

Master's Dissertation/ Trabajo Fin de Máster

VARIABLES TO TAKE INTO ACCOUNT IN THE CLIL CLASSROOM ORGANIZATION AND MANAGEMENT: GROUPING PUPILS, SPACE AND TIME DISTRIBUTION, SELECTION OF METHODOLOGIES, THE ROLE OF THE TEACHER AND STUDENTS AND SELECTION OF MATERIALS.

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ABSTRACT

This research aims to analyse variables to be taken into account in a CLIL classroom. The integration of content and language learning in CLIL requires effective classroom organisation and management in order to optimise the learning process. The document reviews literature on the variables affecting CLIL classrooms, including the physical layout of the classroom, groupings, materials and resources, methodologies and the roles of teachers and learners. It provides practical recommendations including the design of flexible CLIL classroom variables, the implementation of a variety of grouping strategies, the selection of appropriate materials and resources and the adoption of a variety of teaching roles to meet the needs of learners. This paper concludes that effective organisation and management of a CLIL classroom can maximise learning opportunities and facilitate the integration of content and language learning.

Key words: CLIL, classroom organization and management, CLIL variables, methodologies.

RESUMEN

Este trabajo tiene como objetivo analizar variables que deben tenerse en cuenta en un aula AICLE. La integración del aprendizaje de contenidos e idiomas en AICLE requiere una organización y gestión eficaz del aula para optimizar el proceso de aprendizaje. El documento trata literatura basada en variables que afectan a las aulas AICLE, incluida la disposición física del aula, las agrupaciones, los materiales y recursos, metodologías y los roles de los docentes y estudiantes. Se proporciona recomendaciones prácticas que incluyen el diseño de variables flexibles en el aula AICLE, la implementación de una serie de estrategias de agrupamiento, la selección de materiales y recursos apropiados y la adopción de una variedad de roles docentes para satisfacer las necesidades de los alumnos. Este documento concluye que una organización y gestión eficaces de un aula AICLE pueden maximizar las oportunidades de aprendizaje y facilitar la integración del aprendizaje de contenidos e idiomas.

Palabras clave: AICLE, organización y gestión del aula, variables AICLE, metodología.

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1. INTRODUCTION

David Marsh used the term "CLIL" (Content and Language Integrated Learning) for the first time in 1994 at the University of Jyväskylä in Finland as "situation when subjects are taught in a foreign language with a dual purpose of simultaneously learning a foreign language and studying the subject matter" (Marsh, 1994). This approach is becoming increasingly popular in many countries as a way of improving language learning and promoting multilingualism. However, effective implementation of CLIL requires careful consideration of several factors, including classroom organization and management.

CLIL education has undergone significant changes over time, according to various authors. In the past, the focus of CLIL education was mainly on teaching academic content through the medium of a foreign language, with less emphasis on the development of language and communication skills. According to Coyle et al. (2010), "traditional CLIL was more content-oriented than language-oriented, leading to a lack of balance between subject learning and language skills development".

Today, CLIL education has evolved towards a more balanced and communicative approach. Vallbona González (2014) suggests that greater emphasis is placed on the development of language and communicative skills, as well as on interaction and active participation of learners. According to Dalton-Puffer, "contemporary CLIL education focuses on the development of communicative competence and the authentic use of the foreign language in real contexts accompanied by the content" (Dalton-Puffer, 2011). According to Harmer (2008), it is necessary to consider the type of grouping, students' learning preferences, time or space. When teachers do so, they are contributing to increasing intrinsic motivation within the CLIL classroom.

Classroom organisation and management play a key role in the context of CLIL. The importance of classroom organisation and management in CLIL lies in its ability to provide an environment conducive to effective and meaningful learning. Coyle et al. (2010) suggest that effective classroom management in CLIL is crucial to fostering engagement, teamwork, and the growth of academic and linguistic abilities. Proper classroom organisation and management in CLIL promotes the active participation of learners and encourages the practical use of the foreign language in authentic situations.

It also helps to establish a clear structure in the classroom, facilitating smooth transitions between activities and optimising learning time (Dalton-Puffer, 2011).

In this respect, it is important that teachers teaching CLIL classes carefully plan the organization of the classroom, considering factors such as physical space, furniture layout, use of teaching materials, and organization of working groups, among others. Proper classroom organization can maximize learning opportunities and contribute to an effective and successful CLIL approach.

However, there is currently a paucity of research on foreign language learning through content in schools as regards the above-mentioned aspects. Therefore, the specific aim of this paper is to identify the benefits of CLIL in primary education and to provide teachers with relevant guidance and information on variables that exist within a CLIL classroom to promote meaningful learning in students as well as to achieve the learning objectives in foreign language teaching, contributing to student achievement and academic motivation.

This essay will be based on a literature review about variables to be taken into account in the organization and management of the CLIL classroom, contributing to the development of communicative competence in the foreign language. Moreover, a didactic unit will be developed on the basis of the theoretical premises presented.

2. PROBLEM STATEMENT, JUSTIFICATION AND OBJECTIVES

At present, CLIL methodology is playing a fundamental role in our schools. All Schools are gradually becoming bilingual and knowing the different variables to be taken into account in a CLIL context plays a fundamental role. Its success depends on a variety of variables that must be carefully considered in the design and implementation of an effective CLIL class.

The rationale for the literature review of the variables to be considered in a CLIL classroom is based on the need to understand and evaluate the CLIL approach from a broader perspective. By addressing the variables to be considered in a CLIL class, the

challenges and opportunities faced by both teachers and students can be identified and strategies can be developed to address them.

Therefore, the bibliographical review in this Master's Dissertation aims to analyse and investigate variables that are critical for the success of a CLIL class at the Primary School stage. Some of the key variables to be considered include grouping, motivation, teaching methodology, space, time, roles or materials. By properly understanding and addressing these variables, the quality of teaching and learning in the CLIL approach can be improved.

One important variable is the grouping of pupils. CLIL teachers must consider the diverse needs and abilities of their learners and group them in a way that promotes cooperation, collaboration, and mutual support (Coyle et al., 2010). Another variable is space and time distribution. CLIL classrooms require adequate physical spaces and time allocation that support different types of activities, such as group work, individual study, and hands-on experiences (Lorenzo et al., 2009). The selection of methodologies is another critical variable in CLIL. Task-based learning, cooperative learning, and differentiated instruction are commonly used in CLIL classrooms to promote content and language learning (Dalton-Puffer, 2011; Mehisto et al., 2008).

The role of the teacher is also crucial. According to Coyle (2005), CLIL teachers must be competent in the target language as well as the subject matter, and they must modify their pedagogical approaches to meet the requirements of their students. In addition, Lorenzo et al., (2009) mention that Students also have an active role to play in CLIL classrooms. Students participate actively in CLIL lessons as well. They must be focused, interested, and take responsibility for their own education. Furthermore, materials selection is another key variable in CLIL because "authentic and relevant materials that are appropriate for learners' language proficiency levels and cultural backgrounds can enhance learning and foster interest and engagement" (Marsh, 2002).

Some researches have defined CLIL as a method based on several theoretical approaches including task-based language learning, content-based instruction, and constructivism (Dalton-Puffer, 2011; Coyle, 2005; Ellis, 2003). These methods emphasise the importance of connecting language and content, promoting authentic and meaningful

learning, and providing opportunities for students to utilise language in pertinent and real-world contexts.

Overall, CLIL is a complex and dynamic approach to language teaching that requires careful consideration and management of several variables. Through the integration of a CLIL topic, teachers may help students improve both their language skills and their comprehension of the material as well as their motivation, engagement, and enthusiasm in learning. In that way, the objectives of this literature review on the variables to be taken into account in the CLIL classroom include:

- Identifying and describing the critical variables to be considered in a CLIL classroom.
- Assessing the importance of each variable in the success of the CLIL approach and how these variables interrelate with each other.
- Analyzing existing research about relations between these variables and academic performance of student in a CLIL class.
- Identifying best practices for addressing and managing these variables in the CLIL classroom, and how these practices can be adapted to different educational contexts.
- Providing practical recommendations for teachers and school administrators to improve the quality of the teaching and learning process in the CLIL approach.

The aim of a literature review on variables to be taken into account in the CLIL classroom is to provide an overview of some critical variables that need to be considered in order to improve the effectiveness of this educational approach. The review should also provide practical guidance for teachers and the realization of didactic units.

3. THEORETICAL FRAMEWORK

3.1. What is CLIL and where does it come from?

In order to better understand the relationship between CLIL language and content we can refer to the following definition:

"Content and Language Integrated Learning (CLIL) is a dual educational approach in which an additional language is used for learning and teaching both content and language. That is, in the teaching and learning process, there is not only a focus on content, and not only on language. Each is intertwined, even if the emphasis is more on one or the other at any given time."(Coyle et al., 2010:1).

In CLIL, the language means a tool to learn content, rather than an end in itself. According to Marsh (2002), CLIL is not just about language learning or subject content, but rather it is a holistic approach that integrates both in a meaningful and purposeful way. It aims to develop students' language proficiency while also enhancing their understanding and knowledge of the subject matter.

Furthermore, according to Coyle et al. (2010), besides improving language skills, CLIL also promotes cognitive flexibility. The conceptualization, enhancing, and extension of ideas through the creation of thinking networks may be influenced by various thinking environments, processes developed through CLIL, and the effective constructivist educational method it supports. This makes it possible for conceptual connections to be made more successfully and promotes the learner's general advancement to a more advanced level of learning.

Having defined the concept of CLIL, it is important to highlight its origin. The origins of CLIL, according to Castañón (2016), may be dated to Canada's 1960s "language immersion programmes". In the middle of the 1990s, curricular reforms in Finland gave rise to CLIL across Europe. Since then, several European nations have swiftly embraced it, especially as regards the instruction of English as a foreign language.

According to Muñoz (2007:17), since then, numerous European nations have swiftly embraced it, especially as regards the instruction of English as a foreign language. A pedagogical and educational attitude towards the blending of language and subject in the classroom enthusiastically grew throughout the European Union, where second language teaching and learning were concerned.

Although they originated in Canada, the language programmes developed today differ in several respects from those developed at the time. The main difference is that today, the

CLIL method is complemented by "ordinary" foreign language classes. In settings where the second language is the medium of teaching rather than the subject of learning itself, researchers have been interested in how a second language might be taught for a number of decades (Campbell et al., 1985; Mohan, 1979; Lambert & Tucker, 1972). In the case of Spain, Llinares & Pascual Peña (2015) suggest that it was in 1996 that the bilingual projects between the Ministry of Education and the British Council began, promoting bilingual schools in which the CLIL approach is developed (Castañón, 2016).

In the Andalusian context, we can bring up the study conducted by Lorenzo et al. (2009) with 1,320 primary and secondary school students (754 in bilingual programmes and 448 in the control group). In this study, a very positive impact was noted on the students' mother tongue and foreign language, and in the foreign language of the students in the bilingual sections, who obtained the highest scores in both areas. The students' foreign language scores were on average 24% higher than those of the control group.

In line with the above, it should be mentioned that one of the main objectives of the development of CLIL is the development of the so-called communicative competence. According to Hymes (1972), communicative competence refers to an individual's ability for acceptable and successful behaviour within a certain speech community. According to this paradigm, the development of so-called communicative competence, as well as grammatical skills and those pertaining to the socio-historical and cultural environment, would be the ultimate objective.

Moreover, there is growing interest in the application of constructivist theories to the CLIL context. A constructivist approach to CLIL instruction can foster deeper learning and promote students' autonomy, collaboration, and critical thinking skills (Lasagabaster & Sierra, 2010; Coyle et al., 2010). Advocates of CLIL believe it to be a more successful strategy than conventional language education and to offer a number of benefits (Stoller, 2002: 108):

Benefits of CLIL (Stoller, 2002: 108)	
Meaningful information	Information given in a clear and meaningful way in a CLIL curriculum is processed more thoroughly.

Motivation	Learner interest and motivation, which are widespread in CLIL, are correlated with their capacity to comprehend complex information, retain details, and expound on them.
Mastery and challenges	Mastery of a subject is attained when a learner applies that knowledge to progressively trickier challenges.

Table 1. Benefits of CLIL (Stoller, 2002: 108). Own elaboration.

In addition to that, a research of Wolff (2002) suggests that students who learn through CLIL are more enthusiastic and successful in learning because they approach it from a wider perspective than they would when learning it in their own language. This results in students who are intrinsically motivated and enthusiastically participating in meaningful and interesting activities, which appears to present opportunities for incidental language learning.

According to Marsh (2002), constructivist notions may be used in a CLIL classroom to emphasise student-centered, active learning where students use relevant and meaningful information to acquire new skills and knowledge. A constructivist approach in CLIL classrooms, according to Dalton-Puffer (2011), encourages students to draw connections between what they already know and what they learn. It also helps to integrate language and topic learning.

CLIL can be an effective way to promote language and content learning. For example, a study by Dalton-Puffer et al. (2010) stated that CLIL students showed greater language proficiency and content knowledge than students in traditional language classes. Another study by Pérez-Cañado (2012) found out that CLIL students showed greater motivation and engagement in learning than students in traditional content classes.

Anderson (2008) suggests that the CLIL approach has gained significant attention in recent times, and there are certain factors that must be considered while organising and managing a CLIL classroom. In this section, we will provide an review of the literature on some of these variables.

In order to successfully implement CLIL, it is important to take into account various variables related to classroom organization and management. These variables include the grouping of pupils, the distribution of space and time, the selection of methodologies, the role of the teacher and students, and the selection of materials. In this section, we will review the theoretical framework and research related to these variables in the CLIL classroom.

3.2. Grouping students in CLIL lessons

Effective grouping of pupils is a crucial factor in CLIL classrooms as it can promote collaboration and enhance learning outcomes. Coyle et al. (2010) suggest that grouping pupils based on their language proficiency levels can be an effective strategy for promoting language development, while grouping learners with different subject knowledge and skills can promote content learning. Additionally, Lorenzo et al. (2009) emphasize the importance of considering students' social and cultural backgrounds when grouping them, to promote social inclusion and mutual support.

It goes without saying that a communicative approach to CLIL instruction suggests a range of activities that encourage students to take an active part and engage with one another. Thus, different types of "grouping" can bring some advantages mentioned by Barrios (2004) such as:

Advantages of grouping (Barrios, 2004)	
Socialisation	Having pupils practise in large groups is a good way to get pupils to practise and develop their "socialisation" (getting to know each other; fosters a feeling of friendship, etc).
Cooperation	Pupils develop different cooperative attitudes such as working together, and mutual respect. Pupils have the opportunity to regulate work and procedures. Moreover, group work in different CLIL situations is an activity similar to real life activities.

Avoid inhibition	Rapport develops between group members in a less threatening environment.
Different levels	Possibility of placing pupils in mixed ability groups and the teacher can walk around monitoring pupils' performance.

Table 2. Advantages of grouping (Barrios, 2004). Own elaboration.

On the other hand, grouping pupils is not always easy. Below are some possible drawbacks that we may find in the CLIL class:

Drawbacks of grouping (Barrios, 2004)	
Time- consuming	Sometimes it is a time-consuming for the teacher and difficult mode of working in some classrooms (Barrios, 2004).
Teaching factors	Factors related to the teaching-learning situation such as: noise level, lack of control, high level of L1 use, or poor behaviour (Barrios, 2004)
No cooperation	Resistance that may arise from some students' reluctance to cooperate and unwillingness to talk (Joftus & Berman, 1998).

Table 3. Drawbacks of grouping (Barrios, 2004). Own elaboration.

Some research suggests that heterogeneous grouping, where students of different abilities and backgrounds are mixed together, may lead to greater language and content learning outcomes (Kilpatrick, 2014; Marsh, 2002). However, other research suggests that homogeneous grouping, where students with similar abilities and backgrounds are grouped together, may be more effective for language learning (Nikolov & Djigunovic, 2006). Ultimately, the choice of grouping method may depend on the specific context and goals of the CLIL program.

Moreover, the correct type of grouping allows students to develop metacognitive and cognitive strategies for learning, which can enhance their academic performance

(Llinares & Morton, 2017). Effective grouping of pupils is a crucial factor in CLIL classrooms as it can promote collaboration and enhance learning outcomes. Here, an overview of the literature on grouping pupils in CLIL classrooms will be provided.

Effective grouping in CLIL classrooms can lead to improved language and content learning outcomes. For example, a study by Lasagabaster and Sierra (2010) found that grouping students heterogeneously by language proficiency level in CLIL lessons led to greater gains in language proficiency for all students, regardless of their initial proficiency level.

Another study by Hüttner and Smit (2014) found that grouping students homogeneously by content knowledge level in CLIL lessons led to greater gains in content knowledge, but had no effect on language proficiency. This highlights the importance of considering both linguistic and content aspects when organising and managing the CLIL classroom. While grouping learners according to their level of content knowledge may facilitate more effective progress in learning specific content, additional strategies are required to promote learners' linguistic and communicative development in a CLIL environment.

Coyle et al. (2010) suggest that grouping pupils based on their language proficiency levels can be an effective strategy for promoting language development. They propose a scaffolded approach, where pupils with lower language proficiency are grouped together, and gradually integrate with pupils with higher language proficiency. This approach can inspire students to use the target language more confidently and foster peer learning and support.

Lorenzo et al. (2009) emphasize the importance of considering students' social and cultural backgrounds when grouping them. They argue that grouping pupils from diverse backgrounds can promote social inclusion and mutual support, and enhance learners' cultural awareness and understanding. They suggest that teachers should create opportunities for pupils to work in heterogeneous groups and collaborate across cultural boundaries.

Additionally, some studies suggest that grouping learners with different subject knowledge and skills can promote content learning. Dalton-Puffer (2011) proposes the

use of mixed-ability groups, where pupils with different abilities and subject knowledge work together to solve problems and complete tasks. This approach can promote peer learning and support, and provide opportunities for learners to share their knowledge and skills.

3.3. Space and seating arrangement

The physical environment in a CLIL classroom can impact students' learning experiences and outcomes. According to Laorden & Pérez (2002), "the space must be one more element of the teaching activity and, therefore, it is necessary to structure and organise it appropriately". Lorenzo et al. (2009) argue that CLIL classrooms require a range of spaces that support different types of learning activities, such as group work, independent study, and hands-on experiences. They also suggest that time allocation should be flexible and adaptable to different activities and needs.

Also, other authors state that "the physical surroundings of classrooms and schools have a significant impact on students' comfort, behaviour, and social interactions with peers and teachers" (Wannarka & Ruhl, 2008). Saphier & Gower (1987) provide these basic guidelines in relation with the space for an effective classroom:

Guideline for space (Saphier & Gower, 1987)	
Visibility	The teaching materials for the CLIL classroom should be easily accessible and visible.
No dead spaces	Dead spaces should not be present since they invite incorrect or illegitimate activities.
No blind spots	Set up the classroom such that the teacher can easily and rapidly observe.
Organisation of the space	Separate active areas from quiet spaces. Have clear and safe circulation in the classroom, regardless of the layout of the room.

Table 4. Guideline for space (Saphier & Gower, 1987). Own elaboration.

Khalid & Zainuddin (2018) suggest that classroom layout and design can influence student motivation, behavior, and learning outcomes. They propose that teachers should create flexible learning spaces that can accommodate various activities and teaching styles. This approach can promote student-centered learning and encourage active participation and collaboration.

The seating arrangement is a further crucial factor to take into account. In CLIL classes, student interaction and engagement have been found to be impacted by seating arrangements, according to Klimova and Kacetl (2015). They advise instructors to utilise circular or U-shaped seating configurations as examples of seating patterns that encourage student participation and communication.

On the other hand, it is quite recommendable to encourage students to have an active role in decorating their classroom, for instance, by asking them to bring in personal objects (photos, plants, etc). The use of classroom displays to support language acquisition and to boost students' self-confidence and sense of accomplishment in their work is particularly beneficial (Barrios, 2004; McLaren & Madrid; Brewster et al; 1992). Moreover, the teacher can situate different content corners in the classroom as a measure that boosts the motivation of our students in the CLIL classroom. According to Ramírez (2010), working by corners in a methodology is a response methodology to promote an active pedagogy, with an appropriate organisation of space, time and materials with which we attend to the diversity of students in all their areas (needs, interests, rhythms, etc.) and encourage students to acquire an active role in the construction of their own knowledge.

Furthermore, the 'grouping' of students and classroom engagement are closely connected concepts. As CLIL instructors, it is our responsibility to make sure that every student gets the chance to study English at their own speed. But another important aspect to mention is to keep in mind that we are "educators" who must help our students acquire values and attitudes like cooperation, respect for others, tolerance, etc. We are responsible for teaching our students language and contents, but we are also 'educators' who must help them learn these values and attitudes. All of these behaviours positively affect students' socialization, which is crucial in primary education (Barrios, 2004).

In addition, we can find different types of seating arrangement in a CLIL classroom:

Type of seating arrangement	Characteristics	Limitations
Horseshoe (U-shape)	In this seating arrangement students' desks are arranged in a semi-circle or horseshoe shape facing the teacher. This arrangement is often used in CLIL classrooms where there is a focus on interactive teaching methods such as discussions, debates, and group work. According to Halim & Mustar (2017), this kind of setting will encourage open communication, a sense of safety, and frequent inquiry.	One of the limitations we found is that students can only interact with the students next to them and not with those on the opposite side (Ramírez, 2010).
Rows of desks in pairs	Students' desks are arranged in a traditional row format, but with each desk facing a partner's desk. This arrangement is often used in CLIL classrooms where there is a focus on collaborative learning and pair work.	The rows of desks in pairs arrangement may not be suitable for all CLIL classroom activities or teaching styles, as it can limit the teacher's ability to monitor and interact with individual students (Parker, 2015).
Grouped desks	Students' desks are arranged in clusters or groups, with each cluster consisting of pairs of desks facing each other. This arrangement is often used in classrooms where there is a focus on collaborative learning and group work. Halim and Mustar (2017) state that due to this sitting arrangement, the students were more engaged in raising their hands.	The grouped desks in pairs arrangement may require more space and careful classroom management to ensure that all students can see and hear each other, and that noise levels are kept under control (Cavanagh et al., 2016).

Teacher centred	Seating arrangement in which students' desks are arranged in rows facing the teacher at the front of the classroom. This arrangement is often used in classrooms where there is a focus on direct instruction and lecture-style teaching.	However, this arrangement can also limit student interaction and engagement, and may not be suitable for all teaching styles or learning activities (Parker, 2015). Moreover, as Harmer (2008) puts it "It involves too much teaching and too little learning". In addition, as Ramírez (2010) points out, the teacher cannot control all the students at the same time as he/she has to be constantly turning and this deconcentrates the student.
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Table 5. Types of seating arrangement. Own elaboration.

As Ramírez (2010) indicates, the best combination of the classroom consists of the combination of all of the above according to the activity we are going to develop, the methodology, the objectives set... It is not always advisable to maintain the same grouping as this can lead to monotony among students and teachers, as well as having repercussions on the classroom climate.

In summary, the literature review suggests that space and seating arrangement in CLIL classrooms should be flexible, adaptable, and conducive to active participation and collaboration. By using seating arrangements that promote interaction and communication, and integrating technology and multimedia tools, teachers can enhance learning outcomes and create a dynamic and engaging learning environment.

3.4. Time management

Effective time management is crucial for successful CLIL teaching and learning. Teachers must plan what they want to do in their classes if they want to manage their time effectively. A didactic unit is a collection of connected lessons centred on a single subject. This scheme of work includes yearly, term, and unit plans leads to lesson preparation (Farrell, 2002).

Planning our lessons and playing with timing is very important. According to Tajfel & Turner (1986), planning avoids improvisation and helps to guide teaching with the control of time and it helps that lessons do not collapse into chaos. Moreover, it gives time for possible adaptations and an opportunity to think about the best way to organize the space, time, materials, etc. In addition, planning avoids time-wasting and helps teachers to choose the best activities and resources for the student's level, interest and needs.

Richards (1998) states that "lesson plans are systematic records of a teacher's ideas about what is to be covered during a lesson". In this view, lesson preparation may be described as daily choices a teacher takes to ensure the success of a class. Haley & Austin (2004) suggest that CLIL teachers should carefully plan and allocate time for both language and content learning activities.

For a lesson plan to embody the basic principles of CLIL, it has to incorporate two essential pillars: language and content. The three main points are content, topic, and subject. "Language plays an important role in this approach; however, it only functions as a medium through which the content is presented" (Mehisto et al., 2008). The contents are sequenced and it is the teachers' function to adapt them bearing in mind the words of Thornbury (2002): "Input before output: Listening before speaking, reading before writing".

Another important aspect to consider is the pacing of the lesson. De Graaff et al. (2014) found that pacing can affect student engagement and learning outcomes in CLIL classrooms. They suggest that teachers should use a pace that is appropriate for their students' language and content proficiency levels, and that allows enough time for reflection and processing.

In addition, some studies suggest that the use of technology and multimedia can help manage time and enhance the learning experience in CLIL classrooms. Online resources and digital technologies are suggested by Coyle et al. (2010) as a way to promote language and subject learning. They argue that these resources can help students learn more outside of the classroom while also saving time.

Overall, the literature suggests that effective time management in CLIL classrooms requires careful planning, pacing, and the use of a variety of instructional strategies. By providing adequate time for reflection and processing, using digital tools, and adapting pacing to students' proficiency levels, teachers can enhance learning outcomes and create a dynamic and engaging learning environment.

3.5. Selection of appropriate methodology

The selection of appropriate methodologies is a crucial variable in CLIL classrooms. Dalton-Puffer (2011) emphasizes the importance of task-based learning, as it can promote language and content learning simultaneously. Task-based language teaching (TBLT) is enhanced in CLIL along with project-based learning (PBL). TBLT focuses on the use of authentic tasks that are relevant to students' lives, and encourages them to use language in meaningful ways (Willis & Willis, 2007). A task can be defined as "a meaningful activity that requires students to understand, produce, and engage in the target language. Tasks are analysed or categorised according on their objectives, input data, actions, settings, and roles" (Nunan,2004). On the other hand, PBL involves students in extended projects that require them to use language and content knowledge to complete a task or solve a problem (Thomas, 2000).

As regards other methodological approaches, Mehisto et al. (2008) suggest that cooperative learning can enhance learners' social skills and promote language development, while differentiated instruction can support learners with different abilities and needs. The use of cooperative learning and peer interaction is another important aspect of CLIL methodology. Following Pere Pujolàs (2008), cooperative learning will be crucial because they promote inclusivity, foster the growth of social and communication skills, enhance the classroom atmosphere, and enable collaboration to achieve common objectives. Moreover, Pica et al. (2018) suggest that cooperative learning can enhance language and content learning, as it provides students with opportunities to use language in real-world contexts and engage in meaningful communication with their peers. In a CLIL classroom, cooperative learning can be used to promote language and content learning, and to build a supportive learning community.

Along with the above mentioned methodologies, one widely used approach to CLIL methodology according to Coyle, et al., (2010) is the 4Cs framework, which stands for Content, Cognition, Communication, and Culture. This framework suggests that CLIL teachers should integrate these four elements into their lesson planning and delivery to promote both language and content learning.

Moreover, the Common European Framework of References for Languages (2001) of the Council of Europe, which emphasises action, is the right technique for the CLIL classroom. The action-oriented perspective's approach considers language users and learners mainly as social actors, or members of a society, emphasises on action. Example of action- oriented activities are: role-plays, Total physical response games, dramatizations, etc.

On the other hand, González (2023) suggests that teachers need to create exciting bilingual classrooms in which we include inclusive methodologies such as Learning Stations. Learning Stations are an active and inclusive methodology allows personalized attention through activities in small groups that facilitates the acquisition of skills in a motivating way (Sabuco, 2021). The idea is to carry out dynamics individually and cooperatively in small heterogeneous groups, thus encouraging learning among equals. These stations can take place at any time during the teaching-learning process in the classroom.

Another strategy which enriches the bilingual teaching process is that of "thinking routines". According to Buena (2017), thinking routines are short processes that employ a few stages to foster thinking and conceptual comprehension. Their primary goal is to help students think more effectively while also motivating them to study by changing the learning process such that it depends less on memorization and more on internalising the material. Moreover, we must scaffold the learning by teaching from prior information, pay attention to and comprehend the various learning paces, and finally, we must establish a relaxed environment with less worry. All of these tasks are closely connected to Krashen's Affective Filter Hypothesis (1982).

The selection of appropriate methodology in CLIL classrooms should be based on a variety of factors, including the students' language and content proficiency levels, the

learning objectives, and the educational context. For example, if students have a lower level of language proficiency, CLIL teachers may need to use more explicit language instruction or scaffold language use during tasks (Lasagabaster & Sierra, 2010). Similarly, if students have a lower level of content knowledge, CLIL teachers may need to use more explicit content instruction or provide additional background knowledge before starting tasks (Dalton-Puffer, 2011). Haley & Austin (2004). propose that teachers should use a variety of instructional strategies to promote learning, such as scaffolding, summarizing, and providing feedback. These strategies can help students develop language and content knowledge and improve their learning outcomes.

Furthermore, according to Jesús García (2011), the use of ICTs in a CLIL environment is beneficial because it gives bilingual educators access to a variety of telematic tools and resources that may help them better integrate ICTs into their lessons. These materials would be otherwise difficult to get. Additionally, modern technologies support bilingual learning and language acquisition while also encouraging positive attitudes among students.

Another factor to consider in methodology selection are the learning objectives. CLIL teachers need to verify that both language and content learning objectives are addressed in their sessions. For instance, Cenoz & Gorter (2011) mention that CLIL teachers may need to assign more listening-based activities if the language objective is to enhance students' listening skills; inversely, if the content objective is to teach students about the water cycle, CLIL teachers may need to use more visual aids and demonstrations to help students comprehend the procedure.

3.6. The role of the teacher and learner in CLIL lessons

The role of the teacher and students is another key variable in CLIL classrooms. In CLIL, both the teacher and the learner have unique roles that differ from traditional classroom settings. Coyle (2005) highlights the importance of teachers being proficient in both subject content and the target language, and being able to adapt their teaching strategies to meet the needs of their learners. Moreover, Lorenzo et al., (2009) claim that in CLIL lessons, students also participate actively and must be inspired, engaged, and accountable for their own learning. According to Ramírez (2010,) in the classroom the teacher should

not monopolise wisdom, but should become a guide as well as a trainer, encouraging interaction between pupils so that they can learn from each other.

In a CLIL classroom, the teacher is a key role. The teacher's main obligation, according to Lasagabaster & Sierra (2010), is to make sure that the language and content objectives are fulfilled. In order to properly manage the classroom, the teacher must be fluent in both the language and the subject matter being covered. In CLIL, the teacher is intended to establish a learning atmosphere and is viewed as a facilitator of learning rather than an authoritative figure.

One essential aspect of the teacher's role in the CLIL classroom is providing feedback to learners. Dalton-Puffer (2011) notes that feedback is a critical component of CLIL because learners must be able to understand their linguistic and content-related errors to improve their performance. The teacher must be able to provide constructive feedback that helps learners correct their mistakes and improve their language and content knowledge.

Regarding the learner's role, Gil & Monasterio (2015) argue that it is crucial to take into account that learning any subject in a foreign language enhances cognitive functions and communication skills, promoting intercultural understanding and community values. This requires the student to be more engaged in the learning process, acquire language with a much bigger lexicon, and enhance their cognitive abilities in addition to acquiring the subject's content.

The learner's role in the CLIL classroom is also essential to the success of this approach to education. Learners in the CLIL classroom must be actively engaged in the learning process and take responsibility for their learning. According to Lasagabaster and Sierra (2010), "learners in the CLIL classroom must be willing to take risks and experiment with the language to develop their linguistic and content knowledge".

One critical aspect of the learner's role in the CLIL classroom is their ability to use metacognitive strategies. Cenoz & Gorter (2011) note that learners in the CLIL classroom must be able to monitor their learning and use strategies such as summarizing, questioning, and predicting to enhance their learning. Additionally, learners must be able

to evaluate their language and content knowledge and make adjustments to their learning strategies accordingly.

Collaboration between the teacher and learners is critical to the success of the CLIL classroom. Kong (2015) suggests that "in the CLIL classroom, the teacher and learners work together to achieve the content and language objectives". According to Dalton-Puffer (2011), collaboration between the teacher and learners in the CLIL classroom is essential because it provides learners with opportunities to interact with the language and content and receive feedback from the teacher and peers.

Lasagabaster & Sierra (2010) mention that an atmosphere of cooperation in CLIL classroom creates a supportive learning atmosphere that inspires students to study and take chances with the language. Collaboration between the teacher and the pupils in a CLIL classroom can improve students' language and content knowledge as well as foster the development of their intercultural communicative skills.

3.7. CLIL materials

The selection of materials is another critical variable in CLIL classrooms. Marsh (2010) suggests that authentic and relevant materials can enhance learning and foster interest and engagement. Coyle et al. (2010) recommend that materials should be appropriate for learners' language proficiency levels and cultural backgrounds. CLIL materials play a crucial role in the success of a CLIL classroom. There are various types of CLIL materials that can be used, depending on the subject matter, language proficiency levels, and teaching objectives.

On the one hand, we can discuss about authentic materials. These are materials that have been created for purposes other than language learning, such as newspapers, magazines, and documentaries. "Learners can improve their language abilities by using authentic resources, which introduce them to the language in authentic situations" (Coyle et al., 2010)

On the other hand, the use of textbooks is another aspect to be considered. CLIL textbooks are designed to integrate content and language, and are often used as a core resource in

CLIL classrooms. Textbooks can provide structure and guidance for teachers, while also offering opportunities for learners to engage with content in a meaningful way (Dalton-Puffer, 2011).

Moreover, Project-Based materials are those which involve learners in the creation of a final product or outcome, such as a presentation or research paper. Project-based materials are effective in CLIL classrooms, as they allow learners to use language in a purposeful way, while also promoting content learning (Linares & Morton, 2017).

Furthermore, multimedia materials include videos, podcasts, and online resources, and can provide learners with engaging and interactive learning experiences. Multimedia materials can be particularly useful for developing listening and speaking skills, and can also provide visual support for content learning (Lasagabaster & Sierra, 2010).

Finally, teacher-made materials can be created by the teacher, and can be tailored to the specific needs and interests of the learners. Teacher-made materials can provide opportunities for differentiation and personalization, while also allowing teachers to incorporate feedback from learners (Nikula et al., 2016).

However, as Navés & Muñoz (1999: 12) point out, “teachers of CLIL frequently complain that they are difficult to get appropriate resources for their courses and must instead create them on their own. This may be a laborious and time-consuming process at times”.

The needs of the students, the content peculiarities, and the teaching objectives should all be carefully taken into account while choosing and using CLIL resources. CLIL materials should also be evaluated and adapted as necessary, in order to ensure that they are effective in promoting both language and content learning.

4. DIDACTIC PROPOSAL

Taking into account the previous theoretical review, in this section an example of a didactic proposal will be proposed, in which all of the elements of organisation and management of the CLIL classroom mentioned above will be taken into account.

Planning is essential, on the one hand, to comply with the stipulated by educational authorities and contextualize it in our environment, and, on the other hand, to move away from improvisation and anticipate the unexpected.

Nowadays, the ability and domain to communicate in a foreign language is a primary need. That is why the intention, planning a CLIL didactic unit, as is established in The Common European Framework of Reference for Languages (CEFR, 2001), is to develop the concept of communicative competence according to make pupils capable to establish an effective communication in daily-life situations, achieving a full social, affective and professional advancement to get on this society and make the best of them.

Moreover, our main objective using in a good way the presented variables above is to get an integral development of the child. This didactic unit will be built around the communicative method, which will be reinforced via the use of engaging activities and a task-based strategy that prioritises cooperative learning by making the end task the centre of preparation. Additionally, as cultural, creative, emotive, and entrepreneurial activities are vital to our modern society, a great deal of emphasis will be placed on them.

In this way, in order to carry out what we have mentioned previously, we need to plan. This is a CLIL didactic unit designed to avoid improvisation. It has to be passionate, really excite children and respect and respond to their interests and needs. However, our unit will be open and flexible to deal with possible unforeseen situations that require changes during the teaching and learning process. Having said all this, here is the didactic unit for the 6th grade of Primary Education for the 2022/2023 school year.

4.1. Spatial organization, seating arrangement and grouping pupils

When deciding how to divide up the class, educators must consider the task, the subject matter, and the desired outcome. We can divide them into diverse or homogeneous groups based on aptitude or at randomly.

As mentioned in the theoretical framework, one of the most successful groupings for the CLIL classroom is the U-shape. We will leave an open space in the middle of the "U-

shape" for possible games, role plays or activities that require movement as we are going to use an action perspective (CEFR, 2001).

Nevertheless, this seating arrangement allows us to carry out other groupings. If we carry out an activity in pairs, they will only have to turn around to interact with their partner next to them, just as if we carry out an activity in a cooperative group (Pujolàs, 2008). In the didactic proposal shown below we will indicate the grouping for each activity with the following acronyms:

Seating arrangement acronyms	Meaning
WH	Whole group (U-shape)
GW	Group work
PW	Pair work
IW	Individual work

Table 6. Seating arrangement acronyms. Own elaboration.

In addition, we can consider some grouping techniques with pupils for an effective CLIL lesson:

- Random distribution: for instance, assigning numbers to children such that all 1s go to one group, all 2s to another, and so on.
- By ability: homogeneous grouping, where students with the same ability levels are placed in the same group, or heterogeneous grouping, where students with the same ability levels are placed in separate groups.
- Social criteria: combining extroverted and introverted pupils, as well as leaders and followers, to complement or give diversity.
- Interest criteria: Teachers should first inquire about the children's interests before grouping them based on interests.

Since we will be using cooperative learning in this didactic unit, it has been agreed to divide the students into heterogeneous according to different levels in the classroom. In relation to that, a high degree of engagement and interaction appears to be linked to, and correlate with, a high level of competency in the target language. Input and engagement

are thus two crucial elements in the process of learning a language. As we have already mentioned throughout this theoretical review, our main aim in the CLIL classroom is to promote interaction and mediation, as mentioned in the CEFR (2001).

In the past, the majority of classroom interaction followed a “teacher-led” approach. All of the students, or one in particular, answered to the teacher’s question as she spoke to the entire class. As an alternative, the teacher led and oversaw the pupils’ independent work. The conventional approach of teaching FL is seen in classrooms set up so that each student is grouped individually around the teacher, who serves as the centre of attention.

Peer activity, which will divert attention from the teacher, is one of the greatest possibilities for the CLIL classroom, as we’ve seen above. Moreover, the classroom will have different corners to expand the knowledge:

- Creativity corner: cardboard, paints, play dough, handicrafts
- CLIL corner: On it we will post all our final assignments and have weekly research questions on CLIL subjects such as Natural and Social Sciences.
- Reading and investigation corner: dictionaries, encyclopaedias, etc.

Finally, it is important to mention that the classroom is equipped with technological resources such as a digital whiteboard, a cannon and the teacher's computer. In addition, the school has 15 iPads available for the school. We are going to take advantage of the digital resources available to the school to create greater learning efficiency and fomenting in our pupils the digital competence

4.2. Time management

Education and its planning have changed, from traditional methods and the repetition of the same didactic units every year to new methods and the intention to tattend to the diversity. For that reason, this didactic unit has been designed thinking about our pupils (level, characteristics, interests,etc) and also taking into account the curricular contents in order to develop this unit within our programming at the right moment and time.

This didactic unit follows a fixed pattern established in article 27 of Decree 328/2010 of July 13th and these are the planned and timed elements contained in our unit:

- Title of the unit: We must choose a title according to what we are going to work on.
- Justification and description of the Final Task: We must describe why we have selected this didactic unit and final product and we must choose a center of interest for it. For instance: we are going to study the rules of recycling and more about nature and environment since they will go to visit an EcoPark in a couple of weeks and it is the Environmental Day
- Timing: The duration of the unit and the number of sessions it has.
- Objectives: These are the skills that learners need to acquire in connection to the language and contents.
- Evaluation criteria: They exhaustively refer not only to the 'know', but also the 'know-how', that is, the acquisition of the key competences and they are related with the blocks of contents.
- Key competences: The study of a Foreign Language contributes to the development of Linguistic Competence in a direct way. Moreover, we will work in the rest of the competences through different activities.
- Contents: We have selected different curricular and linguistic contents in an interdisciplinary way without forgetting the socio-cultural contents and working on values.
- Materials and resources: The materials we need for each session will be taken into account, those already existing in class and those that are digital, always having a possible Plan B in case these or the internet connection fail.
- Evaluation tools: It is how to evaluate students and the different elements of the unit.
- Methodology: This might be the main element to be considered since it deals with how we are going to work for the development of the key competences. It does not exist a closed methodology, so we will be eclectic.
- Addressing diversity: It is the way in which we as teachers address the needs of all students with or without specific educational needs without forgetting that to attend to the diversity is to attend all students. We will propose widening and

reinforcement activities and some more specific measures for a student with attention-deficit hyperactivity disorder and central auditory processing disorder.

- Cognitive processes: fundamental in any didactic unit, since they are related to how students acquire, process, store and use information.

Once we have discussed how our unit is organized, it is important to mention that it is obvious that preparation is necessary for every action to be properly done, thus teachers must organise their activities. Every task, or group of activities, needs a plan to prevent improvisation and prepare for unforeseen circumstances. In addition, our time management has to respond to the true needs and interests of students.

The distribution of a normal lesson will vary depending on the topic. However, we will show a standard lesson organization. The didactic unit is composed by 6 sessions of 60 minutes. The temporal organization of each session will be:



Warm-up (5 minutes): We will always start with a routine that will increase the motivation for the CLIL lesson.
Main body (45 minutes): We will develop our oral and written activities in relation with the content and language of the unit.
Time for tasks/T4T (10 minutes): The last 10 minutes will be devoted to work on the Final Task of each unit.

Table 7. Temporal organization of each session. Own elaboration.

A lesson plan should be split up into brief, interesting activities which are not too long and repetitive for the students. As a result, we must be adaptable with regard to planning, either lengthening activities that the kids find especially engaging or fascinating or shortening and modifying others that are unsuccessful as well. Finally, our planning has to be open and flexible and willing to change and to be improved.

4.3. Methodology

The methodology of this didactic unit is based on the communicative approach for the acquisition of the communicative competence in our pupils which is recommended by the

Common European Framework of Reference for Languages (CEFR, 2001). Moreover, it also mentions the Action Perspective Approach, in which learners learn a language primarily as social agents who have tasks in a particular context.

For all these reasons, as we have seen in the theoretical framework, a well-designed CLIL lesson should combine the following called 4C's (Coyle, et al., 2010): content, culture, cognition and communication.

DO COYLE'S 4C'S	
Content	Environment and recycling
Cognition	<ul style="list-style-type: none"> -Remember: list, name, tell, describe... -Understand: compare, discuss, explain... -Apply: show, complete, classify, complete... <ul style="list-style-type: none"> -Analyze: explain, compare, identify... -Evaluate: Assessment -Create: design, construct, imagine...
Communication	<ul style="list-style-type: none"> -Language of learning used by pupils. -Language that students use for learning in order to develop the four basic linguistic skills (listening, speaking, reading and writing). -Language through learning: functions, language to carry out activities and the tasks, language to cooperate, mediate the in group, etc.
Culture	<ul style="list-style-type: none"> -To understand the different environmental problems in different parts of the world. -To know how to recycling. -To know about different Natural Parks in Andalusia.

Table 8. Adaptation of Do Coyle's 4C's of CLIL to this didactic unit. Own elaboration.

The most effective method we can use to teach CLIL to our students is a combination of several methods, approaches and techniques. In this sense, the basis of our methodology need to be creativity, flexibility, meaningful learning, and competencial.

To develop the communicative competence, we will follow the Task-Based approach. Every session will be focused on learning, discovering, and acquiring the essential skills to produce the final task, and students will be aware of the final tasks for from the beginning of the unit.

Likewise, when we talk about the development of a CLIL didactic unit, we have to take into account that not all students have the same level, so we are dealing with a mixability class. In this sense, for the development of the Task Based Approach methodology, we will make use of cooperative learning to encourage interaction and mediation in the CLIL classroom.

We are going to promote cooperative learning. Students will be divided in group of four. Each student has a role card that is going to be changed by term. Some dynamics we will use are:

Techniques	1-2-4	Pencil to the middle	Rotatory sheet	Jigsaw Puzzle	Shared reading
Games	Boarding games		Digital quizzes designed with tools like 'EdPuzzle' or 'Bamboozle'		
	Games to develop the four linguistic skills that are based on memory, mimic, guessing or filling gaps.				
Moments to cooperate	Learning Stations		Role plays		Group and task assessment
	Performances		Investigations		Final Task

Table 9. Cooperative learning dynamics. Own elaboration.

In addition to that, these cooperative tasks give natural opportunities to use the language to students. Some examples of tasks that we can use in CLIL classes and which we will do in the following didactic unit are:

- Reception tasks:
 - Completing texts
 - Distribute or choose data on maps

- Filling in tables, diagrams or graphs
- Taking notes on specific data (dates, quantities, times)
- Identifying and/or reorganising information or images, sequencing
- Correcting errors
- Filling in tables, charts, diagrams or graphs
- Correcting errors
- Production tasks:
 - Finishing sentences
 - Give definitions of words
 - Answering open questions
 - Making opinion questionnaires
 - Searching for information
 - Developing and presenting projects

Moreover, it is important to say that we have to attend to the diversity which means to attend all the diversity present in our classroom. In that way, we will use scaffolding CLIL strategies. Working on certain types of activities, these scaffoldings will be progressively removed in order to achieve the total autonomy of the pupils and to allow them to look for strategies to learn as they need them. Some of the scaffolding strategies used will be:

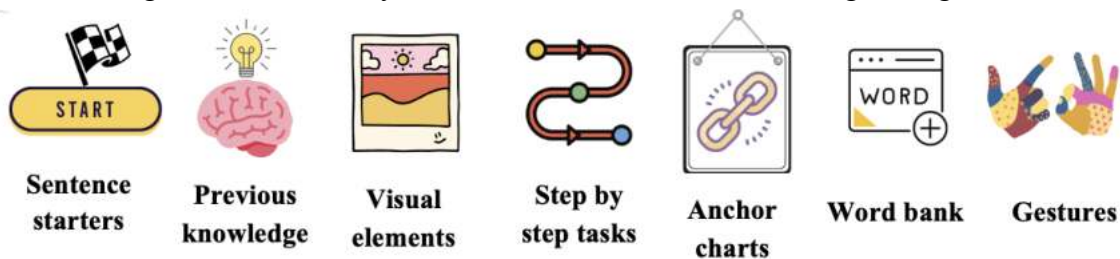


Figure 1. Scaffolding strategies. Own elaboration

We will use the Learning Stations methodology, which we can use as dynamics of knowledge activation, integration or evaluation of knowledge and competences. In this unit, in particular, we will use it at the end of the unit to review the contents, language and culture that we have worked on. The benefits of this methodology are numerous as it combines comprehension, elaboration and creation tasks, following Bloom's Taxonomy (1956).

To ensure the success of our stations, we must design them carefully, taking into account the context in which they will take place: educational level, subject matter, necessary resources and characteristics of our group-class. In addition, our activities must connect with the interests of the students in order to achieve high participation and the attainment of our objectives. It is also very important to facilitate an inclusive working environment, and for this it is necessary to include scaffolding and multilevel tasks in our stations. In this sense, we will work our stations in the following way:

- Group work: The activities we do most successfully, we do in groups, rather than individually.
- Cognitive capacity: Interaction stimulates our cognitive capacity. If all students work cooperatively with other students of different levels, they can develop diverse learning skills.
- Heterogeneous: These groups should be heterogeneous. In this way the zone of proximal development comes into play, where a student with a greater knowledge of X concept will be able to help his or her peers.

In addition, selected thinking routines have been developed which have been adapted to the moment of the Didactic Unit in which the pupils were at the time:

- Thinking routine to explore and introduce ideas: ‘Chalk talk’
- Thinking routine to organize ideas: ‘I See, I Think, I Wonder’

Finally, at the end of each unit, students will fill in their European Language Portfolio, created and adapted to their level by the teacher which will serve them for the rest of their lives in the learning of foreign languages. In addition to this portfolio, we will create a digital portfolio where the final tasks of each group will be uploaded, and the students will be able to consult it whenever they want to review structures.

4.4. Teacher and learner roles

CLIL is sometimes a challenge for both students and teachers, as it can involve many subject and language teaching methodologies (communicative approach, task-based

approach, project-based approach, the exploratory design cycle, etc.). Moreover, this methodology is essential if we want our students to cope with the needs of today's increasingly technological and global world around us.

As teachers, our main goal should be to actively engage students in the learning process by implementing interventions that are both reflective and active. We must act as "the guide" by knowing the foreign language, initiating and promoting input in it, assisting the children in their social interactions, assessing their accomplishments and providing feedback, contextualising the activities and explaining their meanings to the children, and encouraging verbal and nonverbal communication strategies while also enhancing previously learned learning strategies and promoting new ones.

We must cultivate, encourage, and spread a pro-learning and pro-foreign-language attitude. Additionally, since dealing with errors is an important component of children's learning processes, we must be mindful that we shouldn't fix errors often but rather only when they indicate a complete failure to comprehend the message. Errors should be seen as important benchmarks for measuring development.

In a communicative approach to CLIL, the teacher must adopt different roles to promote interaction and effective language acquisition and contents in the classroom. Some of them and the ones I would take in the development of the didactic unit we are going to propose are:

- Syllabus planner: the CLIL teacher must set the goals, contents to be learned by the pupils with an appropriate methodology and establish the assessment criteria.
- Facilitator: In CLIL, the teacher must facilitate interaction and meaningful communicative tasks.
- Motivator: One of the most important role in CLIL teachers is that of encouraging students, making them feel motivated to learn English, developing their intrinsic and extrinsic motivation.
- Organiser: The success or failure of an CLIL classroom depends, to some extent, on the teacher's classroom organization and management skills. This rol of organizer covers two stages:

- Lesson Planner: select activities, group dynamics and resources to achieve the established goals.
- Classroom manager: create a working environment, give clear instructions to carry out the tasks...

As we have already considered, for a successful learner-centred and communicative methodology, the teacher is no more the “controller” or the “conductor”. The teacher must help the learners to develop their learning strategies and become self-autonomous and aware of their comprehensive learning. According to Hutchinson (2005), these are the characteristics that should be enhanced within the classroom:

- Development of positive attitudes towards the foreign language as well as culture and contents.
- Learning strategies development such as metacognition (planning, self-monitoring...), cognition (resourcing, grouping, elaboration of new knowledge...) and social-affective strategies.
- Development of the oral and written skills: listening, speaking, reading and writing.

4.5. Materials and resources

The resources available at school are essential to the successful achievement of objectives and evaluation criteria. Here we will mention those that will help us to deal with the contents, classifying them according to the type they are.

Teaching materials	ICT tools
-Printed materials: posters, flashcards, word cards, books, worksheets, pictures, magazines...	-Desktop computer
-Audiovisual materials: songs, shows, videos, movies, series, recordings	-Digital whiteboard
-Board games: bingos, dominoes, Scrabble, chess, Snakes and Ladders...	-Projector
-Materials made by students: final productions, projects...	-DVD
	-Internet
	- Tablets

Table 10. Teaching materials and resources. Own elaboration.







In this didactic unit, the utilisation of Information and Communication Technologies (ICTs) would be very useful. Multimedia materials including audios, movies, and interactive presentations will be used in this proposal to assist students comprehend foreign language topics more fully. However, in order to create multimedia content that is tailored to the requirements of our students, teachers will also make use of new technologies as tools.

The following is a CLIL didactic unit for the subject of Natural Sciences in which students work on content related to environment and recycling. As a common thread and to boost the motivation of the students, we have based this didactic unit on the film 'The Lorax'. In this unit we will show how to apply the variables that we have discussed in our theoretical framework for an excellent development of the content and the foreign language in an integrated way in a CLIL classroom.

The Lorax offers a powerful message in favour of the the environment and nature. It demonstrates how nature is an irreplaceable treasure and how, if we do not protect it, we run the risk of destroying it. It also emphasises how crucial cooperation is in preserving and protecting nature. Our students will become the people who will help 'The Lorax' to get a great environmental message across to people: "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."

The fundamental pillar for CLIL success is its methodology, so in this unit we are going to apply some of our methodological principles that we have mentioned in the theoretical framework, such as task-based learning (Nunan, 2004), the action oriented approach (CEFR,2001) and cooperative learning (Pujolàs, 2008).

Our sessions will be aimed at carrying out activities for the preparation of the final task which will involve the creation of a product in which the students will work in cooperative groups in a collaborative and cooperative manner, acting as social agents, with action predominating.

 'There is not Planet B!' 6th grade 		
Topic: Environment and recycling	Timing: 6 sessions of 60'	SDG: 3,4,6,7,11,13,14,15
Final Task: Create advertisements for recycling and to raise awareness of the environment and propose a 'trash challenge' for the Environmental Day. Show good actions that everyone can do.		
Justification: It is the Environmental Day! The Lorax said: 'Unless someone like you care a lot, nothing is going to get better'. He asks us to help the planet and he challenges us. The need to take care of the environment and respect it promoting small actions that make big changes.		
Subject	Natural Science	
Objectives	<ul style="list-style-type: none"> ● Knowing the rules of recycling and which items go into which bin. ● Knowing the impact of plants and environmental caring on planet earth. ● Promote actions such as planting trees, reusing water for watering to improve the planet 	
BC	EVALUATION CRITERIA/DIDACTIC OBJECTIVES	K.C
	Understand the general meaning of oral texts identifying the basic syntactic structures and lexicon about environmental actions.	LC,SCC L2L
	Maintain a face-to-face conversation articulating fluently and with accentual, rhythm and basic sound patterns about environmental actions.	LC,DG SIEP
	Identify the general meaning and main ideas of short and simple advertisement about recycling.	LC,SCC L2L
	Create personal texts fulfilling communicative functions and adequate syntactic structures to promote things human should do.	DG,CAEC SIEP,L2L
CONTENTS		
Syntactic-discursive	Vocabulary	Other contents
Expression of necessity: should / shouldn't / have to+verb Expression of obligation: Don't + verb! Expression: Let it grow!	Environment: pollution,tree,seed, roots,water,land,planet,air... Recycling: bin, paper,plastic, aluminium, bottles,batteries... Verbs: throw, turn off, reduce, grow,take care, trash,protect, recycle..	Sociocultural: Changes in different cities with years. Environmental Day. Know more about Ecuador. Andalusian: Natural parks in Andalusia. Sierra de la Alfaguara to do 'plogging'

Functions	Pronunciation	Cross-curricular: Enviromental care and recycling			
Giving advices, opinions, agreeing(critical thinking)	Pronuntiation of /p/: plastic, paper, plant...	Values: Take care of our planet.			
MATERIALS AND RESOURCES					
Materials: realia, role-play cards, worksheets, reading cards, ELP grammar flipbook, reading passport,	ICTs: desktop computer; digital board; audio-visual materials, iPads,Google Eath, Google maps,Canva,Baamboozle!...	Evaluation tools: test; task; project; exit ticket, gumball machine, <i>Mentimeter</i>			
ATTENTION TO DIVERSITY					
Widening activities	Reinforcement activities	ADHD	Positive reinforcement, step by step tasks, calm box, reward system, peer-tutoring, DUA		
Reading, CLIL and creativity corner, ampliation worksheets.	Extra contextual support, realia, reinforcement worksheets and individualized attention.		CAPD	Headset device, position in the class,contextual support, DUA	
METHODOLOGY					
Task Based Approach and Project. Communicative Approach, cooperative learning encouraging interaction and mediation, thinking routines encouraging critical thinking. Routines, ICTs, emotional intelligence and multiple intelligences. Flipped Classroom. Action-Oriented Approach					
Cognitive processes		Creative, reflective, practical, analytical and deliberative.			

Table 11. Didactic proposal. Own elaboration.

Development of sessions					
1	Task	Description	Time	Skills	Grouping
	Routine	In every session the first 5 minutes	10'	LS	WG
	Pre-task	Unit opener: We will watch the introductory video of the Lorax film (Annex I) which happens to be a song with the motto 'Let it grow!' in which different types of rubbish are located. Then we will do a thinking routine called 'Chalk talk' about environmental and recycling problems we have seen in the video and they will be written down on the board making	10'	LSRW	WG

		interrelationships in word clouds. This activity will serve as an initial assessment of the unit to find out our students' prior knowledge and their starting level.			
	Main task	Debate: Debate using short sentences starters (scaffolding) about environmental problems. We will project on the blackboard different pictures of environmental problems such as: pollution, deforestation, loss of biodiversity, drought, abusive consumption, waste, etc. Students will interact in small groups on the different questions.	15'	LS	GW
	Post task	Game: Recycling game. Total Physical Response game. We will watch a short video about what to put in each rubbish bin. Then we will play the recycling game. The teacher will have previously created cardboard containers of all colours. Each student will have a flashcard with different materials and in pairs they will have to run around the class to throw it into the right bin. Afterwards, the contents of each container will be checked in a large group to give feedback.	10'	LSW	WG
	Ready, steady, T4T!	Present the task and organizations of groups. Each class group will dedicate its campaign to one container: plastic, paper, organic, glass... To start with the task, each group will cut out rubbish from different catalogues to display on their banners or use real material (milk cartons, plastic toys, paper...). They will have to select the one from the container they are working with and write down their names.	15'	LSR	GW
CLIL materials					
Teaching materials: -Printed materials: Thinking routine "Chalk Talk" worksheet (Annex II), sentences starters flashcards (scaffolding) (Annex II), catalogues, flashcards. -Audiovisual materials: videos, pictures, of environmental problems. -Materials created by the teacher: recycling containers created from recycled materials -ICT tools: Desktop computer, project, digital board.					

2	Task	Description	Time	Skills	Grouping
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	Routine	In every session the first 5 minutes	10'	LS	WG
	Pre-task	Natural parks in Andalusia. We will read short texts about different Natural Parks in the province of Andalusia, we will place them on the map and we will ask the students questions about whether or not we see pollution in these parks.	10'	LSRW	WG
	Main task	Environmental rules. We will make flashcards for each group with some of their environmental rules that are right and some that are wrong and we will introduce inductively the grammar of the unit (should/ shouldn't/ have to+verb) e.g. "You shouldn't littering and no cigarette", "You shouldn't pick plants or flowers". The students will have to classify these actions as good or bad in a worksheet. Then we will put in common with the rest of the class.	15'	LSRW	GW
	Post task	Using some of the phrases above, we will do small guided role plays about different environmental actions that happen around us using the structures seen (throwing rubbish on the ground in the playground or in the street, pulling up plants, not recycling...).	10'	LS	PW
	T4T!	Using models of scaffolding and the grammar of the unit each group have to prepare rules for recycling of each bin for the banner. For instance: "You should throw out glass"	15'	LSRW	GW
	CLIL materials				
	Teaching materials: -Printed materials: Graded short texts, maps, good or bad actions worksheet, -Audiovisual materials: pictures. -Materials created by the teacher: flashcard with environmental rules -ICT tools: Desktop computer, project, digital board.				

3	Task	Description	Time	Skills	Grouping
	Routine	In every session the first 5 minutes	10'	LS	WG
	Pre-task	We will bring different objects such as magazines, bottles, boxes, clothes, etc. to class. We will pass them around the different groups so that the children can touch them and we will	10'	LS	WG

	ask them about the things that they think are made these objects. We will use the thinking routine 'I See, I Think, I Wonder' to create expectations. Afterwards we will discuss it in the whole group.			
Main task	Listening comprehension <i>EDPuzzle</i> 'You should recycling' to work on extensive and intensive listening . Then, we will make a listening comprehension questions with <i>Baamboozle!</i>	15'	LR	GW
Post task	Use Google Earth to see how cities have changed over the years and an with a model of writing worksheet, students will write an email to the city council proposing actions to improve the city.	10'	LSRW	IW
T4T!	Students will select the litter they will display as an example on their posters for each bin.	15'	LSRW	GW
CLIL materials				
Teaching materials: -Printed materials: Graded short texts, maps, good or bad actions worksheet, -Audiovisual materials: applications: Google Earth, <i>EDPuzzle</i> and <i>Bamboozle!</i> -Materials created by the teacher: See, Think, Wonder worksheet (Annex III). -ICT tools: Desktop computer, project, digital board.				

4	Task	Description	Time	Skills	Grouping
	Routine	In every session the first 5 minutes	10'	LS	WG
	Pre-task	In this session we will try to emphasise some linguistic aspects that are often forgotten, such as pronunciation. The teacher will show the students some recycling poems for each container. They will have to read them aloud and reproduce them.	10'	LS	WG
	Main task	To encourage the use of ICT and digital competence we will use the app Chatterpix which is a free mobile application for children to create animated images that speak. In this way they will create an interactive image that they will add through a QR code in their advert so that those who see the advert can scan it and become aware of recycling with this poetry.	15'	LSR	GW
	Post task	As a wrap up of the session we will play a game that focuses on phonemic awareness called 'I have, who has? Each student has	10'	LS	IW

	a card, the child with the starter card, starts reading I have ___ who has ___? (e.g. I have and, who has like?) The student with the next word reads his/her card (I have paper, who has wood?). All students have to be attentive and respond quickly when they read their word. In this way, the children work orally on pronunciation and quick reading of words.			
T4T!	Creation of slogan and motto for the trash challenge.with the heps of the poems given.	15'	LSRW	GW
CLIL materials				
Teaching materials: -Printed materials: I have, who has? cards (Annex IV), graded poems -Audiovisual materials: applications: <i>Chatterpix</i> . -Materials created by the teacher. -ICT tools: Desktop computer, project, digital board.				

5	Task	Description	Time	Skills	Grouping
	Routine	In every session the first 5 minutes	10'	LS	WG
	Pre-task	Learning Stations and extra push to pupils. (oral and written skills, culture and teacher's station). We will use the Learning Stations methodology to review the contents, language and culture of the unit through 5 stations with different activities in which the students will rotate every 10'. The stations will be the following: Station 1: Listening Station 2: Reading Station 3: Writing Station 4: Speaking (station where the teacher will be present to help students with the interaction). Station 5: Culture	40'	LSRW	GW
	Main task				
	Post task				
	T4T!	Creation of the advertisement with <i>Canva</i> .	10'	LSRW	GW
CLIL materials					

Teaching materials: -Printed materials: Worksheets. -Audiovisual materials: applications: <i>Canva</i> . -Materials created by the teacher: Post for stations and instructions. -ICT tools: Desktop computer, project, digital board.

5	Task	Description	Time	Skills	Grouping
	Routine	In every session the first 5 minutes	10'	LS	WG
	Preparation	Preparation for the Final Task presentation	50'	LSRW	GW
	CLIL materials				
	Teaching materials: -Audiovisual materials: applications: <i>Canva</i> . -Materials created by the teacher: scaffolding (sentences starters, visual aids, diagrams, pictures,etc.) -ICT tools: Desktop computer, project, digital board.				

5	Task	Description	Time	Skills	Grouping
	Routine	In every session the first 5 minutes	10'	LS	WG
	Preparation	Final Tasks presentations.	40'	LSRW	GW
	Peer-evaluation	Peer-evaluation of the other groups and fill the Portfolio.	10'	LSRW	GW

Table 12. Development of sessions. Own elaboration.

5. CONCLUSION

In conclusion, the implementation of CLIL is a complex process that requires careful consideration of various variables. This Master's Dissertation has argued that effective CLIL classroom organization and management involves the consideration of five key variables: grouping pupils, space and time distribution, selection of appropriate methodologies, the roles of teachers and students, and selection of materials.

Having questioned some of the variables influencing the CLIL area, we must ask ourselves what is necessary to ensure the success of this approach. As teachers, we must

reflect on the ways of working, since a change of language code is not enough for the successful implementation of teaching in a second language.

The analysis and discussion of each of these variables has demonstrated their importance in creating a successful and effective CLIL learning environment. Grouping students, for instance, can improve their general educational experience and foster a feeling of equality and inclusion. Cooperative or pair work will motivate learners and allow them to get closer to each other in the CLIL classroom, as well as to exchange proposals and strategies to reach a common goal. Similarly, effective space and time distribution can facilitate collaboration and engagement among students, leading to enhanced language and content learning outcomes.

The selection of appropriate methodologies and materials is also crucial in CLIL classrooms. This MD has argued that the selection of methodologies and resources should be based on the learning goals and needs of the students, rather than solely on the content being taught. In addition, the use of new active methodologies and the use of new technologies will serve as instruments of interaction and communication to achieve basic foreign language skills, as well as intercultural links between our own culture and the foreign one.

Additionally, the roles of teachers and students in CLIL classrooms should be clearly defined and understood, with an emphasis on creating a collaborative and student-centered learning environment. It is important to mention that, sometimes the key to making a CLIL lesson depends on whether the teacher is motivated, otherwise it will lead to failure.

In addition, this MD aims at making a didactic proposal in which many of the factors mentioned throughout this work are put into action. In the creation of didactic units, the interests and rhythms of the students will always be taken into account so that they feel motivated and committed to learning. Students will tend to be more interested in learning when they can relate the topics to their own tastes and passions. On the other hand, by tailoring the content and language to the learners' interests, it becomes more relevant to their lives. This allows them to see the usefulness of what they are learning in their day-to-day lives, which can increase their interest and retention of the information. For

example, in this md's didactic proposal, students become activists to take care of the environment.

Overall, this MD has argued that the effective implementation of CLIL requires careful consideration of multiple variables, each of which can impact the success of the learning experience. By taking into account these variables, educators can create a more effective environment for learning, leading to enhanced language and content learning outcomes for students.

The importance of knowing some of the variables that influence the CLIL classroom opens up many avenues for further research. In addition to this, it is important to mention that there are many unresolved questions about how these variables may influence student performance and motivation in the CLIL classroom. It is intended that this MD will contribute to the continuing dialogue and investigation about CLIL, giving educators an improved understanding of the crucial elements involved in its use.

Finally, the reason for carrying out this work leads to a final reflection. The lack of bilingual teacher training is an educational challenge that directly affects the quality of education received by students in bilingual contexts and is the trigger for the lack of strategies and methods for developing bilingualism in the classroom. It is essential to recognise the importance of training in teacher preparation and to take concrete steps to address this issue. Investing in ongoing training, promoting collaboration and providing adequate resources are key steps to improving bilingual education and ensuring that students achieve a high level of proficiency in two languages, which will provide them with meaningful academic and cultural opportunities in an increasingly globalised world.

We cannot forget that this education should be heart by heart, and provide opportunities for all pupils to shine. There are many reasons to carefully choose and plan for the variables that influence CLIL, avoiding monotony in our teaching and learning practice through active methodologies as it is recommended by our current legislation, fostering proactive attitudes in our pupils as well as innovation and fun in school since 'keeping alive creativity is the key to change education' (Robinson & Aronica, 2015). Only by doing this, we will achieve that English is meaningful, functional and useful in a real context. Because the only way to do a great job is to love what you do: teach.

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7. ANNEXES

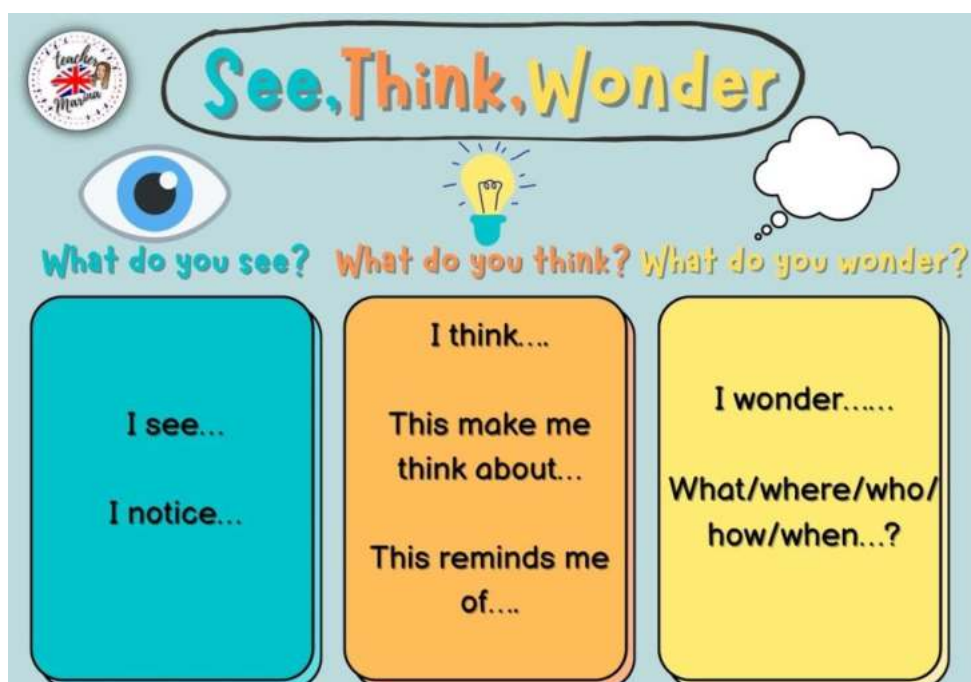
-Annex I: Lorax song video : <https://www.youtube.com/watch?v=OZXyi-nhk8k>

-Annex II: Thinking routine worksheet ‘Chalk talk’

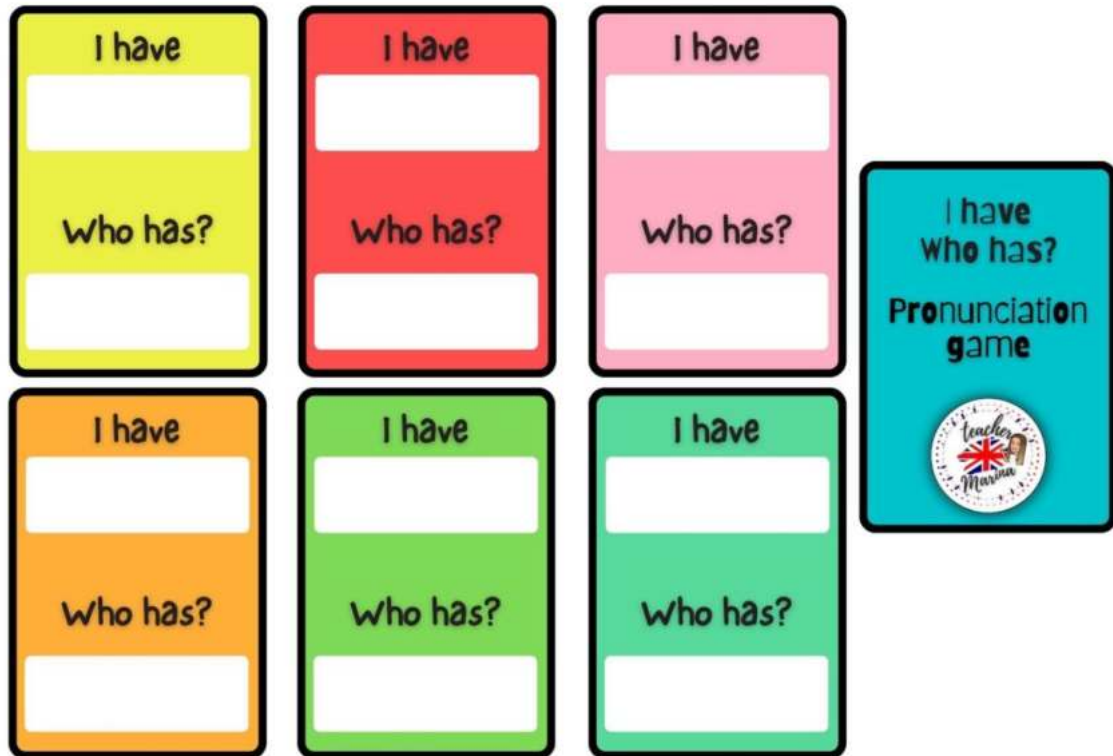


Annex I. Thinking routine worksheet ‘Chalk talk’. Own elaboration

-Annex III: Thinking routine worksheet ‘I see, I think, I wonder’



-Annex IV: "I has, who has?" cards



Annex IV. "I has, who has?" cards. Own elaboration