content and Language Integrated acquisition) refers to a cutting-edge methodological approach that blends the acquisition of certain curricular content with the learning of a foreign language. According to Cendoya, Di Bin, and Peluffo (2008:65–68), the CLIL approach is based on significant methodological tenets that are validated by research in the teaching of foreign languages, such as the requirement that students be exposed to real-world communicative settings. It is designed as a teaching strategy that integrates language and general knowledge topics with a dual goal. It enables students to gain a specialized understanding of the curriculum while also enhancing their proficiency in a language other than their native tongue.

As McDougald (2016: 253-266) points out, the CLIL approach has become an attractive option for educational institutions due to its ability to motivate students and provide them with meaningful and authentic learning. By combining language and content, CLIL offers an integrated way of teaching and learning, allowing students to use the language practically and fulfill real purposes in their learning. When it comes to teaching a second or foreign language, CLIL is presented as an effective response to overcome challenges and obtain successful results, students see the language as a tool to communicate and develop new knowledge, and they feel more motivated in the learning process.

In CLIL, language is presented in a context of everyday life in which learners can acquire it, following a process similar to the natural development of the mother tongue. Cendoya, Di Bin and Peluffo (2008:65-68) state that:

- the role of the learner is that of a participant who interacts and actively uses the language, generating learning opportunities among peers.

- the mother tongue is developed in natural environments and by learning both linguistic and non-linguistic content simultaneously, a particular form of literacy is acquired.
- the subject being studied is the one that, in a way, determines the linguistic forms that need to be learned, so the relationship between content and language is not artificial.

The CLIL method places greater emphasis on fluency than accuracy, and mistakes are seen as a normal aspect of language learning. By utilizing the language to communicate for a range of reasons, learners gain fluency in it (McDougald, 2016: 253-266).

Teachers must adopt new ways of planning teaching to achieve effective learning in CLIL approach. Coyle (2005) states that CLIL is more than teaching translation into a foreign language or applying a set of content to teach languages. Instead, it involves specific elements of both language and content teaching and learning, as well as emerging methodologies related to CLIL. There are different CLIL models, and their choice depends on a variety of contextual factors. These differences can be seen on a continuum in which the learning approach and outcomes vary according to the model adopted.

Coyle (2005) argues that in all models, content is the starting point for planning. When considering content, it is useful to consider the aims/objectives of teaching and learning outcomes. Learning goals and objectives refer to the knowledge, skills, and understanding that teachers intend to teach and develop. Learning outcomes, on the other hand, focus on the skills and understanding that students should acquire by the end of the unit of study.

The CLIL approach is adapted from the 4Cs (Coyle, 2005):

- Content that is fundamental to the learning process.
- Cognitive, allows for reflection and critical thinking.
- Communication as a way of learning.
- and culture, it is essential to promote international understanding and tolerance of other cultures.

Although the CLIL approach offers many advantages and positive changes in the classroom, its implementation can present challenges. This requires careful planning and

effective integration of content and language. Educators must be willing to adapt their methods and approaches (Coyle, 2005).

Reading is crucial in the CLIL method, according to Cendoya, Di Bin, and Peluffo (2008:65–68), since it exposes students to a variety of texts and discursive genres and aids in the development of intertextuality abilities. Writing and reading are cognitive processes that help us comprehend the world we live in. Intertextuality highlights the symbiotic relationship between language and literature and transforms us into critical thinkers not only about the literary text but also about our own lives and the world.

2.2. Task-Based Learning approach

As mentioned in the introduction, in addition to drawing from CLIL, the didactic proposal of this dissertation will be based on the Task Based Learning approach. According to Skehan (cited in Anandan and Sivasubramanian 2016:1824),

Task Based Learning (TBL) is an approach which offers students material which they have to actively engage in the processing of in order to achieve a goal or complete a task. TBL seeks to develop students inter language through providing a task and then using language to solve it.

The Task-Based Learning approach (TBL) is a language teaching methodology that focuses on learning through the performance of communicative tasks in the target language. According to Aravena, Méndez, Ordóez, Palominos, Retamal, and Tori (2018), this method is founded on the notion that students learn best when they are given meaningful and real tasks that allow them to interact and communicate in the language they are learning.

As stated by Naranjo and Acosta (2016) the TBL methodology has become one of the most popular methodologies in language teaching, as it focuses on the development of communicative skills and the practical application of the language in real situations. In addition, this approach encourages the active participation of students in the learning process and allows them to develop their autonomy and problem-solving skills.

In order to know for certain what the Task-Based Learning approach methodology consists of, it is convenient to first define what a task is. Martínez Quintana (2020: 204,217) collects several definitions from various authors, highlighting Ellis (cited in Martínez Quintana, 2020:204,217) who defines the task as a work that the student performs through language processing to assess whether the appropriate content has been acquired. In addition, Lee (cited in Martínez Quintana, 2020:204,217) with his definition adds that a task requires interaction between participants.

The application of the TBL methodology consists of several phases:

- Pre-task: in this phase, the teacher introduces the task and prepares the students for its completion. The objectives of the task are presented, the strategies that can be used for its realization are discussed, and the necessary vocabulary and grammatical structures are introduced (Aravena et al; 2018)
- Task: in this phase, students perform the proposed task. The task should be authentic and meaningful and should require the use of the target language for its completion. During this phase, the teacher acts as a facilitator and observer and does not intervene in the task-completion process (Vegas, 2022).
- Post-task: this is a feedback phase where, once the task has been performed, the teacher and the students analyze difficulties or utilities found in the language to perform the task (Aravena et al; 2018).

In this work model, Ellis (cited in Martínez Quintana, 2020:204,217) establishes the roles of teachers and students in the three phases:

- In the pre-task phase, the teacher selects the content and determines the focus of the task, introduces the topic and contextualizes the lesson, provides clear instructions, and prepares students mentally and linguistically to perform the task. Students learn about the task, identify the topic, and in some situations, select the appropriate topic or language use during the task.
- During the task, the teacher observes, monitors and provides support, allows time to prepare and perform the task, provides materials if needed, and regulates the task using specific topics or time requirements. Students organize themselves to complete the task, perform the task according to the instructions given by the teacher, prepare a written or oral report, and present the result of the task to the group.

- In the post-task phase, the teacher gives feedback on the content presented, highlights relevant parts, and uses the information gathered in future sessions to improve the target language. Students give feedback to each other and evaluate their performance during the task and presentation.

Leaver and Willis (2004) point out several advantages of this method, such as:

- Flexibility in language control.
- The language arises in a natural context where it starts from the experiences and motivations of the learner, therefore, it becomes relevant to them.
- The students have a varied approach to the language, from grammar, vocabulary, idioms, ...
- The needs of the learners are the ones that mark the exploration of the language.
- TBL has a strong communicative character, where the development of the process is unthinkable without the language, which in the first place is centered on the student.

2.3. Literature in CLIL

As previously indicated, this proposal to be developed will take place taking into account literature as a starting point and origin of the theme that will follow the unit, in addition to providing a tool full of resources that is the reading of the book of Peter Pan.

The use of literature is reinforced by several kinds of research. Authors such as Pacheco (2013:351-375) in their research point out the importance of the use of literature in learning a second language, since this is an inexhaustible source of linguistic resources in an environment close to the learner. In addition, the use of literature implies an approach to the student's reality, making literature a motivating factor for the student.

According to Maley (quoted in Pacheco, 2013), literary texts provide a wide range of language, and the notion that it may be challenging for pupils only fosters creativity in the classroom. The four abilities of reading, writing, producing, and oral comprehension can be consolidated through the use of literary texts, according to Nasr (cited in Pacheco, 2013).

Another study in tune with these findings, states that the use of literature in CLIL approach provides great results in communication as it has been shown that children's literature facilitates vocabulary growth. Improvements in reading and writing have also been observed (Graham, Rasekh & Matthews, 2020:180-184).

Children's literature is considered to be a strategy for immersing pupils in real English, connecting the learning to topics that are relevant to their everyday lives and exposing them to various ideas, beliefs, and attitudes (Graham & Walldén, 2022:41-42).

2.3.1. Techniques for using literature in CLIL

There are several techniques that allow the use of literature in CLIL classes to learn a second language. Among them, we find for example Storytelling. Storytelling is a structured narrative that is used to tell stories, where authors such as Pavón (quoted in García Pendás, 2021:16) defines it as the art of telling stories so that the person who hears the message to be transmitted internalizes it and gives it a special meaning for him/herself. A study conducted by García Pendás (2021), showed that the use of Storytelling favors the learning of a second language from the CLIL approach since it favors the use of the 4C's defined by Coyle, and also allows students to have a closer relationship with the teacher, learning in a meaningful context that increases their motivation.

Another technique used is dramatization, defined as the way in which literature is produced and reproduced through voice and gestures. Its use in the learning of a second language, as Puente (2021) points out, generates a great opportunity to work on emotions, confidence, allows the student to explore his inner self, giving a very favorable result in the learning of the L2, since the student generates the language in a relaxed and emotional environment, which connects with meaningful learning.

Another technique is found in the book itself, i.e., using the book as a starting point for the content (Graham & Walldén, 2022:35-37), with the textbook itself, from a familiar context, a starting situation for learning content can be provided. Thus, in addition to fulfilling the curriculum as legislatively established, the content to be learned is contextualized, given greater meaning, and does not appear as isolated learning.

3. DIDACTIC PROPOSAL

3.1. Context

This didactic proposal is created for the area of Social Sciences considering the CLIL approach. In the educational field, Social Sciences play a fundamental role in the integral formation of students, since they allow them to understand the environment in which they live, develop their civic awareness, and acquire skills to analyze and reflect on social, historical, and geographical realities. Specifically, students will have the opportunity to explore with this proposal the formation of reliefs, their characteristics, create and recreate landscapes, recognize them in their environment, etc., all based on the imaginary world that is offered in the work of Peter Pan by the author James Mathew Barrie.

This Master's Dissertation focuses on designing a didactic unit that integrates the CLIL approach in Social Sciences, focusing specifically on the theme of landscapes. An adapted version of the A1 level book Peter Pan¹ has been selected as a source tool and backbone. The use of the book "Peter Pan" as the central resource of the didactic unit offers numerous opportunities to promote meaningful and motivating learning. Through the narrative and the adventures of the characters, students will be able to explore different types of landscapes, understand their formation, identify characteristic elements, and reflect on their importance and influence on society.

The main objective of this didactic unit is to encourage students' interest and active participation, promoting the development of social, cognitive, and linguistic skills in an integrated learning context. It also seeks to foster autonomous learning, creativity, and critical reflection through activities and tasks that involve research, oral and written expression, and teamwork. Throughout this work, a detailed structure of the didactic unit will be presented, including the contents, the activities to be developed, the methodological strategies, the resources, and the proposed evaluations, all in line with the general objectives of the curriculum and the specific competences of Social Sciences and foreign language learning extracted from the Order of January 15, 2021, which is the current regulation in Primary Education for even courses in the 2022-2023 academic year.

¹ Barrie, J. M., & Clemen, G. D. B. (2014). Peter Pan. Black Cat.

This didactic unit will be developed in a group of 4th-grade students, corresponding to the 2nd cycle of primary education. The group is made up of 20 students, who have a level of English according to their age and school level, therefore, the students have basic comprehension skills and oral and written expression in English, allowing them to actively participate in the proposed activities.

The educational center where the didactic unit will be carried out is a primary and infant education center composed of middle-class families, among which the collaboration and active participation in the educational process of their children stands out. Families show an interest in their children's learning and are willing to collaborate with the center and teachers to provide the necessary support.

The center's educational approach is characterized by promoting the active participation of students, encouraging their autonomy, and the development of social, cognitive, and emotional skills. The aim is for students to acquire significant knowledge and be able to apply it in real situations, encouraging critical reflection and analytical skills. In terms of available resources, the center has classrooms equipped with a variety of teaching materials, including interactive whiteboards, projectors, and Internet access. In addition, there is a school library with a wide variety of books in English and Spanish, which will allow access to different sources of information and the use of complementary materials.

Concerning the curriculum, the didactic unit is aligned with the objectives and contents established in the official curriculum for the area of Social Sciences in the second cycle of primary education. Additionally, it is expected that students will feel motivated and committed to the learning of Social Sciences through this didactic unit. The collaboration of families and the resources available at the school will provide an environment conducive to exploration, investigation, and the development of communicative skills in English.

The didactic unit will have a duration of 2 weeks, and considering Annex I of the previously mentioned Order of January 15, 2021, for the area of Science the distribution in the timetable for the Autonomous Community of Andalusia and for the 2nd cycle is 3 hours per week. One hour will also be taken from those available for distribution by the

autonomy of centers². Therefore, this didactic unit will be developed over 8 sessions of 1 hour each.

3.2. Curricular elements.

This didactic unit is based on the objectives, contents, and criteria established in the Order of January 15 (Boletín Oficial de la Junta de Andalucía, 2021) which regulates the curriculum of Primary Education. It should be noted that this Order belongs to the old educational law LOMCE (Organic Law 8/2013, of December 9, for the improvement of educational quality) and not to the current Law in force in Spain, the LOMLOE (Organic Law 3/2020, of December 29, amending the Organic Law 2/2006, of May 3, on Education) given that in the current course, 2022-2023 for even courses the law that is being applied is still the LOMCE.

Since this is a didactic unit that seeks to comply with the educational standards and the required competencies, the objectives, contents, and criteria proposed in said order, as well as the key competencies, have been taken as a reference.

3.2.1. Objectives

First of all, the objectives of the didactic unit for the content area of Social Sciences are directly aligned with the objectives outlined in the Order of January 15. These objectives are intended to ensure the integral development of students, promoting both their academic and personal development. The objectives "express the basic skills and competencies that we want to develop with the Didactic Unit" (Rodríguez, 2010:254).

The objectives related to the didactic unit are (Boletín Oficial de la Junta de Andalucía, 2021:47):

5. To know and value the natural and cultural heritage of Andalusia and Spain and actively contribute to its conservation and improvement, showing responsible and

² Annex I clarifies that this schedule is distributed autonomously by the center, for: "Second and Third cycle: to propose reinforcement or deepening of core subjects, extension of the time load of the specific areas of Second Foreign Language and/or Art Education, some other subject of free configuration, such as the areas of the center's own design or for the realization of tutorial action activities." (Boletín Oficial de la Junta de Andalucía nº7, 2021:29)

civic human behavior, collaborating in the reduction of the causes that generate pollution, and climate change, in sustainable development and responsible consumption, through the search for alternatives to prevent and reduce them.

Given that the previous objective is a generic objective for the Primary Education stage in the subject of Social Sciences, it is decided to specify the following objectives:

- Know the names of the different landforms and know how to distinguish one from the other.
- Differentiate and explain the differences between a natural landscape and a human-made landscape using adjectives in English and the verb to be and the verb have to.
- Understand the impact of human actions on the environment and reflect on the use we make of nature and its resources such as water.
- Use the means at their disposal such as information and communication technologies or books and magazines to search for information and complete their work.
- Represent relief shapes or landscapes
- Use the language learned in English to communicate orally or in writing the activity.
- Communicate orally the process followed in the task and the final result using appropriate vocabulary about the topic.
- Extract relevant information about landscapes from the literature.

3.2.2. Contents

Contents are "the object of the teaching-learning process. Contents are used as means to develop the capabilities contained in the objectives" (Arjona, 2010:10). As for the contents, this unit belongs to block 2 called the world we live in. Within this block, the contents selected for this unit have been extracted from the Order of January 15, 2021 (Official Bulletin of the Junta de Andalucía, 2021:53):

- "2.7. Impact of human activities on the environment: organization and transformation of the territory."
- "2.8. The hydrosphere: characteristics of inland and marine waters. The main rivers of Spain, Andalusia, and the near environment."

- “2.9. Valuation of responsible water consumption.”
- “2.11. The formation of the relief. The relief: main forms of relief. The main units of relief of Spain and Andalusia at different scales.”
- “2.12. Search for information, through different sources, for the realization of simple works and projects on the lithosphere, the hydrosphere, the relief or the climate, and oral presentation of the results.”

The specific contents that are added in addition to the regulations for this didactic unit with the CLIL approach are:

- Forms of relief in coastal landscapes and inland landscapes.
- Natural landscapes and landscapes constructed by the human being.
- Representation of a landscape
- Extraction of ideas related to the landscape from literature.
- Vocabulary related to landscape (mountain, forest, river, sea, valley, building, bridge, ...).
- Use of adjectives in descriptions (high, low, big, ...)
- Use of the verb 'to be' and the verb 'have to' in descriptions of landscapes.

3.2.3. Evaluation Criteria

Regarding the evaluation criteria, the relevance of the criteria established in the Order of January 15 has been considered to assess the progress of students regarding the proposed objectives and contents. These criteria will allow us to evaluate both the knowledge acquired by the students and the skills developed throughout the didactic unit. Different evaluation instruments will be used. The criteria³ are (Boletín Oficial de la Junta de Andalucía, 2021:52):

CS.02.04. Interpret plans, photographic images, and simple maps to reflect locations with the help of different instruments. Identify and represent the layers of the Earth: characteristic of the lithosphere and hydrosphere. Recognize the risks

³ These criteria are related in the regulations with the key competences, in this sense, the achievement of these evaluation criteria is linked to the development of digital competence, mathematical competence, competence in linguistic communication, social and civic competence, sense of initiative, and entrepreneurship and learning to learn competence.

of an inadequate use of the environment, assess and explain the impact it produces, through small investigations, both individually and in groups. DC, CMST, CLC, SCC, SIE, L2L

CS.02.05. Identify the weather, its factors, and characteristics: clouds, wind, precipitation, and temperature, explaining the seasons, weather stations: instruments, and their utilities, as well as some basic symbols of weather maps and the characteristics of the climate in Andalusia. CLC, L2L, CMST, DC, SIE, SCC.

The specific evaluation criteria for this didactic unit with the CLIL approach, derived from those extracted in the regulations are:

- Identify natural and human elements in landscapes: identify and differentiate natural elements, such as mountains, rivers, and forests, as well as human elements, such as buildings, roads, or farms, present in different landscapes.
- Interpret and use maps, plans, or other forms of relief representation and make their own derived from a description following the color codes of maps.
- Describe characteristics of landscapes, such as relief, climate, and vegetation, as well as changes produced by human action, such as urbanization or agriculture, using appropriate and precise language.
- Compare and contrast different types of landscapes, identify similarities and differences between them, and explain how these factors influence the lives of the people who inhabit them.
- Know and use specific vocabulary related to landscapes and their study in English, demonstrating understanding and fluency in the use of terms such as "mountain", "river", "forest", "urban area", among others.
- Use English as a vehicular language in communicative situations related to landscapes, such as making oral or written descriptions, expressing opinions, and participating in group interaction activities.
- Use technological and multimedia resources effectively to obtain information about landscapes, make presentations or create projects related to the topic, demonstrating skills in the use of digital tools.
- Actively participate and collaborate in group activities, showing respect for the opinions of others, working as a team, and sharing knowledge and experiences related to landscapes.

3.2.4. Key competences

The necessity of ensuring the development of important abilities throughout the educational stage is established by the present legislation for Andalusia. Key competency is described in this context as:

A multifunctional and transferable package of knowledge, skills, and attitudes that all individuals need for their personal fulfillment and development, inclusion, and employment. These should have been developed by the end of compulsory education or training and should act as the basis for further learning as part of lifelong learning (European Commission, 2004: 7).

Therefore, the Order of January 15, 2021 establishes for the 2nd cycle of Primary Education within the area of Social Sciences the way in which the area develops the different key competences (Boletín Oficial de la Junta de Andalucía, 2021: 45-47). This contribution of the area to the development of the key competences is specified for this didactic unit:

- Competence in Linguistic Communication (CLC): given that the main tool of this didactic unit is the book of Peter Pan, through comprehensive reading activities and classroom discussion of the book, students develop their linguistic competence in foreign language, while becoming familiar with the descriptions and characteristics of the landscapes present in the narrative. In addition, students improve their reading comprehension, oral and written expression skills in the corresponding language. Reflection and critical analysis of literary texts is encouraged, enhancing literary competence. Similarly, in the creation of descriptions for the development of various activities, students will have the opportunity to explore language and its various forms.
- Competence in Mathematics, Science and Technology (CMST): The didactic unit offers opportunities to explore different landscapes from a mathematical and scientific perspective. For example, students can analyze the dimensions and proportions of the scenarios described, calculate distances and scales, investigate

the natural phenomena present in the story, such as the biology of the magical beings of Neverland Island.

- Digital Competence (DC): Throughout the didactic unit, the use of digital resources is promoted to expand the understanding and knowledge of the landscapes. Students can use the internet to research and gather additional information about the places mentioned in the book, explore related images and videos, or even create multimedia presentations to share their discoveries. In addition, the development of the task and the various activities will require the use of online research on information related to the subject matter.
- Learning to learn (L2L) The didactic unit fosters the development of autonomous learning skills and strategies. Students are encouraged to research on their own, formulate questions, search for answers, and share their findings with the rest of the class. In addition, they are invited to reflect on their own learning process, identify strengths and weaknesses, and set goals for improvement.
- Social and civic competences (SCC): Through the analysis of the different landscapes present in the Peter Pan book, students explore issues related to cultural diversity. The development of work roles within the collaborative group will also be encouraged.
- Regarding the sense of initiative and entrepreneurship (SIE), this didactic unit encourages the development of skills and attitudes that are fundamental for success in today's world. Through research and exploration activities, students are challenged to seek creative solutions, make decisions and take responsibility for their own learning. In addition, they are encouraged to be proactive, ask questions, formulate hypotheses, and seek answers on their own. All of this fosters their sense of initiative and their ability to take risks in an informed manner, essential characteristics for undertaking projects and facing future challenges.
- In terms of cultural awareness and expressions (CAE), the didactic unit allows them to investigate and share cultural expressions related to the landscapes

described in the work. It will also raise awareness about natural heritage and its conservation. Finally, it will allow them to explore their artistic abilities for the design and development of various activities and final task.

3.3. Methodology

It is necessary to develop how will be the methodology will be used in this didactic unit, considering that it is a didactic unit built following the CLIL approach that is developed under the method of Task-Based Learning structure.

This didactic unit is based on active methodologies that encourage the active participation of students and teamwork. By applying these methodologies, a motivating and enriching learning environment is created, where students become the protagonists of their learning process and acquire key competencies for their integral development.

These methodologies allow for a student-centered approach, where student autonomy, the development of social skills, and meaningful learning are promoted. Among the defining characteristics of active methodologies is teamwork through the organization of activities in which students collaborate and support each other, sharing ideas, knowledge, and experiences. By working in teams, students have the opportunity to develop social skills, such as effective communication, active listening, negotiation, and respect for the opinions of others. This will allow the development of the 4c's described in point 2.1. In addition, teamwork fosters the collective construction of knowledge and promotes shared responsibility, as each team member has a role and responsibility in achieving common goals. All this is described by Sze (2019) when he states that the benefits of using active methodologies are such as the promotion of independent students who are responsible for their learning, the development of interest in learning, more responsible students who participate more actively, as well as enhancing the value of the knowledge they acquire by letting the students themselves decide how to internalize and use that knowledge.

On the other hand, through the development of Task-Based Learning as was discussed in section 2.2, in this didactic unit students must research, gather information, apply the vocabulary learned, analyze and synthesize data, and present their results clearly and coherently. This final task allows them to put into practice everything they have learned

during the unit and apply their linguistic and communicative skills in a meaningful and realistic context.

Furthermore, active methodologies promote active and participatory learning where students are the protagonists of their learning and are allowed to actively participate in the different activities proposed. Strategies such as problem-solving, debates, logic activities, and practical activities in the classroom and real environments are used. These strategies stimulate students' interest, motivation, and curiosity, encouraging their commitment and participation in the learning process. Likewise, active methodologies encourage learning to be self-directed by the student, allowing them to choose how to approach the tasks or the final project, which will allow them to develop decision-making skills and responsibility.

Finally, these methodologies generate meaningful learning where students establish connections between new knowledge and their previous experiences. The activities present in this didactic unit allow students to relate theoretical concepts and contents to real situations, which facilitates their understanding and long-term retention.

3.3.1. Classroom organization

The layout of the learning space plays a fundamental role in the implementation of various educational strategies in the classroom. According to Grigg (2015), teachers need to think carefully about the classroom layout and how it is most conducive for learning. It is important to consider the specific needs of the students when organizing the space, with the objective of promoting interactive environments that enhance the value of the classroom as a teaching and learning space. Grigg (2015: 293) suggests that "the most effective approach is to move furniture to suit the circumstances of the lesson (task, time of day, group size, ability, behaviour)".

Therefore, the classroom layout will seek to promote the use of information and communication technologies (ICT) and create a comfortable and pleasant environment for all students. In this context, it has been decided to arrange the classroom in such a way that it is possible to work in groups and encourage a collaborative approach. Adequate chairs and tables will be provided to ensure the comfort of students during group

activities. Also, shelves and cabinets will be used to organize and store educational materials needed for collaborative tasks.

The spatial arrangement will allow students to work in groups, encouraging interaction, exchange of ideas, and cooperation among them. Flexible spaces will be created to adapt to the needs of each activity, allowing students to move easily and collaborate with their peers in different group configurations.

3.4. *Attention to diversity*

Due to the diversity of rhythms, acquisition levels, and learning styles, it is necessary to program a set of educational actions that attempt to respond to all students, temporarily or permanently, thus promoting inclusion. In this sense, Ainscow, Booth, and Dyson (2006:2) state that:

the aim of inclusion is to reduce exclusion and discriminatory attitudes, including those in relation to age, social class, ethnicity, religion, gender and attainment. It does not focus only on a response to individuals but on how settings, policies, cultures and structures can recognise and value diversity.

To address diversity, Gardner's (1983) theory of multiple intelligences is considered, in which learning is understood through different intelligences, and not in the conception of an individual one. In this way, all students will have the opportunity to access learning through participation in different activities that promote the use of resources and forms of access to learning through different intelligences (Vivas, 2015:130-131).

By considering each of the intelligences when designing a didactic unit, we guarantee attention to diversity by allowing students to access learning through different approaches. In addition, this reduces behavioral problems, since students feel involved in the teaching process. The self-esteem of each student is also strengthened, as they can access learning through different avenues and perceive themselves as active agents of their learning process. Vivas (2015) also adds that it is important to highlight that the multiple intelligences approach considers diversity as a natural and enriching aspect. Instead of perceiving differences as problems to be overcome, they are valued as

opportunities for learning. Therefore, an inclusive pedagogy is promoted that seeks the success of all students, preparing them to be competent, autonomous, and participatory. This not only benefits their academic performance but also their life outside the school environment. In addition, it avoids labels that often lead to low expectations on the part of teachers towards students with difficulties, making it possible to provide responses tailored to the needs of each student. As a result, quality education is promoted in the pursuit of excellence and equal opportunities are guaranteed for all students.

Therefore, in order to cater to diversity, the following is taken into account in the design of this didactic unit:

- Provide materials and resources in different formats, such as written text, audio, and videos, so that students can access information according to their preferences and abilities.
- Encourage active participation and oral and written expression through activities such as debates, presentations, and writing ideas, ...
- Provide additional support to those students who need it through peer tutoring or the presence of a second teacher in the classroom.
- Incorporate activities that involve the analysis and interpretation of data related to landscapes, such as graphing, or the use of scales.
- Use maps, images, and three-dimensional models to help students visualize and understand different types of landscapes and their characteristics.
- Enable students to create visual representations of landscapes, such as dioramas, models, or murals, using different materials and artistic techniques.
- Incorporate hands-on activities that involve movement and manipulation of objects related to landscapes, such as building relief models with plasticine or simulating natural phenomena through gestures and body movements.
- Provide opportunities for students to explore landscapes through outdoor outings, visits to relevant geographic sites, or field activities.
- Promote teamwork and collaboration among students by assigning them specific roles and responsibilities during tasks related to landscapes. This will allow them to share ideas, skills, and knowledge, and learn from each other.
- Encourage interaction and mutual respect through activities involving debate, discussion, and negotiation of ideas.

- Provide opportunities for students to reflect on their own experiences and emotions related to the development of the unit, the activities, or the task itself to encourage them to express their views and opinions individually. This will provide moments of self-assessment and self-reflection, in which students can identify their strengths and areas for improvement concerning learning.

3.5. Resources

For the correct development of the teaching-learning process, it is necessary to emphasize what kind of resources will be used for the correct development of this Didactic Unit. Among the resources, we can distinguish material resources, personal resources, didactic resources, and Information and Communication Technology (ICT) resources.

We understand by material resources all those that are useful to complete activities, exercises, or tasks. They are those physical and tangible elements that are used in the educational environment to facilitate the teaching and learning process. These resources are concrete tools that are available in the educational environment and are used to support and enrich the acquisition of knowledge and skills by students. In this unit the material resource that is the origin of the proposal is the Peter Pan reading book, whose advantages in its use have been highlighted in section 2.3. It will also be used:

- Various printed materials: these resources include bibliographic reference books, workbooks, activity sheets, and reading books (Peter Pan book).
- Also, this type of resource includes manipulative materials. These resources include physical and concrete materials that students can touch, manipulate and use in hands-on activities. For example, puzzles, models, and scientific instruments.
- It also includes work materials such as pencils, pens, play dough, folders for organizing work, and other consumables. These materials encourage experimentation, exploration, and active learning.

Personal resources. These resources are composed of members of the educational community. They are the professionals in Therapeutic Pedagogy, Hearing and Language

professionals, school counselors, support teachers, social integration technical professionals (SITP), as well as all the teaching staff who teach in the reference group.

Didactic resources. A didactic resource is understood as that which is used to facilitate the transmission of information to the teacher to develop the teaching-learning process. They are those such as publishers' textbooks, electronic books, text guides, physical maps, planispheres, etc.

Information and Communication Technology (ICT) resources. All technological resources that allow access to information and its processing. According to Vidal, Vega and López (2019:117) ICT resources foster student motivation, interest and participation. Among them we find:

- Audiovisual material, which includes resources such as educational videos, documentaries, audio recordings, multimedia presentations, images, and photographs.
- Electronic devices: Technological resources, such as computers, projectors, digital whiteboards, and tablets. These tools allow access to online resources, educational applications, and interactive activities that enrich the learning process.

3.6. *Evaluation*

The evaluation will be carried out for this Didactic Unit in three moments, initial evaluation, formative evaluation, and summative evaluation (Domínguez-Rodríguez, 2022):

- The initial assessment is a previous and exclusive process that seeks to obtain accurate information about the cognitive abilities of the student in relation to the educational program he/she will join, in order to identify his/her level of adequacy and personalize his/her learning. Therefore, it is diagnostic in nature about the student's starting point, and it provides information about the student's knowledge, motivations, or strengths.
- Formative evaluation seeks to understand and reflect on teaching and to involve teachers in making changes and improvements based on reflection and self-

knowledge. Its purpose is to continuously evaluate in order to detect difficulties and needs in the teaching and learning process. In addition, formative assessment emphasizes and evaluates students' performance, supports their learning, and informs them of the criteria used to measure their progress.

- Summative evaluation, also known as final evaluation, is conducted at the end of the training process to ensure that the training objectives have been achieved. It provides information on the success and effectiveness of the educational experience and allows conclusions to be drawn from the results obtained. This evaluation emphasizes the development and use of data collection and evaluation tools to create an overall assessment of the results of the learning process.

The evaluation in this Didactic Unit will be carried out based on the Order of January 15, 2021, in article 23, the evaluation will be continuous, formative, differentiated, criterial, objective, and integrative; favoring the achievement of educational objectives and the acquisition of key competencies, all this, taking into account the characteristics of the students and the sociocultural context of the school (Boletín Oficial de la Junta de Andalucía, 2021:14-15).

In the evaluation process, in addition to the evaluation carried out by teachers regarding the achievement of the acquisition of the curricular elements of the area, and considering the CLIL approach, students' self-assessments will be carried out in various activities and in the final task. Student self-assessment plays a fundamental role in the learning process, as it encourages reflection, awareness, and the development of metacognitive skills. Through self-assessment, students have the opportunity to evaluate their own work, identify strengths and areas for improvement, and take responsibility for their own learning. This process allows them to become aware of their accomplishments, set personal goals, and act to achieve them. In addition, self-assessment promotes autonomy and self-regulation, encouraging students to be critical and autonomous in their learning process. By involving students in the evaluation of their own work, they are empowered and given the opportunity to be active participants in their academic and personal growth. On the other hand, self-evaluation also facilitates the teacher to understand the teaching and learning process carried out by the student, in relation to the difficulties encountered or the objectives achieved, among other aspects.

3.6.1. *Evaluation tools*

For the evaluation of this didactic unit, several evaluation instruments will be used. First of all, in the initial evaluation, the aim is to know the level of knowledge that the students present in terms of vocabulary related to the topic of landscapes, relief, and elements of landscapes. Therefore, the Kahoot application will be used to assess the starting point of each student in the topic.

On the other hand, during the collective reading of the Peter Pan book, which will be carried out with the students in several sessions, an analytical and reflective approach focused on landscape descriptions will be adopted. To assess this experience, direct observation will be used, which will be recorded in a notebook by the teacher.

Direct observation consists of the systematic collection of data from students in real learning situations. This technique allows for gathering relevant information about students' performance, behavior, skills, and attitudes. All of this is recorded in a notebook or observation diary where the teacher notes in a detailed and objective manner what he/she perceives, the behaviors, interactions, responses, and achievements of the students during the activity, relevant comments, difficulties, and any other details relevant to the evaluation. Through this observation record, the development of the different pre-task activities to be carried out in the classroom will also be assessed.

Finally, the rubric instrument will be used to evaluate the development and result of the task. As defined by Vera (quoted in García Irles, Sempere, Marco and De la Sen, 2011: 3-4), the rubric is "a measuring instrument in which criteria are established by levels through the arrangement of scales that allow determining the quality of the student's performance in specific tasks". Rubrics allow the teacher to define precisely the competencies that students must achieve and to establish the criteria by which they will be evaluated. This gives students the opportunity to regulate their own learning process and actively participate in their evaluation since they have clarity about what is expected of them and what aspects will be evaluated. In addition, by knowing the assessment criteria in advance, students can adjust their approach to study and effort based on the standards set. Student participation in their own assessment promotes a greater sense of responsibility and commitment to their learning.

For self-assessment, the target evaluation will be used as a tool, as it is a visual assessment resource of the achievements students obtain based on the assessment criteria for each activity or unit. As can be seen in the example in Figure 1, this target evaluation consists of a scale from 1 to 5, where 1 is that they have understood it perfectly and 5 is that they have not understood it. Students mark on the target their self-assessment of their abilities/knowledge.

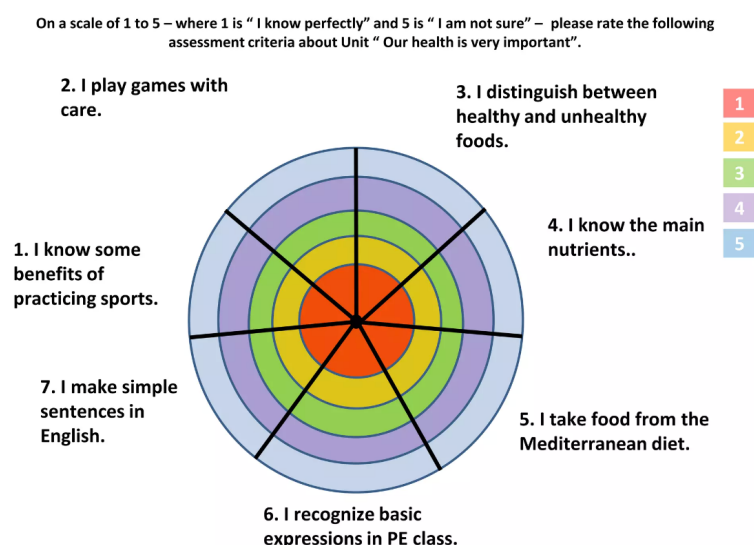


Figure 1: Target evaluation example (López, 2019). Extracted from Slideshare.net

3.7. Timeline of the didactic proposal

The didactic proposal of this Unit will take place in 8 sessions spread over two weeks of the school year. As previously mentioned, this didactic proposal is created based on the already repealed regulations of the former Organic Law 8/2013, of December 9, for the improvement of the educational quality, known as LOMCE, specifically the arrangement of the curricular elements is obtained from the Order of January 15, 2021; this Order is the one that determines the development of the didactic programming, and in this case, of the Didactic Unit.

This Didactic Unit is called 'Discovering Neverland', and its thematic axis is the adventure story of Peter Pan. Through the previous reading of the book adapted to an A2 level, the didactic proposal for the learning of contents of the area of Social Sciences

about the knowledge of landscapes, the elements of the landscape and the relief will be formed.

The 8 sessions will be divided into the 3 moments of development of the Task-Based Learning methodology which are: pre-task, task and post-task, as described in section 2.1. Each session will have a duration of one hour.

The first 4 sessions will be dedicated to the development of the pre-task, with the reading of the chapters of the Peter Pan book and the various activities that prepare for the development of the task. The next 3 sessions are dedicated to the development of the task. The last session the working group will make a brief presentation on their task and, as a closing session, will be a reflective session on the work done through self-evaluation.

PRE-TASK

FIRST SESSION.

This first session will be dedicated to the initial reading of the first 3 chapters of the Peter Pan book and to the familiarization with vocabulary about landscapes, as well as the way they are described. To do this, we will start with an initial assessment, through activity 1.

Activity 1: Kahoot

Before starting the reading, the students will have to answer the questions of a questionnaire made in Kahoot app as an initial evaluation with questions that will deal with previous knowledge of vocabulary of landscape elements and the differences between natural and human-made landscapes.

This Kahoot can be found at the following link: <https://create.kahoot.it/share/teach-with-slides/4fec9e09-4ad9-4382-9ecb-2a4660843507> and two screenshots of the activity can be seen below in Figure 2 and Figure 3.

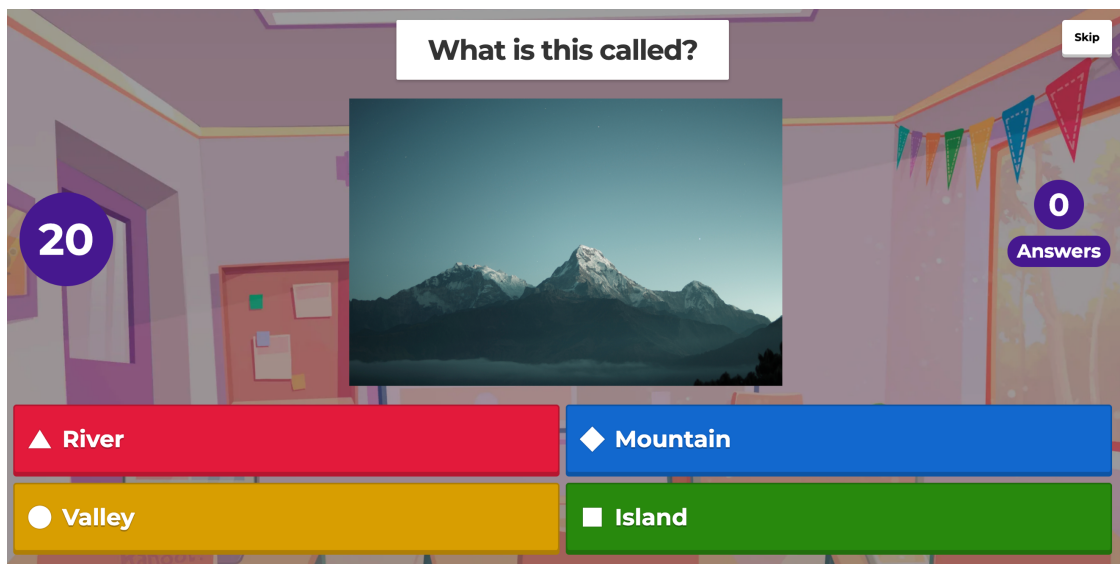


Figure 2: Screenshot of Kahoot (own creation). Extracted from Kahoot.com



Figure 3: Screenshot of Kahoot (own creation). Extracted from Kahoot.com

The curricular elements that are worked in this activity are:

- Objectives
 - o Differentiate and explain the differences between natural and human-made landscapes using English adjectives and the verb to be and the verb to have to.

- To use the means at their disposal such as information and communication technologies or books and magazines to search for information and complete their work.
- Contents:
 - Natural landscape and human-built landscape.
- Assessment Criteria
 - Know and use specific vocabulary related to landscapes and their study in English, demonstrating understanding and fluency in the use of terms such as "mountain", "river", "forest", "urban area", among others.

Activity 2: My own landscape dictionary

After this Kahoot activity, we will proceed to read the book of Peter Pan, which will be a reflective and analytical reading, in which the students should pay special attention to the description of places and landscapes, having the premise that landscape is any place that we can observe. It is necessary to emphasize that in this adaptation of the book some audios are included with the reading of the chapters and detailed descriptions of London, Captain Hook's ship or Neverland Island.

In these first chapters the description of the city of London appears, the place where the beginning of the story is set and home of the Darling family. For this analytical and reflective reading with the focus on the theme we are dealing with, the students will have a worksheet in which they will write down vocabulary related to the landscape (in this case built by humans) that they knew before and that they have seen or learned for the first time. The template for this worksheet can be found in Annex I.

The curricular elements that are worked on in this activity are:

- Objectives
 - Differentiate and explain the differences between natural landscape and human-made landscape using English adjectives and the verb to be and the verb have to.
 - Extract relevant information about landscapes from literature.
- Content
 - Extracting ideas related to landscape from literature.
- Assessment Criteria

- Know and use specific vocabulary related to landscapes and their study in English, demonstrating comprehension and fluency in the use of terms such as "mountain", "river", "forest", "urban area", among others.

SECOND SESSION

In this second session, students will become familiar with the vocabulary corresponding to the description of landscapes and the distinction of the different elements through activities 3 and 4.

Activity 3: My own landscape dictionary II.

In the second session, the last 4 chapters of the book will be read. As was done in the reading of the previous session, the students will do a reflective reading, and on a worksheet, they will write down words about the vocabulary they knew and have seen new about natural landscapes (in this case when the island of Neverland is described). The template for this worksheet can be found in Annex I.

The curricular elements that are worked on in this activity are:

- Objectives
 - To know the names of the different forms of relief and to know how to distinguish one from the other.
 - To differentiate and explain the differences between natural landscape and human-made landscape using adjectives in English and the verb to be and the verb have to.
 - Extract relevant information about landscapes from literature.
- Content
 - '2.11. The formation of relief. The relief: main forms of relief. The main relief units of Spain and Andalusia at different scales.'
 - Forms of relief in coastal landscapes and inland landscapes.
 - Natural landscape and landscape constructed by the human being.
 - Extraction of ideas related to the landscape from literature.
 - Vocabulary related to landscape (mountain, forest, river, sea, valley, gulf).
- Assessments Criteria
 - Know and use specific vocabulary related to landscapes and their study in English, demonstrating comprehension and fluency in the use of terms such as "mountain", "river", "forest", "urban area", among others.

Activity 4: Matching game!

After this reading, students will be presented with flashcards about different elements of the natural and built landscape so that they can familiarize themselves with the vocabulary and visual association of the concept, as well as distinguish between built and natural landscape. Afterwards, they will play in teams to associate the images with the vocabulary word, forming pairs.

The curricular elements that are worked on are:

- Objectives
 - To know the names of the different forms of relief and to know how to distinguish one from the other.
 - To differentiate and explain the differences between natural landscape and human-made landscape using adjectives in English and the verb to be and the verb to have to.
- Content
 - Forms of relief in coastal landscapes and inland landscapes.
 - Natural landscape and human-made landscape.
 - Vocabulary related to the landscape (mountain, forest, river, sea, valley, gulf).
- Assessments Criteria
 - Identify natural and human elements in landscapes: identify and differentiate natural elements, such as mountains, rivers, forests, as well as human elements, such as buildings, roads, or farms, present in different landscapes.
 - Know and use specific vocabulary related to landscapes and their study in English, demonstrating understanding and fluency in the use of terms such as "mountain", "river", "forest", "urban area", among others.
 - Use English as a vehicular language in communicative situations related to landscapes, such as making oral or written descriptions, expressing opinions, and participating in group interaction activities.
 - Actively participate and collaborate in group activities, showing respect for the opinions of others, working as a team and sharing knowledge and experiences related to landscapes.

THIRD SESSION

In this third session, once we know the specific vocabulary of the topic and we are clear about the concepts, we are going to familiarize ourselves with the description of landscapes through activities 5 and 6.

Activity 5: I draw what I hear.

In this third session we will start with a dictation (which can be found in Annex II) in which the students will have to draw what they hear. It is a dictation that describes a landscape that can be seen with previously seen vocabulary about the landscape, so that the student can orally distinguish vocabulary that he/she already knows, as well as assimilate the way of describing a landscape.

The curricular elements that are worked on in this activity are:

- Objectives
 - To know the names of the different forms of relief and to know how to distinguish one from the other.
 - To differentiate and explain the differences between natural landscape and human-made landscape using adjectives in English and the verb to be and the verb have to.
 - Use the language learned in English to communicate orally or in writing the activity.
- Contents
 - Vocabulary related to the landscape (mountain, forest, river, sea, valley, gulf).
 - Use of adjectives in descriptions (high, low, big, ...)
 - Use of the verb 'to be' and the verb 'have to' in descriptions of landscapes.
- Assessments criteria
 - Know and use specific vocabulary related to landscapes and their study in English, demonstrating comprehension and fluency in the use of terms such as "mountain", "river", "forest", "urban area", among others.
 - Use English as a vehicular language in communicative situations related to landscapes, such as making oral or written descriptions, expressing opinions and participating in group interaction activities.

Activity 6: Describing landscapes

As shown in the next template and the example in Annex III, the students have to describe a landscape of their choice, following the structure of the example shown. This activity will be done in heterogeneous pairs, where they must first do an internet search to look for examples of landscapes and then choose one they see and describe what is seen in the image.

The writing template is:

Write About

Name _____ Date _____

Topic _____

Draw a picture or write symbols in this box to summarize the topic	List Key Words about the topic ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____
Paragraph: Summarize your learning by using the terms above in a paragraph about the topic. Check off the terms as you use them. Then circle the terms in your paragraph. _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	

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Figure 4: Description template (Dodge, 2016)

The curricular elements to be worked on are:

- Objectives
 - To know the names of the different forms of relief and to know how to distinguish one from the other.

- To use the means available to them, such as information and communication technologies or books and magazines to search for information and complete their work.
- Use the language learned in English to communicate orally or in writing the activity.
- Contents
 - '2.12 Search for information, through different sources, for the realization of simple works and projects on the lithosphere, hydrosphere, relief or climate and oral presentation of the results.
 - Forms of relief in coastal landscapes and inland landscapes.
 - Natural landscape and human-made landscape.
 - Vocabulary related to the landscape (mountain, forest, river, sea, valley, gulf).
 - Use of adjectives in descriptions (high, low, big, ...).
 - Use of the verb 'to be' and the verb 'have to' in descriptions of landscapes.
- Assessments criteria
 - Describe characteristics of landscapes, such as relief, climate and vegetation, as well as changes produced by human action, such as urbanization or agriculture, using appropriate and precise language.
 - Know and use specific vocabulary related to landscapes and their study in English, demonstrating comprehension and fluency in the use of terms such as "mountain", "river", "forest", "urban area", among others.
 - Use English as a vehicular language in communicative situations related to landscapes, such as making oral or written descriptions, expressing opinions, and participating in group interaction activities.
 - Use technology and multimedia resources effectively to obtain information about landscapes, make presentations, or create projects related to the topic, demonstrating skills in the use of digital tools.
 - Actively participate and collaborate in group activities, showing respect for the opinions of others, working as a team and sharing knowledge and experiences related to landscapes.

FOURTH SESSION

In this fourth session, once the students know how to use English as a second language in the subject of landscapes, and when they are already familiar with the distinction between landscapes, the knowledge of their elements and their description, they are ready to make a reflection that will make the learning of this subject meaningful. With activity 7 it is intended that students apply the knowledge acquired to know in a reflexive way how landscapes are composed and change over time. This will be the end of the activities that prepare for the final task.

Activity 7: Awareness Lap-book

In two large groups, they will have to divide the work to create each group a lap-book. This involves using a poster board to create an interactive poster where you can find definitions, fun facts, news, etc. about the topic you are dealing with. In this case, the lap-book should include reasons to take care of the environment and how it affects landscapes by comparing landscapes before and after. They will have a template as a guide that can be found in Annex IV, together with the templates of the interactive elements to make up the lap-book.

The curricular elements to be worked on are:

- Objectives
 - To understand the impact of human actions on the environment and to reflect on the use we make of nature and its resources such as water.
 - To use the means available to them such as information and communication technologies or books and magazines to search for information and complete their work.
 - Use the language learned in English to communicate orally or in writing the activity.
- Contents
 - 2.7. Impact of human activities on the environment: organization and transformation of the territory.
 - 2.9. Valuing responsible water consumption.
 - '2.12. Search for information, through different sources, for the realization of simple works and projects on the lithosphere, hydrosphere, relief or climate and oral presentation of the results.

- Vocabulary related to the landscape (mountain, forest, river, sea, valley, gulf).
- Use of adjectives in descriptions (high, low, big, ...).
- Use of the verb 'to be' and the verb 'have to' in descriptions of landscapes.
- Assessments criteria
 - Describe characteristics of landscapes, such as relief, climate and vegetation, as well as changes produced by human action, such as urbanization or agriculture, using appropriate and precise language.
 - Compare and contrast different types of landscapes, identifying similarities and differences among them, and explain how these factors influence the lives of the people who inhabit them.
 - Use English as a vehicular language in communicative situations related to landscapes, such as making oral or written descriptions, expressing opinions, and participating in group interaction activities.
 - Use technological and multimedia resources effectively to obtain information about landscapes, make presentations, or create projects related to the topic, demonstrating skills in the use of digital tools.
 - Actively participate and collaborate in group activities, showing respect for the opinions of others, working as a team, and sharing knowledge and experiences related to landscapes.

Activities 2, 3, 4, 5, 6 and 7 will be evaluated with the observation notebook, a template of which can be found in Annex V of evaluation instruments.

TASK

FIFTH SESSION

After the completion of the pre-task activities, this fifth session and the following two sessions will consist of doing the work for the task named '**Discovering Neverland**'.

The task consists of making a model of Neverland Island. To do this, they should use the data that the Peter Pan book provided about the description of the Island and they should write down the vocabulary activities that they learned from the book and write down in the template. In addition, they should add elements that they want their island to include and that they have learned about landscapes (rivers, mountains, lakes, etc.)

keeping in mind that Neverland Island is an island that belongs to the imagination of each child and that it can therefore have elements of the coast, inland landscapes or landscapes built by humans. Therefore, the first step in the process is to fill out this data sheet of the island.

Design your Neverland

Hello explorer group! At last you have arrived at Neverland, now you have to form the Island, remember that Peter Pan's book told us that the Island was made up. And now, add everything you can imagine!

Data collected from Peter Pan's book

The Island of Neverland is:

The Island of Neverland has:

Explorer group name: _____

Draw in sketch form what your island looks like

Write here what other elements of the landscape there are on your island. What are these elements like? Remember that they can be natural or constructed elements.

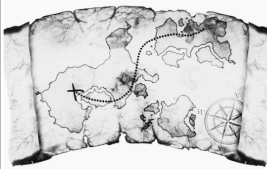


Figure 5: Data sheet (own creation).

Once the group has agreed on the composition of the Island, the model is made with plasticine of different colors, which should also contain signs indicating the different elements of the landscape with a brief description of what they are like on each Neverland Island (large, small, high, low, ...).

The task will be done in groups of 5 people and will end with an oral presentation where the group must describe with their model what the Neverland they have discovered looks like. A guide on what to say in the oral presentation is also provided in Annex VI.

SIXTH SESSION

Realization of the model

SEVENTH SESSION

Finalization of the model

This task works on the following curricular elements:

- Objectives
 - To know the names of the different forms of relief and to know how to distinguish one from the other.
 - To use the means available to them, such as information and communication technologies or books and magazines, to search for information and complete their work.
 - Represent forms of relief or landscapes.
- Contents
 - 2.8. The hydrosphere: characteristics of continental and marine waters. The main rivers of Spain, Andalusia and the near environment.
 - '2.11. The formation of the relief. The relief: main forms of relief. The main units of relief of Spain and Andalusia at different scales'.
 - '2.12. Search of information, through different sources, for the accomplishment of works and simple projects on the lithosphere, the hydrosphere, the relief or the climate and oral exhibition of the results.
 - Forms of relief in coastal landscapes and inland landscapes.
 - Natural landscape and landscape constructed by the human being.
 - Representation of a landscape.
- Assessments criteria
 - Interpret and use maps, plans or other forms of representation of the relief and make their own derived from a description following the color codes of the maps.
 - Describe characteristics of landscapes, such as relief, climate and vegetation, as well as changes produced by human action, such as urbanization or agriculture, using appropriate and precise language.
 - Know and use specific vocabulary related to landscapes and their study in English, demonstrating comprehension and fluency in the use of terms such as "mountain", "river", "forest", "urban area", among others.
 - Use technological and multimedia resources effectively to obtain information about landscapes, make presentations or create projects related to the topic, demonstrating skills in the use of digital tools.

- Actively participate and collaborate in group activities, showing respect for the opinions of others, working as a team and sharing knowledge and experiences related to landscapes.

POST-TASK

EIGHTH SESSION

In this session, the group models of the task 'Discovering Neverland' will be presented orally. The curricular elements worked on in this exhibition are:

- Objectives:
 - To know the names of the different forms of relief and to know how to distinguish one from the other.
 - To use the language learned in English to communicate orally or in writing the activity.
 - To communicate orally the process followed in the task and the final result using the appropriate vocabulary on the subject.
- Contents
 - Vocabulary related to the landscape (mountain, forest, river, sea, valley, gulf).
 - Use of adjectives in descriptions (high, low, big, ...)
 - Use of the verb 'to be' and the verb 'have to' in descriptions of landscapes.
- Assessments criteria
 - Describe characteristics of landscapes, such as relief, climate and vegetation, as well as changes produced by human action, such as urbanization or agriculture, using appropriate and precise language.
 - Know and use specific vocabulary related to landscapes and their study in English, demonstrating comprehension and fluency in the use of terms such as "mountain", "river", "forest", "urban area", among others.
 - Use English as a vehicular language in communicative situations related to landscapes, such as making oral or written descriptions, expressing opinions, and participating in group interaction activities.

- Actively participate and collaborate in group activities, showing respect for the opinions of others, working as a team, and sharing knowledge and experiences related to landscapes.

The assignment and your presentation will be assessed using the assessment rubric in Appendix V of the assessment tools. In addition, this will be followed by a reflection on their learning throughout these sessions through self-assessment by completing the target evaluation below:

On scale of 1 to 5 – where 1 is “I know perfectly” and 5 is “I am not sure”- please rate the following assessment criteria of our unit “Landscape”

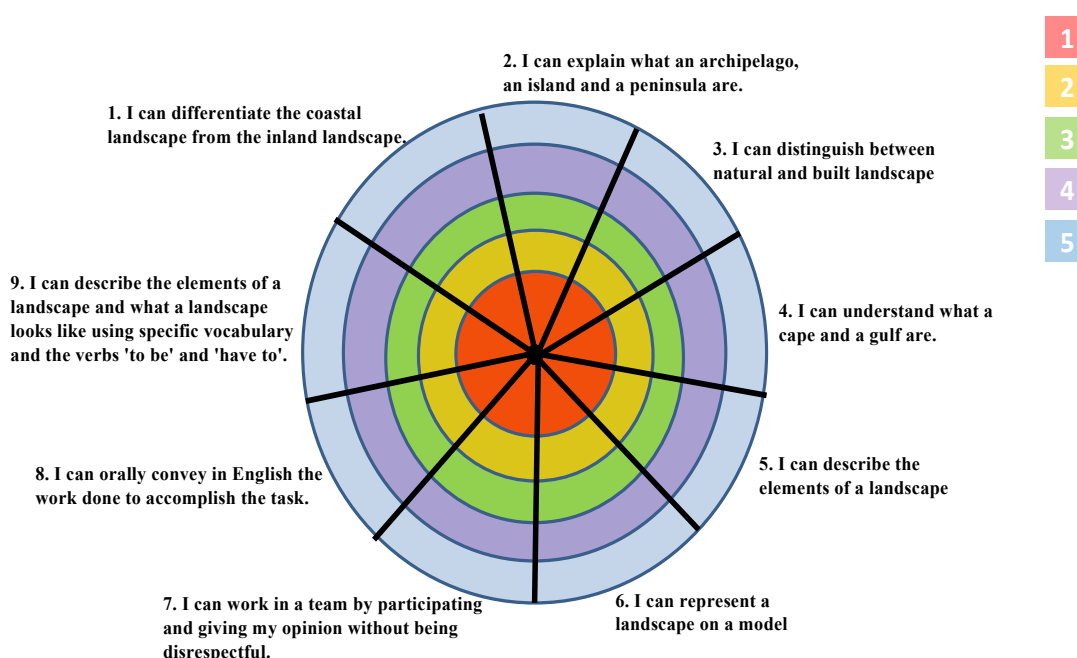


Figure 6: Target evaluation (adapted from López, 2019).

4. CONCLUSIONS

For this Master's Thesis, the conclusions are based on the theoretical exploration of the integration of language and content through the CLIL approach, following a Task-Based Learning methodology. All this, considering that literature has been used as a starting point and working tool to carry out the teaching and learning process. These conclusions are based on the theory, of how a didactic unit can be programmed following the guidelines set by the CLIL approach and the Task-Based Learning methodology.

Firstly, regarding the integration of contents and languages, it has been confirmed that the use of the CLIL approach offers multiple benefits. The learning of a foreign language is acquired in a free and flexible context, which allows for deepening the knowledge of the area, in this case, Social Sciences. In this second language acquisition, students are not observed under the yoke of error, but rather they learn the language in a meaningful way while learning about the elements of the landscape, where work in groups favors the exploration of the language among equals, thus allowing the construction of knowledge and language together. The CLIL approach seeks the communicative development of students, exploring all its aspects by making language accompany the content learning process, as described in section 2.1.

Secondly, using the Task-Based Learning (TBL) methodology only furthers the work of the CLIL approach. Task-Based Learning, as described in section 2.2, offers the opportunity to apply knowledge in real or meaningful situations, thus favoring not only the acquisition of content but also of language.

It is verified that following the application guidelines of Aravena et al (2018) and Vegas (2022), dividing the didactic proposal into 3 phases facilitates the acquisition of learning. In the pre-task stage, students have been prepared for the main task by activating prior knowledge, presenting relevant vocabulary, and practicing necessary linguistic structures. This stage seeks to establish an appropriate context and familiarize learners with the topic and objectives of the task. In the central stage of Task-Based Learning, which is the task itself it has been intended that the learner performs an authentic and meaningful task that requires the use of the foreign language. The task takes place in a real communicative environment, which promotes the acquisition and practice of language skills in a contextualized manner. During this stage, students have the opportunity to interact, negotiate meaning, and solve linguistic and communicative problems, which fosters the development of critical and creative thinking skills. The post-task stage is fundamental to consolidating learning and providing feedback, as well as assessing one's own learning. At this stage, reflection on students' performance on the task is sought, errors are analyzed and opportunities for improvement are offered. Constructive feedback helps students to correct and improve their language skills, as well as to reflect on their learning process.

Third, the use of the book "Peter Pan" as a central resource has proven to be highly beneficial for students' learning in the subject of Social Studies. The choice of this literary work has been based on its ability to capture the imagination and interest of students, as well as its potential to be adapted to various learning areas, in addition to being a work of literature of English language origin. By using "Peter Pan" as the backbone, it is intended to motivate and engage students in their learning. Literature allows for the creation of tasks that are motivating and engaging for students. In addition, reading "Peter Pan" can stimulate the development of reading comprehension, oral and written expression, and the capacity for analysis and critical reflection. Students have the opportunity through reading and performing the different activities to relate the contents of Social Sciences with the plot and characters of the play, thus facilitating the acquisition of concepts and their application in real contexts.

Finally, it is interesting to note future lines of research based on the objectives of this proposal. For example, as seen in section 2.3, there is not much literature on the use of literature in the CLIL approach, so its application may bring difficulties that have not been explored in this proposal. This could be done in a comparative study of groups, in which one group carries out a proposal similar to the one presented here and the other a more traditional methodology to compare results and see the experience of students and teachers. Likewise, it would also be interesting to see how a similar proposal can be adapted to other contexts and subjects. The didactic proposal developed in this Master's Dissertation focuses on the subject of Social Sciences. However, it would be relevant to investigate the adaptability of this approach to other areas of the school curriculum and to different educational levels. Exploring how literature could be used as a resource in subjects such as Mathematics, Language, Natural Sciences or other disciplines would open new perspectives for integrated learning. Finally, exploring the possibility of using other literary texts, although this proposal focuses on the book "Peter Pan", the impact of other literary texts in the learning of Social Sciences could be investigated following a CLIL approach.

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word

definition

translation

word

definition

translation

word

definition

translation

word

definition

translation

Vocabulary Recording Sheet

Figure 7: Vocabulary recording sheet (own creation made on CANVA)

ANNEX II

Dictation

This landscape is a natural landscape. But it is also a constructed landscape. On the right you have a LARGE BROWN MOUNTAIN. The PEAK of the mountain has snow on it. The mountain also has a RIVER THAT RUNS INTO A FOREST.

The forest is in the center. On the other side of the forest is a SMALL VILLAGE. This village has a TALL YELLOW TOWER, SMALL WHITE HOUSES and a BRIDGE MADE OF IRON. This village has a SMALL BEACH. On the beach there is a RED AND WHITE LIGHTHOUSE.

Write About

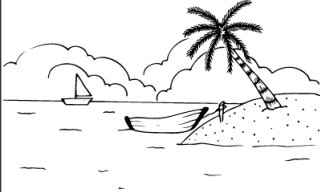
NameXXXXXX

DateXXXXXX

Topic

Landscapes. Describing a beach

Draw a picture or write symbols in this box to summarize the topic



List Key Words about the topic

☐ Sea

☐ palm tree

☐ Island

☐ Clouds

☐ Boat

☐

☐

☐

☐

Paragraph: Summarize your learning by using the terms above in a paragraph about the topic.
Check off the terms as you use them. Then circle the terms in your paragraph.

This picture is an image of a natural landscape. It has elements built by human beings.
The natural elements are the sea, a small island that has a palm tree, and many clouds.
The constructed elements it has are two small boats. These boats are in the sea.

Figure 8: Example of a description (adapted from Dodge, 2016). Own creation

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ANNEX IV

Lap-book templates

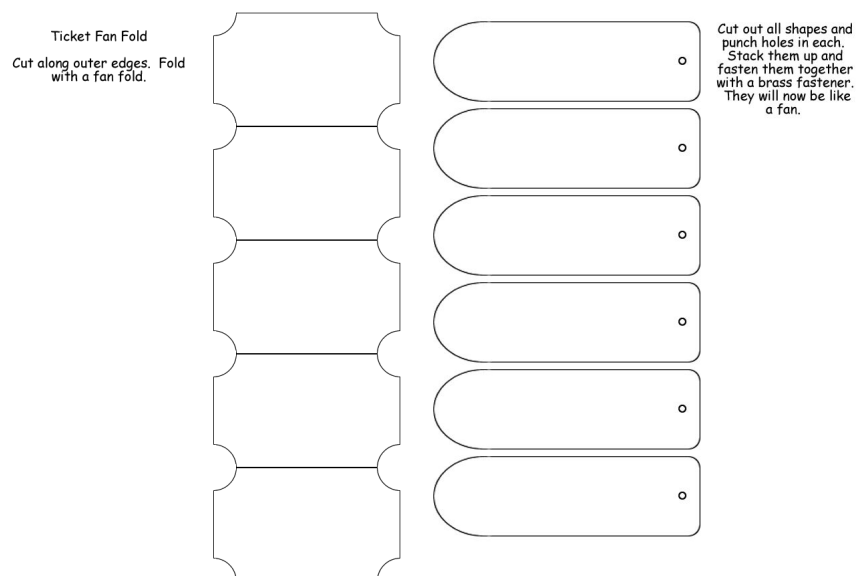


Figure 9: Lap-book templates (Unknow, n.d.). Taken from Pinterest.com

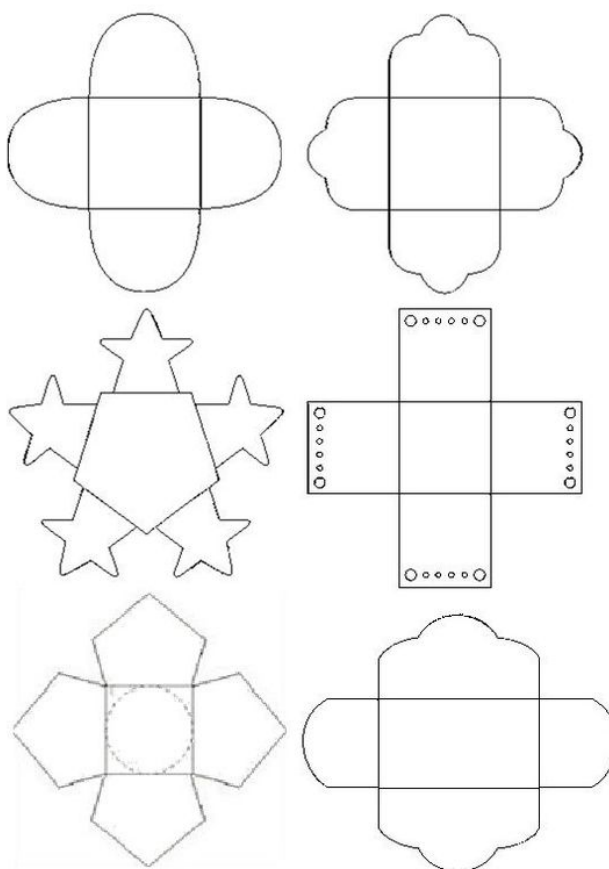


Figure 10: Lap-book templates (Unknow, n.d.). Taken from Pinterest.com



Figure 11: Example of a lap-book (Olson, n.d.). Taken from teacherspayteachers.com

ANNEX V

The first evaluation tool is an observation record:

OBSERVATION RECORD		
Student:		
Activity:		Date:
Description of observations		Evaluation

Table 1: Template observation record. Own creation.

The second evaluation tool is the rubric:

Assessment criteria	Achievement level			
	Insufficient (0-4)	Regular (5-7)	Good (7-9)	Excellent (9-10)
<i>Describe characteristics of landscapes, such as relief, climate and vegetation, as well as changes produced by human action, such as urbanization or agriculture, using appropriate and precise language.</i>	Does not know how to describe the characteristics of landscapes, nor distinguish some elements from others.	Makes mistakes when using adjectives to describe the characteristics of landscapes and when distinguishing the name of some elements from others.	Knows how to distinguish the characteristics of landscapes, but uses few appropriate adjectives and little of the vocabulary seen in the unit. Distinguishes some landscape elements from others and knows the names of all of them.	Can distinguish the characteristics of landscapes using appropriate adjectives and specific vocabulary. Distinguishes perfectly some elements of the landscape from others and knows the name of all of them.
<i>Know and use specific vocabulary related to landscapes and their study in English, demonstrating comprehension and fluency in the use of terms such as</i>	Does not know vocabulary about landscapes	Makes mistakes when using vocabulary, confusing some terms with others.	Knows how to use appropriate vocabulary but does not know many words.	Knows the vocabulary learned very well and uses it appropriately.

<i>"mountain", "river", "forest", "urban area", among others.</i>				
<i>Use English as a vehicular language in communicative situations related to landscapes, such as making oral or written descriptions, expressing opinions and participating in group interaction activities.</i>	Does not use English to express opinions, debate, or perform oral description.	Does not fully use English to express opinions, debate. Uses English to orally express results.	Uses English to express opinions, discuss and express results, although makes errors in vocabulary seen in the unit.	Uses English to express opinions, discuss and express results
<i>Interpret and use maps, plans or other forms of representation of the relief and make their own derived from a description following the</i>	It does not manufacture figures and shapes to compose the model. Does not include signs to distinguish the different elements of the landscape.	Manufactures figures and shapes to compose the model. Does not include signs to distinguish the different elements of the landscape.	Manufactures figures and shapes to compose the model. Includes some signs to distinguish the different elements of the landscape.	Makes shapes and forms to compose the model. Includes signs to distinguish the different elements of the landscape.

<i>color codes of the maps.</i>				
<i>Use technological and multimedia resources effectively to obtain information about landscapes, make presentations or create projects related to the topic, demonstrating skills in the use of digital tools.</i>	Does not use ICT to search for information or to make the oral presentation.	Does not use ICT to search for information, although he/she does use them for the oral presentation.	Uses ICT to search for information and is concerned about the sources of information consulted. In order to carry out the oral presentation, he/she encounters many difficulties that he/she does not try to solve.	Uses ICT to search for information and to make the oral presentation, is concerned about searching in various sources of information, looking for tutorials to create his model, and examples to present orally.
<i>Participate actively and collaborate in group activities, showing respect for the opinions of others, working as a team and sharing</i>	Does not participate in the realization of the model and does not collaborate in the oral presentation of the task. Does not assume his/her	Participates actively in the work group, although sometimes he does not fulfill his role within the group, slowing down the group. In the oral presentation	Participates actively in the work group, fulfilling his role within the group, in decision making.	Respects others. In the oral presentation collaborates and respects others.

<i>knowledge and experiences related to landscapes.</i>	role within the work group, although he/she orally exposes in a collaborative way respecting the others.	collaborates and respects others.		
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Table 2: Rubric to evaluate the task. Own creation.



Figure 12: Guide for orally exposition (own creation made on CANVA)