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Master's Dissertation

DIDACTIC PROPOSAL PROJECT: ATTENTION TO DIVERSITY THROUGH CLIL METHODOLOGY

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ABSTRACT

The current Globalized Society, through the different Educational Scenarios it presents, guides us to meet new challenges and develop high-quality teaching and learning process. Due to its high incidence in our classrooms, the theme of this Didactic Proposal Project is Attention to Diversity through Content and Language Integrated Learning (CLIL). Its principal target is to elaborate a Didactic Proposal that validates CLIL as a positive methodology for students with a high demand for Attention to Diversity.

First of all, we set out to define and characterise CLIL, examining its strengths and weaknesses. The following is an outline of the research on CLIL and implementation in Europe, Spain, and Andalusia. We then define and characterise Attention to Diversity, as well as the main educational strategies to address it. Finally, the approach is determined by a Pedagogical Proposal made from the CLIL Programme guidelines, to determine if this is indeed an appropriate methodology in a group with a high demand for diversity.

Key words: CLIL, Attention to Diversity, Teacher Identity, Research, Training, Innovation, Educational Quality.

RESUMEN:

En la Sociedad Globalizada actual, los Panoramas Educativos plantean nuevos retos para lograr una enseñanza-aprendizaje de calidad. Este Proyecto de Propuesta Didáctica se centra en la Atención a la Diversidad a través del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE). El principal objetivo, es validar a CLIL como una metodología positiva para estudiantes con alta demanda de Atención a la Diversidad. Para abordar este tema, se plantea el marco teórico, que describe y analiza tanto los rasgos fundamentales de la metodología CLIL. como los de Atención a la Diversidad. Posteriormente, se diseña una Propuesta Didáctica, implementada en un grupo de estudiantes con alta demanda de Atención a la Diversidad, llevada a cabo a través de un Proyecto (APB) que sigue las directrices de la metodología CLIL. Finalmente, y a través de las evidencias de logro halladas, se extraen conclusiones y se dan recomendaciones para futuras investigaciones.

Palabras Clave: AICLE, Atención a la Diversidad, Identidad docente, Investigación, Formación, Innovación metodológica, Calidad Educativa.

1. INTRODUCTION

1.1. Justification and problem formulation

Current teaching and learning processes promote the comprehensive development of students, encompassing knowledge, skills, values, and competences (Abreu Alvarado, 2018). The Organic Law amending the Organic Law on Education (LOMLOE) places the acquisition of key competences as the main objective. Among these competences, plurilingual competences have gained special importance, giving rise to the emergence of Bilingual and Plurilingual Schools in Europe, and more particularly in Andalusia. This implementation is currently taking place through the implementation of the Content and Language Integrated Learning (CLIL) program, which, as shown in Figure 1, is carried out through the development and interrelation of the 4Cs (Council of Europe, 2001; Pérez Cañado, 2016b).

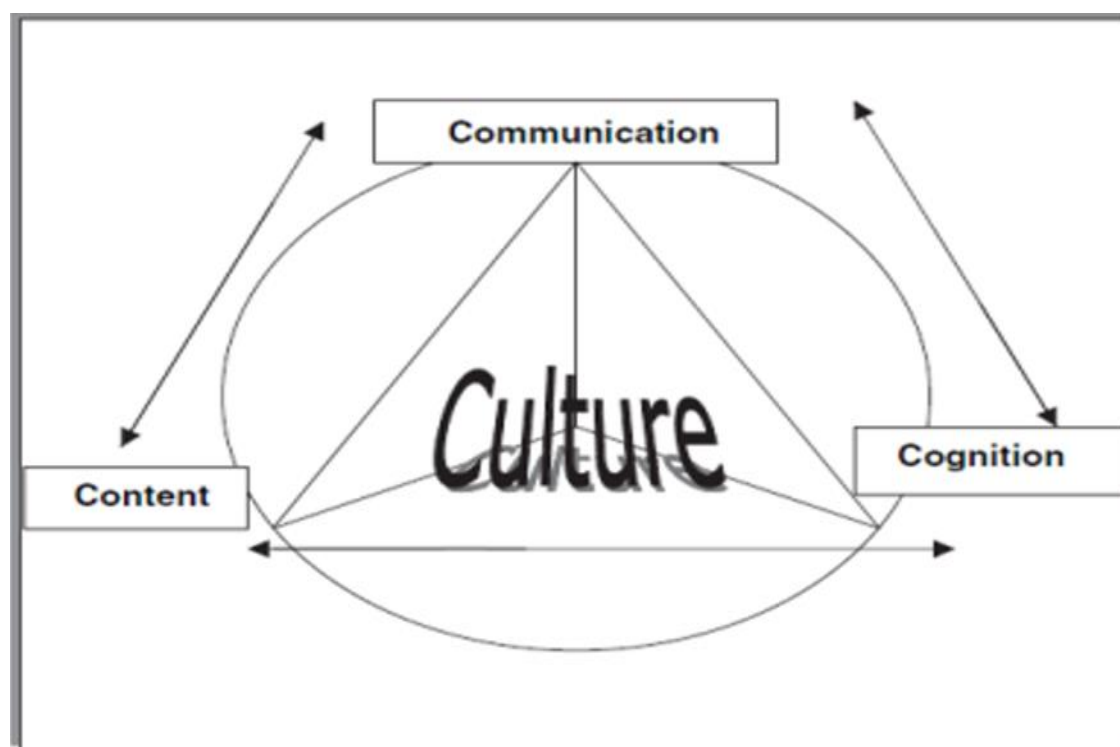


Figure 1. The 4Cs Framework for CLIL (Coyle 2007:551) and Pérez Cañado, M. L., & Marsh, D. (2018).

The educational challenges of the 21st century have resulted in an exponential growth of language teaching approaches in Europe (Lorenzo et al., 2010). This has resulted in the adoption

of the 2030 Agenda for Sustainable Development by the United Nations General Assembly and the development and implementation of the Integrated Language Curriculum (CLIL).

In today's globalized society, student populations exhibit diverse physical, genetic, cultural, and personal characteristics, necessitating a specific approach to diversity. To foster inclusive interaction that promotes knowledge, acceptance, appreciation, respect, and social and civic competence, appropriate methodologies are crucial (Arnaiz & De Haro, 2007). To achieve this goal, it is important to conduct research and adopt new pedagogical approaches, which will help us to develop our own identity as educators (Pérez Ferra, 2022).

The concept of inclusion, rooted in the 1990s, aims to address diversity (Ainscow, 2009) and establish itself as an everyday reality in classrooms (Švarbová, 2017). The Organic Law on Education (LOMLOE), approved in 2019, replaces the Organic Law on the Improvement of Educational Quality (LOMCE) and seeks to implement inclusion effectively by addressing the educational needs of diverse students. Educators must cultivate a professional teaching identity, emphasizing critical reflective thinking and a commitment to pedagogical updates (Pérez Ferra, 2022).

The Ministry of Educational Development and Vocational Training of the Junta de Andalucía has implemented a Language Immersion Program in Bilingual Schools, emphasizing the importance of school institutions in educational research (Abreu Alvarado, 2018). These schools recognize Content Language Integrated Learning (CLIL) as a methodology that fosters the development of knowledge, culture, content, and communication (the 4Cs), aiming to achieve quality education, Pérez Cañado, (2016b).

For all these reasons, the principal aim of this Teaching Project Proposal is to evaluate the effectiveness and necessity of implementing the Integrated Language Curriculum (CLIL) in our classrooms from the point of view of inclusion and attention to diversity. Therefore, this project aims to develop a Teaching Project Proposal that effectively addresses diversity in bilingual schools through the practical implementation of CLIL principles.

1.2. Objectives.

1.2.1. Principal objective

The principal target of this Teaching Proposal Project is to develop a didactic proposal using the CLIL methodology as an inclusive measure to address diversity.

To achieve this, a theoretical framework is presented based on previous and relevant research that strongly supports the validation of CLIL as a pedagogical tool, that promotes the integration of curriculum content and language competences, thus fostering meaningful learning and active student participation, as well as communication skills (Pérez Cañado, 2016b).

1.2.2. Specific objectives:

In order to achieve these objectives, we are going to answer the questions that arise from the aforementioned proposed objectives, taking into account the theoretical framework.

First, in the next section, the CLIL program is analysed, highlighting its characteristics, advantages, and disadvantages. In addition, we summarize a concise overview of existing studies examining the implementation of Content and Language Integrated Learning (CLIL) in Europe, Spain, and Andalusia.

Subsequently, we address the concept of attention to diversity by proposing methodologies and teaching strategies aligned with the CLIL paradigm and which provide a suitable proposal for dealing with diversity in the classroom.

In section 3 a didactic proposal is presented following the guidelines of the CLIL methodology. The aim is to achieve educational quality through an innovative methodology which is considered not only appropriate but also advisable for catering for diversity. Finally, conclusions are drawn and recommendations for further research are given.

2. Theoretical Framework

2.1. What is CLIL?

According to various authors, CLIL (Content and Language Integrated Learning) can be defined from different perspectives:

Marsh (2002), defines CLIL as the integration of subject matter or components of subjects being taught through the medium of a foreign language. CLIL encompasses a dual emphasis on both content learning and the concurrent acquisition of a foreign language.

According to Dalton-Puffer (2007), Mehisto, Marsh, and Frigols (2008) and Wolff (2009), CLIL is a pedagogical approach that seamlessly integrates content instruction and language acquisition. This methodology provides students with valuable opportunities to develop both subject-specific knowledge and linguistic abilities at the same time. The aim of CLIL, in conclusion, is to cultivate students' communicative competence while enhancing their subject-specific knowledge and skills.

Coyle, Hood and Marsh (2010) suggest that CLIL involves the use of L2 as a vehicle of instruction for both content and language learning.. Therefore, CLIL promotes bilingual literacy and the acquisition of knowledge, skills, and comprehension in specific subjects.

Additionally, from another perspective, in accordance with Royal Decree 126/2014 and the Organic Law 15/01/2021, it is necessary to approach the teaching-learning process through the Universal Design for Learning (UDL), through Open Educational Resources (OER), which are clearly defined competence objectives, as well as through the development of a Personal Learning Environment (PLE).

These aspects are encompassed in the CLIL program, which incorporates the following approaches: Communicative and competence-based, focused on the progress of linguistic and multilingual communicative competence, Formative, Functional, within multicultural classrooms, and contextualizing, sociocultural and integrating, explicitly working on attention to diversity (Pérez, 2018).

Furthermore, in accordance with the methodological guidelines of the Order of 15 January 2021, on Attention to Diversity in Andalusia, it can be seen that CLIL is aligned with the recommended strategies for dealing with diversity, so that this methodology provides an excellent opportunity to promote attention to diversity in the classroom.

Based on these definitions, and by way of conclusion, Pérez Cañado (2018), validates CLIL as an integrative methodology that combines the teaching of content and foreign languages, obtaining positive results, and which improves cognitive development, linguistic and multilingual competence, and encourages the motivation of students to actively participate and take ownership of their learning. All of this leads us to present an analysis of the elements that make up this CLIL methodology, and the reasons that validate it as a program that improves the quality of learning and caters for the diversity of learners (Pérez (2018)).

2.1.1. What are the key elements of CLIL and how do these contribute to learning?

CLIL, as an innovative methodology, encompasses several essential elements that contribute to effective learning. These elements are emphasized by various authors in the field of CLIL, such as:

Language and Content Integration: CLIL integrates language learning with subject-specific content, promoting simultaneous development of nonlinguistic subject learning and language skills (Coyle, Hood, and Marsh, 2010).

Authentic Contextualization: CLIL connects language and content through authentic contexts and real-world situations, enhancing understanding and application of knowledge (Dalton-Puffer, 2007).

Cognitive Development: CLIL challenges students to think critically and engage in higher-order thinking, fostering cognitive growth and deepening understanding (Wolff, 2009).

Bilingualism and Biliteracy: CLIL aims to develop proficiency in both the target language and subject-specific language, promoting effective communication (Coyle, Hood, and Marsh, 2010).

Motivation and Engagement: CLIL creates an engaging learning environment by linking language learning to real-life situations and meaningful content, promoting intrinsic motivation and active participation (Pérez Cañado, 2015).

These elements of CLIL contribute to plurilingual competence and holistic student development. Implementing the CLIL program aligns with educational measures for diversity and fosters inclusive learning experiences. It involves the use of real materials and the development of the 4Cs (Pérez Cañado, M. L., & Marsh, D. (2018)), connecting curricular content to everyday contexts, promoting meaningful and inclusive learning. CLIL also facilitates cooperative strategies, improving interpersonal relationships and attention to diversity.

But like other methodologies, although CLIL has assets that make it a great educational methodology, it is also affected by some pitfalls, which we must consider, confront and try to solve. That is why we are going to identify these aspects, in order to seek an effective implementation of CLIL in our schools.

2.1.2. What are the current assets (advantages) and pitfalls (disadvantages) as well as potential challenges of the CLIL program?

2.1.2.1. The principal assets (advantages) of the CLIL program

According to Pérez Cañado, (2013), CLIL demonstrates numerous benefits, particularly for students. These benefits can be categorised into nine dimensions:

Linguistic: CLIL offers improved multilingual competence. According to authors such as Coyle and Marsh (2006), CLIL can result in a significant improvement of language skills in one or more foreign languages by providing opportunities for language use in authentic contexts.

Therefore, when designing a CLIL unit or activity, according to Cummins (2008) it is crucial to attend to a division of language into two models, BICS (basic interpersonal

communicative skills of everyday language) and CALP (cognitive academic language proficiency using academic vocabulary, phrases and texts), which allows for accurate oral and written expression.

On the other hand, Nation (2001) provides another classification, based on the contextualised use of language, into three types: general or everyday language, academic language, and technical and domain-specific vocabulary. It is therefore necessary to acquire linguistic competence, to achieve the ability to apply the language appropriately in all contexts and situations.

Pedagogical: According to Pavié, (2011), this is crucial in order to define the linguistic competences (multilingual and linguistic) to be developed and thus be able to establish the appropriate level of achievement of the different communicative skills (reading, listening, writing, speaking).

Content knowledge: According to Pérez Cañado (2013), the implementation of CLIL not only does not hinder the acquisition of knowledge or the development of L1, but also offers the opportunity to interact with the content of several subjects, both in L1 and L2, thus facilitating both quality content learning and the acquisition of plurilingual competence.

Learning: According to Pérez Cañado (2013), CLIL provides real contexts for meaningful learning.

Development of cognitive skills: According to Pérez-Cañado (2018), when learning academic content in a second language, higher order cognitive processes are developed.

Didactic: According to Pérez Cañado, in Unit I of the subject "What is CLIL", it is an innovative and validated pedagogical methodology.

Orectical/Volitional Dimension: According to Pérez Cañado (2018), CLIL, by setting a tangible objective, boosts motivation, commitment and effort to learn, thus improving learners' academic performance.

Social and Cultural Dimension: According to Pérez Cañado, M. L., & Marsh, D. (2018), CLIL is implemented for all students in the classroom, regardless of factors such as social class, economic status and culture, race, gender or level of language proficiency. Therefore, CLIL has a significant impact on the attention to diversity as it promotes inclusion and social egalitarianism.

Pragmatic dimensions: For Pérez Cañado, M. L., & Marsh, D. (2018). the dual approach effectively equips students for internationalisation and integration in a Global Society. According to Dalton-Puffer and Lorenzo (2014), there are people all over the world trying to learn foreign languages using bilingual programmes.

Having detailed the educational advantages, we now turn to the challenges of CLIL.

2.1.2.2. Pitfalls (disadvantages) as well as potential challenges of the CLIL program

Pavón, (2022-2023) in his second topic of the course entitled "Coordination and Organisation of CLIL Programmes", points out that the extensive research on CLIL reveals that the disadvantages that affect the CLIL programme and therefore determine the success or failure of its implementation may be, among others, the government administration, the curriculum, the schools, the teachers and the students, which are detailed below.

The CLIL teacher profile: According to Pavón, and Ellison, (2013), this teacher must have three essential characteristics: experience in the subject, mastery of the foreign language and application of appropriate methodological strategies.

In the absence of such training, many teachers involved are afraid and reluctant to implement CLIL. Therefore, a Teacher Training Plan is necessary, which, in order to be motivating, should not be carried out outside working hours or altruistically.

The Education Administration and Schools: The lack of resources, in terms of financial remuneration and time, is a major challenge for the implementation of CLIL in Andalusian schools. The aim is to establish a structure of teamwork and cooperation between Principals, bilingual coordinators and teachers of content, foreign languages and bilingualism (Pavón, 2014). In addition, the development of materials and tools is required, as well as an evaluation

system for students and the CLIL Programme itself, which, as Pérez Cañado, (2015) points out, must conform to the CLIL guidelines and be valid and reliable. Without resources, training and motivation, this is another major challenge for CLIL.

Students: For many learners, this new methodology can be frustrating, as not everyone has the same level of competence. Facing high-level cognitive challenges in poorly structured or unstructured situations can lead to fear and frustration. According to Smyth (2006), focusing on a particular foreign language with low proficiency learners, and requiring the development of high level cognitive activities, can be detrimental to the effective learning of curricular content in other subjects, leading to poor academic performance and even dropping out of school.

The implementation of CLIL, as an innovative methodology, requires, according to Bolivar, (2005), an adequate "didactic transposition", which, if not effective and according to Smyth, (2006), could lead to academic failure. According to Pavón, (2022-2023), the absence of tangible materials (textbooks) can disorientate students and families who lack genuine materials, negatively affecting the implementation of CLIL.

Consequently, according to Escarbajal Frutos, (2010), it is imperative to thoroughly evaluate and contemplate the integration of CLIL, recognising that "the varied requirements of different contexts have raised substantial questions about the pragmatic implementation of CLIL, taking into account social, cultural, economic and political factors" (Coyle 2013: 245).

Finally, as Pérez Cañado, (2018), points out, attention to the diversity arising from globalisation is one of the main difficulties to be faced in CLIL implementation.

But in order to promote the implementation of CLIL, we must know where we have come from, to see where we are and to be able to consider, through the knowledge we have acquired, where we want to go. This is why we are going to make a CLIL summary of the CLIL implementation process in Europe, Spain, and Andalusia.

2.1.3. How CLIL is implemented in Europe, Spain, and Andalusia?

2.1.3.1. Europe

The European Union, known for its linguistic diversity, has emphasized the cultivation of multilingual citizens. To this end, the concept of CLIL, emerged in 1994 and was first introduced in Finland in 1996 (Marsh, 2006). However, despite its inception, CLIL has finally been applied in only a few European countries (Eurydice, 2006-2023).

Merisuo Storm (2007) demonstrated in Finland that CLIL was a methodology that promoted a more positive attitude towards language learning. Jäppinen (2006) also found that CLIL implementation leads to greater cognitive development, better knowledge acquisition and greater mastery of language skills.

In conclusion, the CLIL Programme in Europe has experienced significant growth due to Globalisation and according to Pérez Cañado (2016), the diversity of approaches in those countries that have implemented CLIL (Coyle, 2007), have not affected the validation of CLIL as a methodology with very positive pedagogical results.

2.1.3.2. Spain

The process of implementing the current CLIL programme can be divided into different stages:

Initial stage (1990-2000): David Marsh and his team in 1994, were the pioneers who promoted and initiated CLIL implementation in Spain in a significant way, through pilot projects, thus laying the foundations of CLIL. In parallel, Frigols Martin, (2008), following his study in different countries, presented in 2010, the European Framework for CLIL Teacher Education, providing valuable guidance for the implementation of CLIL in Spain.

Expansion (2000-2010): CLIL in Spain experienced a boom. Bilingual programmes were established in several Autonomous Communities (monolingual and bilingual), with English as the predominant foreign language. Specific curricula were developed for CLIL programmes, outlining the learning objectives and the content likely to be taught in the foreign language

(Lasagabaster, 2006; Linares & Whittaker, 2006-2008). In addition, it highlighted the need for motivation and training of the teachers involved.

Those who carried out studies focusing on teacher training and curriculum planning were Muñoz (2001-2008) and Pérez-Vidal (2004-2009).

Finally, Pavón (2009-2010) raised awareness of teachers' concerns and uncertainties regarding CLIL implementation by proposing sound proposals for improving CLIL implementation.

Consolidation, (2011-2023): With great effort and dedication, specific curricula have been developed and further teacher training is being provided. In addition, continuous evaluation has been conducted to ensure the quality of CLIL implementation (Pérez Cañado, 2016).

Researchers such as Frigols, and Marsh, (2016). Laso, & Martínez Adrián, (Eds.). (2018), Pérez Cañado, (2015-2018), and Pavón, (2010-2018), among others, are the expert researchers who are making this possible.

2.1.3.3. Andalusia

According to Pérez Cañado, (2018), in unit 3, "How CLIL is being implemented in practice", belonging to the subject "What is CLIL" of this Master's Degree, the implementation of CLIL in Andalusia is very positive. Based on this analysis, together with the contribution of my own personal teaching experience in schools in this region, an exhaustive analysis of the implementation of CLIL from its origins to the present day in Andalusia is carried out.

According to Pérez Cañado (2018), this autonomous community, characterised as a monolingual community, has been struggling for decades for an effective implementation of the bilingual programme. In the last few years has been generated a boom with respect to the number of educational centres involved in this Project.

In this sense, the APPP (Andalusian Plan for the Promotion of Plurilingualism) has been the project which, firstly through Pilot Projects in 26 bilingual schools in Andalusia between 1998 and 2004 and subsequently in the stage known as the Second Modernisation of Andalusia (Junta de Andalucía 2005), has marked a turning point in the implementation of CLIL in our

community. Its approval was conditioned to the achievement of two main objectives to be fulfilled by the Junta de Andalucía (2005:25): to improve linguistic competences in native language (L1) and to promote the plurilingual competence (L2, L3) and pluricultural competence of the students of this community. It is on this basis that the implementation of CLIL methodology is promoted in Andalusia.

From 2005 to 2023, although with ups and downs, different Plurilingualism Programmes have been implemented in Andalusia, which has promoted an expansion of participating schools.

Andalusia currently has some 1390 bilingual schools. In fact, in 2006 it won the European Language Label Award for its contribution to multilingualism.

As asserted by Pérez Cañado (2018), this approach prioritizes communicative language teaching, the utilization of genuine materials, and the cultivation of lifelong learning. Moreover, it incorporates an integrated curriculum known as the English Language Portfolio (ELP) and relies on the Common European Framework of Reference for Languages (CEFR) to establish content guidelines and adapt evaluation criteria.

The Plan has 13 general objectives that include the introduction of L1 and L2, in Infant and Primary Education, and the increase in the timetable load dedicated to L1 and L2, among others. It also establishes actions associated with five main different Schools and Programs, as the pillars of the plan, that address different aspects, focused on improving education through CLIL, including attention to intercultural diversity, foreign language training for teachers working with immigrant pupils, linguistic adaptation for immigrant children and mixed schooling. Figure 2 below summarises the actions carried out by APPP programmes in a schematic way.

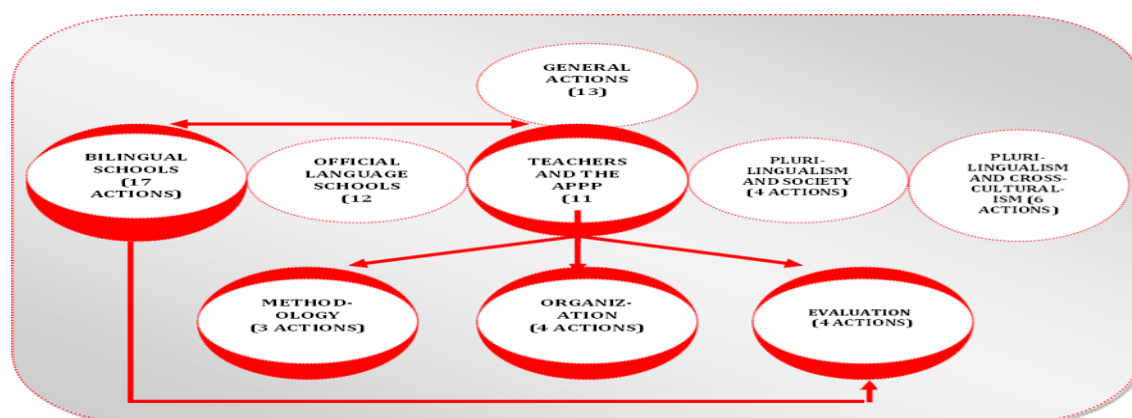


Fig. 2. Summary of the APPP programs and actions. Pérez Cañado, (2022-2023), in unit 3, "How CLIL is being implemented in practice", belonging to the subject "What is CLIL" of this Master's Degree

Furthermore, Pérez Cañado (2018) stresses that the application of CLIL in Andalusian bilingual centres is being carried out through the Strategic Plan for the Development of Languages in Andalusia (PEDLA).

The PEDLA, according to Pérez Cañado (2022-2023) establishes four principal targets: to enhance the communicative competence of students in Andalusia across multiple languages, elevate students' proficiency levels in at least one foreign language based on the CEFR standards, enhance language teaching methodologies, and increase the number of individuals attaining a C1 proficiency level.

The general objectives are further divided into six specific sub-targets., including the promotion of interculturality.

The programme is implemented through Regional Orders and Instructions, which set out the basic organisational principles and requirements for a school to be bilingual. It also distributes the different educational rolls and promotes a learner-centred methodology, the use of innovative teaching materials and assessment based on communicative competences.

Thanks to the extensive research and experience of researchers in the field, highlighted above in the section on the consolidation of CLIL in Spain and Andalusia, and the willingness of the Andalusian administration, PEDLA is currently being promoted in Andalusian schools participating in the Plan. The Education Inspectors have formed working groups to ensure that genuine CLIL materials reach Andalusian classrooms in a practical way. All this is gradually leading to CLIL implementation becoming more plausible and real, although challenges remain.

Based on this evolution of CLIL in Andalusia, and as a collateral effect of Globalisation, the present Project focuses on analysing what Attention to Diversity is and how to address it

through CLIL. In order to understand these statements, let us first carry out a detailed analysis of what is considered educational diversity.

2.2. The ways in which students can be diverse.

Firstly, attention to educational diversity, according to Jiménez and Vila (1999: 199), is an active and vast procedure of knowledge generation through the interaction between learners with different principles, ideologies, appreciations, motivations, cognitive capacities and ways of assimilating contents, among others.

UNESCO (2006), article 4.1 of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, states that "Attention to Diversity" refers to the various forms of cultural expression and transmission within and between societies. It is manifested through the cultural heritage of humanity and a wide range of forms of artistic manifestation.

Furthermore, the current Organic Law on Education (LOMLOE, 2019) directs us through a teaching and learning process that seeks, among other key competences, plurilingual competence and emphasizes that catering for diversity is essential to the educational practice, as it provides all pupils with an appropriate and quality education.

Finally, according to the instructions of 6 October 2021, issued by the Directorate General for Attention to Diversity, a plan for attention to diversity encompasses measures, strategies, and methodologies which, as reasoned in this Project, converge with the CLIL program, as a recommended methodology for dealing with educational diversity. To identify the ways in which students may be diverse, we can consider several aspects:

Cultural diversity: students may come from different cultural backgrounds, including different ethnicities, languages, religions, and traditions. According to Aguado, T. et al. (2003), intercultural education promotes educational excellence through cultural enrichment and development, encouraging the coexistence of different cultures in the classroom.

Linguistic diversity: students may speak different languages or dialects, including those who are bilingual, multilingual or plurilingual. The coexistence of approximately 10,000

languages in use reflects the linguistic diversity of the planet (Crystal, 2000; Hagège, 2000). However, globalization threatens the survival of many languages (Calvet, 2002).

Socio-economic segregation: according to Rubia (2013), this involves the division of students according to their social origin, which is influenced by personal and family background, the neighborhood in which they live or the school where they study.

Bernal Guerrero et al. (2005) point out that public schools cater to the upper middle and upper classes, charter schools cater predominantly to the middle-class population and public schools, on the other hand, exhibit a spectrum of greater attention to diversity (Bernal Guerrero et al., 2005).

For his part, Pierre Merle (2012) comments that these factors generate experiences, which determine personal identity. Consequently, higher socio-economic levels have advantages over lower socio-economic levels in terms of preparation and connections within the entrepreneurial world, which is largely responsible for their success.

Sexual and gender diversity for Dweck (2006) is rooted in stereotypes and a fixed mindset, which lead to a gender gap in certain subjects such as science and mathematics. Halpern (2012) points out that cognitive differences do not define different learning styles. Coleman (2007) discusses barriers to leadership positions for women. Today, gender diversity, although less pronounced, is still a problem to be solved in many contexts.

Physical and neurodiversity: For the WHO, functional diversity implies bodily limitations to perform everyday actions.

For Piaget, (1966) there are different cognitive stages in a child's life that differ not only in the amount of information acquired but also in the understanding quality. This diversity generates Special Educational Needs (SEN) that require adaptations.

Pérez Cañado (2012, 2016) and Sotoca and Muñoz (2015) found that CLIL provides learners from different socio-economic backgrounds with the skills and learning that lead to competence. CLIL could therefore be considered the pedagogical solution needed to address diversity. This is why we are going to analyze what guidelines the Law establishes in this respect

2.2.1. Measures to care for attention to diversity in legislation.

The LOMLOE (Organic Law 3/2020, of 29 December, which modifies Organic Law 2/2006, of 3 May, on Education) in its article 20 bis focuses on the support and monitoring to the individual differences of pupils and in its articles 74 and 75, specifically addresses the need to attend to SEN and attention to diversity, determining the legislative framework that guarantees attention to these educational needs. From this, we can see that LOMLOE highlights attention to diversity as a fundamental principle that should govern all basic education.

In Andalusia, Article 48 of Law 17/2007 (LEA) grants autonomy to schools to adopt measures to cater for diversity. In fact, in its articles 38 and 46, it deals with the general framework of attention to student diversity, highlighting the importance of the development of basic competences and active and cooperative methodologies, which, among other issues, address student diversity.

Finally, it was the Instructions of 8 March 2017, modified by the Instructions of 8 March 2021, on attention to diversity, which laid the foundations for the need for methodological innovation to achieve educational inclusion and Attention to Diversity. They promoted the implementation of measures, strategies and methodologies such as the Development of Preventive Programmes, through active and integrative methodologies that converge in the CLIL Paradigm, and which are detailed below.

2.2.2. Active and integrative methodologies to cater to diversity.

Having examined some ways in which students can be diverse and how diversity is accounted for in legislation, in this section, different active and integrative methodologies which can be used to help cater to diversity are discussed.

2.2.2.1. Project based learning (PBL)

Barrows (2022) defines PBL as an instructional approach that revolves around work-projects, empowering students to actively generate and construct their own new knowledge.

Prieto, L. (2007-2008) considers PBL to be an effective and flexible Cooperative Learning strategy which, based on the activities actively carried out by students, can improve the quality of their learning.

Sánchez, (2013: 1), indicates that PBL is a methodology that starts with the posing of a problem or a question, which is solved by carrying out different exercises, activities and tasks. It involves the construction of an autonomous learning process, with the guidance of the teacher, which must conclude with the presentation of a final product to the rest of the students.

To Trujillo (2015), there are several fundamental elements in a PBL: the established learning objectives, the group of students (contextualisation), the enquiry through questions and answers, and the guiding question that serves as a thread to the elaboration of the final product.

To achieve all this, certain methodologies and methodological tools are available, as detailed below.

2.2.2.2. The Multilevel Teaching approach of the Universal Design of Learning (UDL)

According to the National Institute of Educational Technologies and Teacher Training, the multilevel SAD approach is a pedagogical strategy (not a methodology) that is inclusive and attentive to diversity, as it caters for all learners in the performance of everyday classroom activities, regardless of their background or level of competence.

For Tomlinson (1999) and Collicot (1991), multilevel tasks are activities that allow all learners to progress at the same time, within their individual abilities. This strategy is based on principles of individualisation, flexibility, inclusion, and attention to diversity that free teachers from individual adaptations and the use of a single teaching style. Furthermore, it allows students to choose personalised paths to learning and demonstrate understanding, using gamification and cooperative organisation to maintain their motivation. It aims to keep the idea of growth alive, where all students can see and feel their progress.

The multi-level activities are organised and structured along the lines of Bloom's Taxonomy, Universal Design for Learning (UDL) and Personalisation of Learning (PL).

2.2.2.3. The taxonomy of Bloom

Benjamin Bloom, in 1948, directed, in Chicago, a research team that aimed to develop an educational method focused on the assessment of the developmental achievement of students' cognitive, affective and psychomotor aspects. In 1956, they materialised this educational theory coined as "Bloom's Taxonomy".

Bloom's Taxonomy focuses on achieving the educational goals that educators want students to attain. It is structured in a hierarchical way, from the programming of low-level cognitive activities to the achievement of high-level cognitive tasks, arriving at assessment and creation as the pinnacle to be reached.

What are the educational objectives or steppingstones? Figures 3 and 4 below show graphically the evolutionary process of the cognitive processes set out in Bloom's Taxonomy.

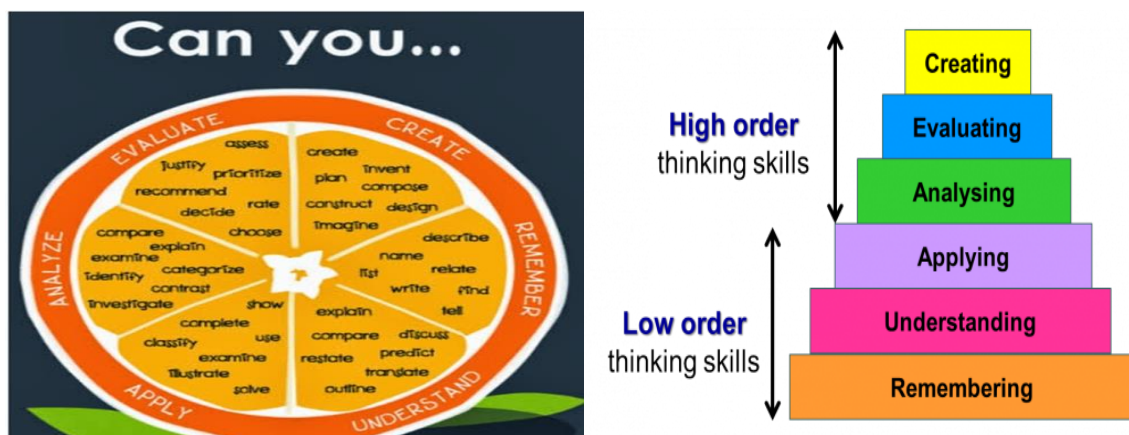


Fig- 3. Blooming Orange: Bloom's Taxonomy Helpful Verbs Poster. Fig. 4. Taxonomy of Bloom. Retrieved from: <https://wsparrowicteducation.files.wordpress.com/2013/10/2d6c9-bloomsorange.jpg> and <https://mihijohablaingles.com/tag/taxonomia-de-bloom>

As the previous figures show, we now turn to an analysis of what each cognitive stage entails:

1. Remembering: Retrieving and repeating previously learned information.
2. Comprehension: Assimilating acquired knowledge, making connections with other knowledge and deducing implications.

3. Applying: Putting theoretical knowledge into practice in order to solve problem situations.

4. Analyse: Breaking down and structuring a concept in terms of its parts.

5. Creation: Creating something original, based on previously acquired knowledge and skills.

6. Evaluate: To estimate and evaluate objectively, the degree of achievement of the previously proposed objectives.

This cognitive process is focused on the development of intelligence, but what do we understand as such?

2.2.2.4. Multiple intelligences of Gardner.

Understanding what intelligence is as such is complicated, but Howard Gardner defined intelligence in 1993, as the capacity to resolve challenges and questions, as well as the ability to generate new creations, based on different types of knowledge areas. Furthermore, intelligence, depending on the approach taken, is fragmented into different intelligences. The multiple intelligences proposed by Gardner are:

Linguistic-verbal intelligence: Ability to use words effectively and practically.

Logical-mathematical intelligence: Ability to analyse and solve mathematical questions.

Spatial intelligence: ability to appreciate and understand the representation of visual and spatial images.

Musical intelligence: Capacity to appreciate, distinguish, interpret and perform musical forms.

Physical-kinaesthetic intelligence: Capacity to use our body as a means of expression.

Intrapersonal intelligence allows us to introspect, i.e. to understand and control one's inner realm.

Interpersonal intelligence: Capability to understand feelings and to decipher the signals and gestures emitted by other people, in order to act accordingly and therefore appropriately in any social context..

Naturalistic intelligence: Capacity to distinguish, classify elements and living beings in nature.

But how can we develop these intelligences? There are methods that promote their development, seeking the achievement of meaning learning, through pedagogical approaches such as Scaffolding, Interdisciplinary learning and Neuroeducation, which are detailed below.

2.2.2.5. Meaning knowledge of Ausubel

Ausubel's (1963) theory of meaningful learning is a methodology that seeks meaningful learning. This learning is produced when pre-existing knowledge gives meaning to the new information to which the learners are exposed, thus obtaining meaningful learning. This is how students' cognitive development takes place. Therefore, it is the opposite of rote learning methodology and emphasizes understanding and long-term retention.

For Ausubel (1963) the goal is to promote deep understanding, and the development of students' rationality and problem-solving skills. The results of meaningful learning include a better understanding of concepts, long-term retention of knowledge and the ability to put the acquired knowledge into practice in order to solve challenges that may arise later on. Furthermore, it promotes the development of cognitive flexibility and creative ability in students.

In this line, Vygotsky, L. S. (1978). addresses the idea that students' meaningful learning and therefore their development are influenced by the socio-cultural contexts in which they grow and develop.. He argues that learning occurs through interaction with others and with the context.

Dewey (1938) stresses the importance of experience and connection with real life in learning. He advocates active learning, through experimentation and practical problem solving.

For Dewey (1938), the achievement of meaningful learning, according to the Project Theory, must start from a question that awakens the curiosity and interest of the students. This question must be contextualized with elements of their daily life so that it is understandable and meaningful to them and be based on previous knowledge assimilated by the students, so that they can assimilate new content related to the previous ones and acquire the ability to solve the question posed. This is the function of meaningful learning. Moreover, this is the methodology used by IPL and CLIL methodology.

2.2.2.6. Scaffolding

Bruner, J. (1960), was the originator of the "Scaffolding" approach to teaching in his work "The Process of Education", considered a 20th century educational classic. In it, Bruner argues that education and curricula should be designed to foster intuitive understanding. He proposes the implementation of a "spiral curriculum", in which concepts are initially presented in a basic way and gradually deepen in complexity as students progress in their learning. It also suggests that the same topic is presented from different perspectives and approaches. This allows students multiple opportunities to understand a concept, building stronger connections. It seeks to engage students in the active construction of their own learning. By using different perspectives and approaches, it is an excellent method of catering for diversity.

2.2.2.7. Interdisciplinary learning

Although Dewey (1938) and Piaget, J. (1952-1973) did not specifically use the term "interdisciplinary learning", they can be considered its precursors because of their ideas on the holistic approach to learning and the practical and experiential concept of learning.

Similarly, Bruner, J. (1960-1996) emphasised the importance of the structuring of knowledge in learning. He advocated for an educative perspective that encourages the interconnection of diverse fields of study and the use of different forms of knowledge representation, which is in line with the interdisciplinary approach.

It should be noted, however, that this interdisciplinary educational approach has evolved over time, and therefore its implementation may vary and become more flexible, depending on the context and the educators involved.

2.2.2.8. Neuroeducation

The term "neuroeducation" was first coined by neuroscientist James Zull in 2002, to describe the convergence between neuroscience and education. His aim was to decipher the way the brain acts and reacts, in order to improve teaching methods through emotions Learning through well-being and happiness.

But if we ignore the term itself, the 'official father' of neuroeducation is Gerhard Preiss, who in 1988 proposed the creation of a new subject combining brain research and pedagogy, which he called "Neurodidactics", to improve the teaching and learning process.

Fisher, (2009). conducted research on cognitive development and neuroscience in education. His research may have influenced innovative educational methodologies aimed at quality education.

Recently, Mary Helen Immordino-Yang, (2023), reflects on the relevance of motivation, through the development of different sensations and feelings. She also points out that social factors, such as good or bad relationships with peers and the desire for acceptance, affect students' learning. He comments that both social relationships and experience, in these stages of growth and development, mark, to a great extent, the formation of a certain personality. In this sense, the relevance of an efficient contextualization and awareness of social interactions when designing safe and effective educational environments stands out. In this context, Neuroeducation can be understood, therefore, as an excellent approach to diversity.

2.3. Summary

As this Teaching Proposal Project begins by reminding us, we must develop our teaching identity through an updating of methodological innovation, both at a theoretical and practical level (Pérez Ferra, 2022). As discussed in this section, to cope with the diversity that is present

in our classrooms, we can use a variety of techniques, such as Project Based Learning (PBL), the multilevel teaching approach of Universal Design for Learning (UDL), Bloom's Taxonomy, Gardner's Multiple Intelligences, Ausubel's Knowledge of Meaning, Scaffolding and Interdisciplinary Learning, which are also part of the CLIL approach.

All these theories, methodologies and didactic tools, combined and supported by the application of Neuroeducation, form part of an innovative educational Paradigm, whose ultimate goal is the integral development of students, in order to create competent citizens for the Society of the Future through inclusion and attention to diversity.

Once the theoretical framework has been determined, the starting point for the elaboration of our implementation must be based on the knowledge and contextualization of our group of students (both as a whole and individually). Once we have determined the educational needs demanded by the group of students, we must consider which methodology or pedagogical tools can successfully address these educational needs in order to seek quality teaching and educational success for the students. Likewise, we must be clear about the starting point, the previous knowledge already acquired, in order to design in a coherent and bridged way, a didactic proposal that is capable of achieving the assimilation of new contents, in a meaningful and therefore motivating way.

The following section presents a didactic proposal for a specific group of students. This group, which is in the 2nd grade of Primary Education, is made up of 24 pupils, with a high demand for attention to diversity. We must be aware of the educational challenge that this entails. Therefore, based on the legislation and the fact that the school where these students are enrolled is one of the schools involved in the development and implementation of the CLIL Program in Andalusia. Our aim is to determine the validity of this program in different context. For this purpose, we have designed a Work-Project, following the CLIL guidelines, to check whether, by applying this methodology, positive results can be obtained, in a group with a high demand for attention to diversity.

The following section presents a teaching proposal designed through CLIL in order to cater for diversity.

3. DIDACTIC PROPOUSAL

In this section, a didactic proposal is presented. The Didactic Proposal is a Work-Project entitled “The Weather” and is addressed to a class of 24 pupils, enrolled in the 2nd course of Primary Education in a bilingual school in Jaén. This Work-Project, incorporates content from social and natural sciences. In addition to furthering students’ content knowledge, and in line with CLIL methodology, the unit aims to develop students’ linguistic abilities in L2 and L1. A further objective is to develop the students’ artistic ability.

3.1. Justification

As we have mentioned, this Work-Project has been developed around the theme related to "The Weather", and how it affects certain aspects of our daily lives. How it has been elaborated and applied in the current academic year 2022/2023 for a 2nd course of Primary Education, the legislation that has been followed has been LOMCE, as established by the law for the current year in peer groups.

Its main aim is to know what meteorological weather is. The curricular concepts will be taken from the areas of L2 and Social Sciences. Secondary objectives are to establish the relationships that weather has with aspects such as Climate, Clothes, Food, Social Relationships, Water Cycle problems and the impact of Global Warming and Climate Change.

In this Work-Project, students will learn about the weather.

To do so, we are going to use bilingual curricular contents from non-language areas:

Social Sciences: They will study the difference between weather and Climate. They will learn to describe different weather conditions and what their symbols are. They will study the implications of weather and climate in many of our daily activities.

They will look at water pollution and its effects on the water cycle and the environment. They will be able to name the cardinal points: north and south, east, and west. Finally, they will study a weather map and its symbols.

Natural Sciences: They will learn what types of crops are predominant in the context in which they live. They will be given the keys to a healthy diet, as well as other measures to maintain good health.

Arts: They will learn to structure the contents through groupings, shapes, textures, and colours in order to create creative compositions: Lapbook. They will also learn parts of Vivaldi's Four Seasons.

All of this will be taught and integrated through the language areas: L1 and L2:

L1: They will learn the type of word that is the verb in Spanish, as well as its relationship with the different personal pronouns. To do this, we will study verbs related to the curricular content mentioned above.

They will learn the rules of use of narrative and expository texts, using vocabulary specific to the contents of Social Sciences and Natural Sciences that we are going to teach.

L2: They will learn about the Weather, the cardinal points and the symbols that correspond to these subjects using the vocabulary and grammatical structures, specific to the subjects in question, and adapted to the cognitive development of 2nd grade of Primary Education.

To do this, they will learn the present simple (with their respective personal forms) of the same verbs we have worked on in L1, (CALP).

Then, they will be given examples and notions to develop sentences and short narrative and expository texts. In this sense, both BISC and CALP terminology will be worked on.

In addition, we will show you the implications that time has on aspects of everyday life: Clothes, Food, Social Relationships, Sports, Housing, Water Cycle problems (contents they have previously acquired) and the impact of Global Warming and Climate Change, are having on the extreme weather changes we are experiencing at the moment.

3.2. Contextualization.

Group of 24 students enrolled in 2nd P.E. at C.E.I.P.. "XXXXXXXXXX XXXXXXXXXX" in Jaén, located next to the Gran Eje. The pupils are very heterogeneous (14 girls and 10 boys): "XXX": with high abilities, "XXX": with dual speciality: High abilities and Asperger's, "XXX": girl with moderate autism, "XXX": boy autistic, "XXX": Moroccan boy who has not yet mastered L1, "XXX": girl with Specific Language Disorder (SLD), , "XXX" and "XXX": 2 pupils who do not master writing and numbering because they come from other educational systems, "XXX", "XXX", "XXX", "XXX": 4 repeating pupils, 2 twin brothers adopted from Russia, 4 Moroccans, 2 Cubans, and 3 pupils from Jaén.

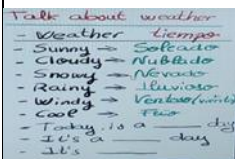
Due to their different nationalities and competence levels, this is a very diverse group. There is no absenteeism or relational problems. This school, is located in an area close to one of Jaén's hospital. The neighbourhood is composed of working families and many immigrants with a medium-low socio-economic level.

2ª E.P.		TITLE: "THE WEATHER"			
SJECTS	L1	L2	SS	NS	ARTS
OBJECTIVES	- Use L1 appropriately as a means of expression, communication and relationship. - Learn what a verb is and relate it with personal pronouns. - Develop narrative and exposure texts	- Talk about the weather using the specific vocabulary (CALP) and the appropriate structures to be able to present said section of the news (BISC and CALP) - Learn the present simple of the verbs: "TO BE" "TO DO" "TO HAVE" "TO CAN" "TO LIKE", relate them with personal pronouns.	- Learn what weather is and describe it with its - Study a weather map and its symbols and how to describe weather conditions - Relate meteorological weather to: Leisure, Social relationship, Clothes, Food, Sports, Housing, etc. - Discover how Climate Change is affecting meteorology, taking responsibility for the care of the planet. - Learn what Mass media is: The Weather section.	- Learn how weather and climate affect the interaction process of people, animals, and plants. - Learn how weather affects crops. - Identify the type of healthy food consumed according to the climate, here in Andalucía.	- Develop self-confidence with own artistic production and respect for non-own ones. - Learn to manipulate and structure materials, colours, and shapes to create an aesthetic composition of the contents (Lapbook) - Learn about Vivaldi's four seasons.

UNITS	U8: Our Planet. A Treasure. The verb.	U8: Weather.	U4: The Weather, the Climate and the water.	U2: Staying Healthy: Weather and its effects on living things.	U1: Educación Audiovisual
EVALUATION CRITERIA	1.1.4. Can use language appropriately for different purposes (academic/CALP, social and playful/BISC) and contexts. 1.6.6. Reads and interprets maps. 1.7.1. Plans and writes texts according to given instructions. 1.8.6. Conjugates and uses the tenses and personal forms of verbs correctly.	1.1.1. Understands and communicates in familiar and simple interactions. 1.1.4. Understands the general meaning, the specific vocabulary and expressions and structures appropriate to their level. 1.2.1. Reproduces the vocabulary and expressions of the expressions taught through examples and classroom interaction. 1.2.2. Makes short and simple presentations, previously prepared and rehearsed. 1.4.6. Uses audiovisual resources to reinforce the knowledge acquired.	1.1.1. Searches for relevant information, reflects on and communicates conclusions (orally and/or in writing), with appropriate terminology and using information and communication technologies. 1.2.1. Performs tasks with autonomy. Presents orally, confidently and critically, neat, clear and clean work, using CALP vocabulary. 1.3.2 Values cooperation and develops attitudes of cooperation and teamwork, with respect and tolerance. 1.4.1. Acquires basic notions of spatial orientation on a map and the cardinal directions. 1.5.1. Differentiates observable atmospheric phenomena: sky, air, wind, rain, snow, and describes and relates them with symbols. 1.5.2. Knows how humans can avoid pollution.	1.1.2. Performs tasks with autonomy, expressing significant results orally. 1.1.3. Develops individual and cooperative work using appropriate materials, with respect and tolerance. 1.2.2. Associates balanced nutrition, physical exercise and rest with health and well-being. 1.2.3. Identifies living beings (animals and plants), from different environments. 1.3.2. Values the importance of water and respect for the environment, for life in ecosystems. 1.4.2. Demonstrates a commitment to respect for living beings.	1.10.1. Makes a plastic work with different material 1.13.1. Takes care of the material and respects all creations and established rules.

KEY COMP.	1 Competence in Linguistic Communication. (LCC) 2 Competence in Mathematics, Science and Technology. (MCTC) 3 Digital Competence (DC). 4 Learning to Learn. (LTL) 5 Social and Civic Competences. (CSYC) 6 Sense of Initiative and Entrepreneurship. (SIEP) 7 Cultural Awareness and Expression. (CEC)				
SKILLS	Reading, Writing, Listening, Speaking Understanding.	Reading, Writing, Listening, Speaking Understanding	Relating socially Communicating Critical Thinking Entrepreneurship	Observing Exploring, Analysing Collecting	Observing Creating Developing Respecting
	Division into word types with different uses.	Clothes, food and basic verbs. The days of the week. Game " I Spy, I Spy ".	The water cycle, The seasons, The Cardinal points. The relevance of water in the environment.	Photosynthesis. Types of foods. Food pyramid.	Creations with different techniques

The present tense of verbs (and its 3 conjugations, 1st-ar/2nd-er/3rd-ir () :
TO LIKE: 1st
TO BE: 1st/2nd
TO DO: 2nd
TO HAVE: 2nd
TO CAN: 2nd
TO LIVE: 3rd
Related it with the personal pronouns
Exposure and Narrations Tests

The weather:
Language:

Contents:
Do you like....days?
Songs, Videos and Stories about Weather.
Describing likes and dislikes for different weather types.
Working in pair and groups. Learning to make friends and share.

describing likes and dislikes for different weather types
working in pairs and groups
learning to make friends and share
using previous knowledge
using art and craft
following instructions
asking and answering
logical thinking: deducing information from pictures and text
critical thinking: identifying and comparing
predicting the outcome of a story
reflecting on learning and self-evaluation
personalisation of language learnt

-Verbs:
-Present Simple:
TO BE
TO DO
TO HAVE
TO LIKE
TO CAN
TO LIVE

The Weather and Climate:

What is the weather like today? It is ____
Answers will vary.
The weather can change each day. It changes depending on the place, time and season.
Clouds form in the atmosphere.
Precipitation falls to the ground as rain, snow or hail.
Temperature is how hot or cold it is.
The amount of water vapor in the air is called humidity.
Wind is air that moves from one place to another.
At night, it is colder than during the day.

The Weather symbols:

Listen and play: Note the instructions.
1st listening: 1st listening: 2nd listening: 2nd listening:
1st listening: 1st listening: 2nd listening: 2nd listening:
1st listening: 1st listening: 2nd listening: 2nd listening:

The temperature:

Match the temperatures to the seasons.
1st listening: 1st listening: 2nd listening: 2nd listening:
1st listening: 1st listening: 2nd listening: 2nd listening:
1st listening: 1st listening: 2nd listening: 2nd listening:
Answer the questions about the graph.
1st listening: 1st listening: 2nd listening: 2nd listening:
1st listening: 1st listening: 2nd listening: 2nd listening:
1st listening: 1st listening: 2nd listening: 2nd listening:

Map on which they should depict the elements they will be asked to represent for the final task:



The water pollution:

Pollution is in the air, water and soil. It damages living things. We can't always see pollution.

Sometimes it doesn't rain for a long time. This is called a drought. Farmers can't water their crops. The crops die.

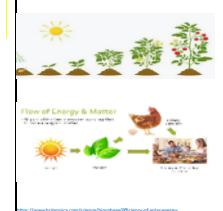
Anaya. Brilliant Ideas

The Weather and the interaction

A healthy diet:

A healthy diet
Other healthy foods do you eat?
To stay healthy, we need to eat a variety of food.
1. Eat lots of vegetables and fruit. They help fight illness.
2. Eat lots of grains, like potatoes, eggs and meat for protein.
3. Don't eat too much sugar. It can lead to obesity. They give us energy.

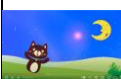
Learn how weather affects crops.



Identify the type of food consumed according our the climate.

Food treasure
1st listening: 1st listening: 2nd listening: 2nd listening:
1st listening: 1st listening: 2nd listening: 2nd listening:
1st listening: 1st listening: 2nd listening: 2nd listening:
1st listening: 1st listening: 2nd listening: 2nd listening:
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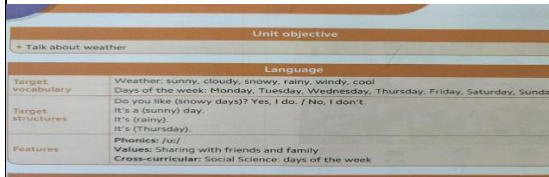
Works typical of a Lapbook:
WORK OF CARDS IN GEOMETRIC FIGURES and mini notebooks with thematic forms.
Vivaldi's four seasons for Kids:



<https://www.youtube.com/watch?v=uZD6V1QHgcc>

TEXTS TYPES	NARRATIVE, EXPOSITORY and ARGUMENTATIVE: To this end, they have been given brief and clear guidelines on the steps for its correct elaboration.	
TEMPORALIZATION	 My own timetable	This Work-Project will be developed during the second Trimester :15 May and 27 May. The Sessions used, will be approximately 23: L1: Thursday, 3rd session (2) =2 L2: Monday, 3rd session (2), Tuesday, 4th session (2), Wednesday, 6th session (2) and Friday 4th and 5th sessions (3)=9 Social Sciences and Natural Sciences: Monday, 1st session (2), Wednesday, 5th session (2) and Friday, 1st, 2nd and 3rd sessions (6) =10 Arts: Friday, 6th session (2) = 2
METHODOLOGY	-CLIL: Work-Project: The aim is to integrate the learning of curricular contents of non-language subjects with language teaching (L1 and L2) . - Students groupings: -Individual work -6 groups composed by 4 students. -Large group. -Spaces: Classroom and their own house. Resources: -Multimedia: Pc and Digital whiteboard -Textual: Activity book, Worksheets, Games, Didactic games, Didactic cards/sheets...etc.	The implemented CLIL methodology integrates various approaches and didactic tools to promote inclusion and diversity. Drawing from the theoretical framework, it incorporates the Theory of Project Work, Multilevel Teaching, Bloom's Taxonomy, Gardner's Theory of Multiple Intelligences, Scaffolding, Meaning Learning, Interdisciplinary Learning, and Neuroeducation. The primary objective is to generate a Final Product, facilitating the development of essential skills through exercises and tasks. This comprehensive approach strives to foster critical thinking, creativity, and plurilingual competence. Neuroeducation principles, such as gamification and artistic activities, are employed to elicit emotions and enhance the learning process. Continuous assessment is carried out through tasks, tests, and evaluation of the final product. As Magro (2005) said, "learning does not require exams".

ASSESSMENT	At student level: Continuous, Formative and Co-evaluation.to assess the degree of fulfillment of the proposed objectives. Lapbook evaluation. Assessment rubric: <table border="1"> <thead> <tr> <th>CRITERIA</th><th>LEVEL 1</th><th>LEVEL 2</th><th>LEVEL 3</th><th>LEVEL 4</th><th>LEVEL 5</th></tr> </thead> <tbody> <tr> <td>VOCABULARY AND EXPRESSION (CALP)</td><td>Uses all the vocabulary of the Unit clearly, precisely, and coherently.</td><td></td><td></td><td></td><td></td></tr> <tr> <td>RELEVANT INFORMATION (CONTENTS)</td><td>They present a portfolio with a complete and relevant compilation of information and data that we have seen in the Unit, and in links (provided to class).</td><td></td><td></td><td></td><td></td></tr> <tr> <td>REFERENCES EXAMPLES</td><td>They use precise examples and references that corroborate his intervention.</td><td></td><td></td><td></td><td></td></tr> <tr> <td>EXPOSITION (STRUCTURE AND ORGANIZATION)</td><td>They present the information in a clear and structured way.</td><td></td><td></td><td></td><td></td></tr> <tr> <td>COUNTER-ARGUMENTS</td><td>Refute the arguments presented in a logical manner and demonstrate them by means of real examples.</td><td></td><td></td><td></td><td></td></tr> <tr> <td>CRITICAL APPRAISAL</td><td>They exhibit critical thinking in their manifestations.</td><td></td><td></td><td></td><td></td></tr> <tr> <td>RESPECTFUL ATTITUDE/ TURN TO BE TOLERANT OF OPINIONS AND PEERS.</td><td>They respect the floor and to be tolerant of opinions and peers.</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> Rubrics of my own elaboration Co-evaluation: Assessment of the presentation of "The weather" section EVALUATION TARGET (COLOUR DEPENDING ON YOUR LEVEL) Rubrics of my own elaboration At the level of the teaching staff and the validity of the Work-Project: Self-assessment: Rubrics of my own elaboration	CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	VOCABULARY AND EXPRESSION (CALP)	Uses all the vocabulary of the Unit clearly, precisely, and coherently.					RELEVANT INFORMATION (CONTENTS)	They present a portfolio with a complete and relevant compilation of information and data that we have seen in the Unit, and in links (provided to class).					REFERENCES EXAMPLES	They use precise examples and references that corroborate his intervention.					EXPOSITION (STRUCTURE AND ORGANIZATION)	They present the information in a clear and structured way.					COUNTER-ARGUMENTS	Refute the arguments presented in a logical manner and demonstrate them by means of real examples.					CRITICAL APPRAISAL	They exhibit critical thinking in their manifestations.					RESPECTFUL ATTITUDE/ TURN TO BE TOLERANT OF OPINIONS AND PEERS.	They respect the floor and to be tolerant of opinions and peers.					In order to discover the level of acquisition of the 4Cs, the following assessment tools will be used: Observation, checklists, assessment scales, Assessment Objective Rubrics. The aim is to measure the level of proficiency achieved in L1 and L2 skills, at BISC and CALP vocabulary level. In addition, the level of acquisition of content in the non-linguistic subjects covered will also be assessed. Rubrics of my own elaboration For the overall evaluation of the Project, I will use the following rubric: FINAL ASSIGNMENT ASSESSMENT GRID Name: _____ <table border="1"> <thead> <tr> <th>CRITERIA</th><th>COMMENTS</th></tr> </thead> <tbody> <tr> <td>STRUCTURE AND ORGANIZATION (Score: /2 points)</td><td></td></tr> <tr> <td>EXPRESSION (Score: /2 points)</td><td></td></tr> <tr> <td>CONTENT (Score: /2 points)</td><td></td></tr> <tr> <td>CRITICAL APPRAISAL (Score: /2 points)</td><td></td></tr> <tr> <td>ACADEMIC REGISTER (Score: /2 points)</td><td></td></tr> </tbody> </table> FINAL GRADE: /10 // /2	CRITERIA	COMMENTS	STRUCTURE AND ORGANIZATION (Score: /2 points)		EXPRESSION (Score: /2 points)		CONTENT (Score: /2 points)		CRITICAL APPRAISAL (Score: /2 points)		ACADEMIC REGISTER (Score: /2 points)	
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VOCABULARY AND EXPRESSION (CALP)	Uses all the vocabulary of the Unit clearly, precisely, and coherently.																																																													
RELEVANT INFORMATION (CONTENTS)	They present a portfolio with a complete and relevant compilation of information and data that we have seen in the Unit, and in links (provided to class).																																																													
REFERENCES EXAMPLES	They use precise examples and references that corroborate his intervention.																																																													
EXPOSITION (STRUCTURE AND ORGANIZATION)	They present the information in a clear and structured way.																																																													
COUNTER-ARGUMENTS	Refute the arguments presented in a logical manner and demonstrate them by means of real examples.																																																													
CRITICAL APPRAISAL	They exhibit critical thinking in their manifestations.																																																													
RESPECTFUL ATTITUDE/ TURN TO BE TOLERANT OF OPINIONS AND PEERS.	They respect the floor and to be tolerant of opinions and peers.																																																													
CRITERIA	COMMENTS																																																													
STRUCTURE AND ORGANIZATION (Score: /2 points)																																																														
EXPRESSION (Score: /2 points)																																																														
CONTENT (Score: /2 points)																																																														
CRITICAL APPRAISAL (Score: /2 points)																																																														
ACADEMIC REGISTER (Score: /2 points)																																																														
MATERIALS AND RESOURCES	Materials: Textbook, presentations, cards, school supplies...), links, apps, digital resources, and composition of own materials.																																																													
MEASURES TO CATER FOR DIVERSITY	Use of a Work-Project, based on CLIL methodology, which according to the legislation in force for the academic year 2022/2023, in even years (LOMCE), Royal Decree 126/2014 and Organic Law 15/01/2021, and all the educational approaches it covers, is validated as an inclusive measure and attention to diversity (as has been exposed in the argumentation made in the theoretical framework).																																																													

Exercises and TASKS	Attended to: Lin et al. (2013). Analytical grid to analyse the content demands and language demands of assessment tasks:																			
	<table><tr><td>content demands</td><td rowspan="2">recall</td><td rowspan="2">application</td><td rowspan="2">analysis</td></tr><tr><td>language demands</td></tr><tr><td>vocabulary</td><td>Situation 1</td><td>Situation 2</td><td>Situation 3</td></tr><tr><td>sentence patterns</td><td>Situation 4</td><td>situation 5</td><td>situation 6</td></tr><tr><td>text type</td><td>Situation 7</td><td>Situation 8</td><td>Situation 9</td></tr></table>	content demands	recall	application	analysis	language demands	vocabulary	Situation 1	Situation 2	Situation 3	sentence patterns	Situation 4	situation 5	situation 6	text type	Situation 7	Situation 8	Situation 9		
content demands	recall	application				analysis														
language demands																				
vocabulary	Situation 1	Situation 2	Situation 3																	
sentence patterns	Situation 4	situation 5	situation 6																	
text type	Situation 7	Situation 8	Situation 9																	
	Exercises and tasks based on memorisation, comprehension, application, analysis, evaluation and creation (Bloom's Taxonomy), in order to create the Final Product: Lapbook about the Weather that they will use to record a video, in which they will become the presenters of "The Weather" section.																			
FINAL PRODUCT	1. Lapbook" worked on in L1 and L2, with the requested map of Spain, in the central part inside, more drawings, photos, fragments of work material, groupings of shapes with information, etc. on the contents dealt with on the repercussions of "The Weather".  https://bigideasforlittlehands.com/weather-lapbook-activities/	2. Video, elaborated as a group, to be viewed together in class (Co-evaluation). The Lapbook will serve as a basis for the presentation of the "The weather" section. 3. Debate: Importantly, conclude with a Reflection on how the weather affects our lives and how it is changing and the responsibility of personal care and care of the Planet to ensure health and sustainability																		
SESSIONS	S. 1: SS- MONDAY _15/05/23_ 9:00-10:00 h 1. Presentation: Hello everybody! How are you all? I'm fine teacher! And you? I'm very happy, because today we are going to see a new topic: "The Weather" in Unit 4: 2. Question: What do we know about weather?  https://www.pinterest.es/pin/538180224201206058/ Brief Brainstorming 3. Introduction: Video: Abi k: Guess the Sound, Weather: https://www.youtube.com/watch?v=-1d1O6E9Gr4 Lang Town Online: What's the weather like?: https://www.youtube.com/watch?v=kAemfCkm43U Reading an Presentation of contents about		S. 2: L2- MONDAY_15/05/23_ 10:30-11:00 h L2: Introduction Unit 8: "Weather": Archer's Academy: All About Weather Educational Video for Kids Preschool Kindergarten Elementary: https://www.youtube.com/watch?v=ZfamR09Jklw Introduction of vocabulary:  Blinklearning: Poptropica English 2 Interactive Teachers's Book: Learn Weather Vocabulary Fun Kids English: https://www.youtube.com/watch?v=ctUdDhkf68s Interaction of questions between students to consolidate the questions and the answer. To prepare for the interaction, we look at the video again: Lang Town Online: What's the weather like?:																	

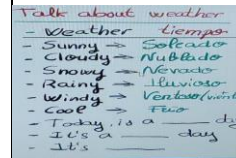
WEATHER CONTENTS:



Anaya Education: Brilliant Ideas

<https://www.youtube.com/watch?v=kAemfCkm43U>

They are provided with a copy of the vocabulary and grammatical structures:



What's the weather like? It's sunny today/It's rainy today/It's windy today/It's cloudy today/It's snowy today/It's foggy today/It's stormy/It's hot today/It's cold today/It's a thunder day

Interactions are then carried out by groups.

S. 3: L2-TUESDAY 17/05/23 _11.30-12:00

U8: Weather:

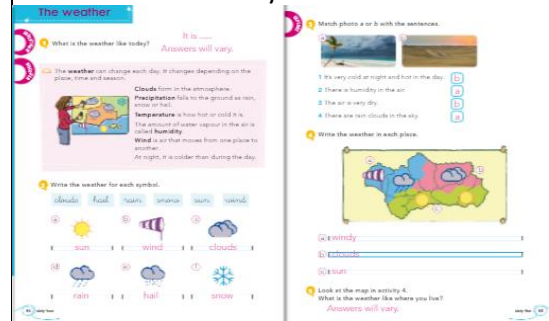
We started to do the next exercises:



Blinklearning: Poptropica English 2 Interactive Pupil's Book:
<https://www.blinklearning.com/v/1688124916/themes/tmpux/launch.php?responsive/book/4588081>

S. 4: SS-WEDNESDAY 18/05/23 _12.30-13:00

U4. Review of content and exercises about the Weather and its symbols and context:



Anaya Education: Brilliant Ideas

S. 5: L2-U4- WEDNESDAY 18/05/23 _13.00-14:00

1. Video:

Lang Town Online: What's the weather like?:

<https://www.youtube.com/watch?v=kAemfCkm43U>

2. Listening and reading the Story. Carrying out activities:



Blinklearning: Poptropica English 2 Interactive Pupil's Book:
<https://www.blinklearning.com/v/1688124916/themes/tmpux/launch.php?responsive/book/4588081>

Game: "I Spy, I Spy with my little eye...", with the vocabulary of Weather.

S. 6: L1-U8- THURSDAY 19/05/23 _11.00-11:30

U8: Our Planet A Treasure!



Definition of the word: VERB and the Personal Pronoun:



Relationship, for each pronoun, to its verb form. Verb TO BE Relationship, for each pronoun, to its verbs form: TO BE, TO DO, TO HAVE, TO LIKE, TO BE ABLE TO CAN and TO LIVE. Example:

Castellano	
yo	soy / estoy
tú	eres / estás
él	es / está
ella	es / está
eso	es / está
nosotros/as	somos / estamos
vosotros/as	sois / estáis
ellos/as	son / están

The game is played in groups to see who can match the verb form of one of these verbs with its pronoun.

S. 7: NS-FRIDAY 20/05/23_09:0-10:00

U2: Staying Healthy: Weather and its effects on living things:

Weather effects on animals:

<https://www.youtube.com/watch?v=TUEKMQhcds0>

Weather effects on plants 🌱:

<https://www.youtube.com/watch?v=RsG0dZzBLVc>

Explanation about how weather affects to crops:



<https://www.jedays.com/ProductDetail.aspx?Id=18829535&er=36.88>



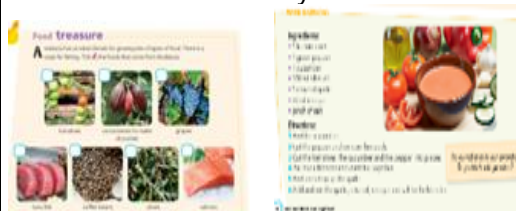
<https://es.vecteezy.com/vectores-gratis/plantas>

Explanation of how climate affects the food we eat:



<https://www.britannica.com/science/biosphere/Efficiency-of-solar-energy-utilizationhttps://www.teachyag.org/lessons/letseat>

Andalusia's own healthy food:



Anaya education. Brilliant Ideas.

S. 9: SS-FRIDAY 20/05/23_11:00-11:30

1. Talk about water pollution:



Anaya. Brillian Ideas.

2. Elaboration of the map that they have to replicate in their Lapbook and elements that they have to name to give the time:



Volunteers testing how to give the weather in Spain with this map.

S. 8: SS-FRIDAY 20/05/23_10:00-11:00

1. U4. How the weather affects to people:



Anaya: Brilliant Ideas



2. The temperature:



Anaya. Brilliant Ideas



Anaya. Brilliant Ideas

Brainstorm about this.

3. VIDEO: Science Lesson: Effects of Weather and Ways to Protect Ourselves:

<https://www.youtube.com/watch?v=Wb2LLAGgr84>

4. VIDEO: Example of how Time can be presented in a video produced by a group of students:

WEATHER REPORT | LEARNING ENGLISH for KIDS | INGLÉS:

<https://www.youtube.com/watch?v=l7ERkYZRfVs>

Homework: Watch the Weather section of a news programme and take notes on what to say.

S. 10: L2-FRIDAY 20/05/23_11:30-12:00

1. U 8. Weather.Activities about weather:



Blinklearning: Poptropica English 2 Interactive Pupil's Book: <https://www.blinklearning.com/v/1686124916/themes/tpmex/launch.php?responsive/book/4588081>

2. Video: Learn Seasons for Kids | Bruno Mars - Uptown Funk (Cover) | Mooseclumps | Kids Learning Songs:

<https://www.youtube.com/watch?v=JxOMEU YKzvs>

And now, a dance before recess! :))

	S. 11: L2-FRIDAY 20/05/23_12:30-13:00 1. Talk about water pollution:  Anaya. Brilliant Ideas 2. U.8 WEATHER: Different EDUCAPLAY games about the weather are used:  https://es.educaplay.com/recursos-educativos/5629384-weather_link.html	S. 12: ATS-FRIDAY 20/05/23_13:00-14:00 1. Guide for the development of a lapbook: Video: https://www.youtube.com/watch?v=a9G1nkMvHWc 2. They are provided with simple written guidelines on what their Lapbook should look like. The groups are organised so that each pupil has a role within the cooperative work group. I provide them with sheets of paper to rehearse how they should start working on their future Lapbook.  https://homeschoolden.com/2013/05/10/lapbooks-for-preschool-on-up-a-project-kids-can-be-proud-of Homework: Bring materials to work on the following week. All L2 and Science sessions, to be used from Monday to Wednesday, will be used to do the Lapbook in class, as a group and with the guidance of the teacher.
COMMUNICATON FOR FAMILIES	Parents are sent a communication with the two group tasks requested from the students. The due dates are specified. The groupings of pupils by name are specified. The materials that each group must bring on Monday are specified. Guidelines and the vocabulary and symbols to be used are specified. A rubric is provided with the items to be assessed to evaluate both group tasks.	
	S. 13: SS- MONDAY _23/05/23_9:00-10:00 h Group elaboration of the Lapbook. Background music is played, with the most relaxed and famous parts of Vivaldi's 4 Seasons for children. S. 15: L2-TUESDAY 24/05/23 _11.30-12:00 Group elaboration of the Lapbook. Background music is played, with the most relaxed and famous parts of Vivaldi's 4 Seasons for children.	S. 14: L2- MONDAY_23/05/23_ 10:30-11:00 h Group elaboration of the Lapbook. Background music is played, with the most relaxed and famous parts of Vivaldi's 4 Seasons for children. S. 16: SS-WEDNESDAY 25/05/23_12:30-13:00 Group elaboration of the Lapbook. Background music is played, with the most relaxed and famous parts of Vivaldi's 4 Seasons for children.

	S. 17: L2-U4- WEDNESDAY 25/05/23 _13.00-14:00 Time for completion of the Lapbook and preparation of the presentation. Groups that are not able to make the recording will be able to make the presentation live in class.	S. 18: NS-FRIDAY 27/05/23_9:00-10:00 Presentations of work. Co-evaluation of each work through the Evaluation Board provided to each group.
	S. 19: NS-FRIDAY 27/05/23_10:00-11:00 Presentations of work. Co-evaluation of each work through the Evaluation Board provided to each group.	S. 20: SS-FRIDAY 27/05/23_11:00-11:30 Presentations of work. Co-evaluation of each work through the Evaluation Board provided to each group.
	S. 21: L2- FRIDAY 27/05/23_11.30-12:00 Debate: Humans causing Global Warming and changing weather patterns across the Planet. Examples of extreme weather changes in recent days and other examples of how it affects the planet are discussed. Explanation of the RESPONSIBILITY that WE ALL have to respect the Planet, as they are the ones who will inherit it. Breakfast and recess.	S.22: L2-FRIDAY 27/05/23_12:30-13:00 Viewing of "WALL-E": In the year 2800, on a devastated and lifeless planet Earth. WALL*E (acronym for Waste Allocation Load Lifter Earth-Class), which has been collecting garbage for hundreds of years, meets a modern and lustrous robot explorer named EVE. Both will travel across the galaxy and live an exciting and unforgettable adventure.
	S.23: L2-FRIDAY 27/05/23_13:00-14:00 Viewing of "WALL-E": https://www.youtube.com/watch?v=ht91zdpIjtM Finally, it is recommended to read the book: All About the Weather! A First Weather Book for Kids! By Huda Harajli. For those who can't buy it physically, here is the link: https://www.youtube.com/watch?v=uY4roUdu52g	
Final Conclusions	Conclusion: The Work-Project was carried out on schedule. The evaluation of the students' results showed very positive results. In addition, it was possible to observe a great involvement of the learners in the execution, realization and elaboration of the proposed tasks and the final product. In addition, they enjoyed the presentations and made an assessment of the work, through the Co-evaluation, with results very similar to those obtained through the assessment by Rubrics, so they were satisfied with both their learning and the grades obtained. For all these reasons, I can conclude that the implementation of the CLIL Methodology has been very positive. Taking into account the contextualisation of the group in which it has been implemented, this Work-Project is an excellent example of how the CLIL methodology can be considered as a great approach to Attention to Diversity.	

4. CONCLUSION

We have determined, as the main objective of this Teaching Proposal Project, the validation of CLIL as an appropriate methodology for addressing diversity.

In this Teaching Proposal Project, the impact of Globalization in the teaching-learning process is highlighted. In the theoretical framework, we have addressed issues that support the validation of CLIL as an appropriate methodology to address this pedagogical need.

In addition, we have chosen to develop a Didactic Proposal related to the topic The Weather, because it is a relevant topic that affects the present and the future of our education and our civilization. The results obtained through the implementation of CLIL have been very positive and encouraging for future educational experiences.

Therefore, taking into account the current legislation and the results obtained so far on the implementation of CLIL in our classrooms, we will use a philosophical syllogism that makes clear the suitability and validity of CLIL as an innovative methodology, and that helps us to address diversity, as we understand it at the moment.

Premise 1. If the recommended and recognized educational methodologies and tools to address diversity are: Project Work Theory, Multilevel Teaching, Bloom's Taxonomy, Gardner's Theory of Multiple Intelligences, Scaffolding, learning of meanings, contextualized and based on everyday situations, Interdisciplinary Learning and the implementation of Neuroeducation.

Premise 2. If the CLIL Methodology Paradigm includes all of these previously mentioned and recognized educational methodologies and tools to address diversity.

Then, as a conclusion, the CLIL Methodology is, for the moment, a recommended, recognized and validated methodology to deal with diversity.

But this cultural diversity present in our classrooms is being integrated and evolving towards the development of a new culture that is more open and, therefore, different in itself more rapidly than we expected. Although we have historical knowledge that helps us to understand to some extent the processes that have led us to be the way we are and to understand how we learn, the current situation is confusing and unstable due to several factors for which we were perhaps not prepared (the Covid-19 pandemic, the war between Russia and Ukraine and the acceleration of climate change on which we have chosen our didactic proposal in order to prepare students for the necessary sustainability).

These factors have an impact on our daily lives and, therefore, on our educational environment. It is therefore imperative, the urgent need for research and continuous teacher training to achieve the necessary educational innovation, as pointed out by Pérez Ferra (2022), in order to acquire a teaching identity that allows us to face the rapid changes in the Educational Panoramas that we have been experiencing in recent years and that we have yet to face.

Therefore, it is essential to investigate the educational effectiveness of innovative methodologies such as CLIL, more than ever, in order to have tools that will help us meet future educational challenges. If necessary, we must be able to make our educational process more flexible and change paradigms and methodologies according to the pedagogical and social circumstances in which we live, as CLIL is currently doing.

If the principal objective of the teaching-learning process is the comprehensive training of students to turn them into competent citizens of the Society of the Future, we must implement our comprehensive training to be competent teachers in current and future pedagogical contexts.

This is undoubtedly the step that is marking the CLIL Program, and this long-distance race leads us to unknown goals, in which Diversity will not only be evident but necessary to solve many socio-economic problems. We, teachers, must therefore be open-minded and train ourselves to run this long-distance race through resilience. For the time being, this training will undoubtedly involve developing educational experiences through CLIL, which will provide unpublished materials to help through our contributions. The future is there, never say never! There are always new things to try!

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