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DIDACTIC PROPOSAL USING THE COOPERATIVE LEARNING METHODOLOGY WITHIN A CLIL SCHOOL CONTEXT

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Didactic Proposal using the cooperative learning methodology within a CLIL School Context

ABSTRACT

This Master's Dissertation is a didactic proposal for a group of 4th Primary Education about the area of Natural Science. Apart from the subject content itself, some of the significant components of this design are the content and language integrated learning (CLIL) context and the cooperative learning groups. Thus, cooperative learning has been an ideal technique to stimulate real-life experiences with students as the main characters of their teaching and learning process and to attend diversity in class. In this sense, the structure of this project includes a theoretical framework for both methodologies along with the justification and contextualization of this didactic proposal. Likewise, the curricular elements of a didactic unit have been explained in detail. Then, a thirteen-session unit has been described, with all the curricular elements. Subsequently, there is a section for assessment and evaluation. Lastly, a final conclusion about the realization of this Master Dissertation and my studies throughout the whole master has been done.

Key words:

Cooperative learning (CL), content and language Integrated Learning (CLIL), natural Science, primary education, curricular elements.

RESUMEN

Este Trabajo de Fin de Máster es una propuesta didáctica para un grupo de 4º de Educación Primaria sobre el área de las Ciencias Naturales. Aparte del contenido de la asignatura en sí, algunos de los componentes importantes de este diseño son el contexto de aprendizaje integrado de contenidos y lenguas (CLIL) y los grupos de aprendizaje cooperativo. Así, el aprendizaje cooperativo ha resultado una técnica ideal para estimular experiencias de la vida real con los estudiantes como protagonistas de su proceso de enseñanza y aprendizaje y para atender la diversidad en clase. En este sentido, la estructura de este proyecto incluye un marco teórico para ambas metodologías junto con la justificación y contextualización de esta propuesta didáctica. Asimismo, se explica detalladamente los elementos curriculares de una unidad didáctica. A continuación, se describe una unidad de trece sesiones, con todos los elementos curriculares. Posteriormente, existe un apartado de evaluación. Por último, aparece una conclusión final sobre la realización de este Trabajo de Fin de Máster y mi aprendizaje a lo largo de todo el Máster.

Palabras clave:

Aprendizaje Cooperativo, Aprendizaje integrado de los contenidos y lenguas extranjeras (AICLE), Ciencias Naturales, educación primaria, elementos curriculares.

TABLE OF CONTENT

1. INTRODUCTION 7

2. THEORETICAL FRAMEWORK 8

2.1. CLIL 8

2.1.1. Collaboration between language and content teachers 10

2.1.2. Collaboration between content teachers 10

2.1.2. Collaboration between language teachers 11

2.2. Cooperative Learning 11

2.2.1. Cooperative Learning in the classroom 12

2.2.2 .Cooperative Learning within the current Spanish educational law 14

2.2.3. Cooperative Learning Techniques 14

3. DIDACTIC PROPOSAL 19

3.1. Justification 19

3.2. Context 20

3.2.1. School Context 20

3.2.2. Classroom Context 21

3.3. Objectives 22

3.4. Contents 23

3.4.1. Cognition 23

3.4.2. Communication 24

3.4.3. Culture 25

3.5. Methodology 26

3.6. Sessions 27

3.6.1. Session 1 27

3.6.2. Session 2 29

3.6.3. Session 3 31

3.6.4. Session 4 33

3.6.5. Session 5 ..... **35**

3.6.6. Session 6 and 7 ..... **36**

3.6.7. Sessions 8 and 9 ..... **37**

3.6.8. Session 10 ..... **39**

3.6.9. Session 11 ..... **41**

3.6.10. Session 12 ..... **42**

3.6.11 .Session 13 ..... **44**

3.7. Evaluation and assessment **45**

3.7.1. What to evaluate? **45**

3.7.2. When to evaluate? **46**

3.7.3. How to evaluate? **46**

4. CONCLUSIONS **47**

5. BIBLIOGRAPHICAL REFERENCES **49**

6. APPENDICES **52**

6.1. Appendix 1. Group Roles **52**

6.2. Appendix 2. Example of a poster with the rules for group work. **54**

6.3. Appendix 3. Vital Functions worksheet **54**

6.4. Appendix 4. Scaffolding sentences for the discussion (activity 4) **55**

6.5. Appendix 5. Students' correction checklist (activity 5) **55**

6.6. Appendix 6. Vital Functions presentation **56**

6.7. Appendix 7. Mind-map (*GoConqr* example) **59**

6.8. Appendix 8. Tables for the expert groups to complete **60**

6.9. Appendix 9. Structure for sharing information **61**

6.10. Appendix 10. Oral presentation rubric **61**

6.11. Appendix 11. Questionnaire **62**

6.12. Appendix 12. Rubric for the realization of the posters **63**

6.13. Appendix 13. Checklist for peer assessment in oral presentation **64**

6.14. Appendix 14. Poster "Ways to be a good listener during oral presentation".....64

6.15. Appendix 15. Self- acceptance labels' example 65

6.16. Appendix 16. Collaborative mural in Paddlet. 65

6.17. Appendix 17. Example of self-love shield.....66

6.18. Appendix 18. Poster with key sentences for the debate 66

6.19. Appendix 19. *Kahoot* questionnaire.....67

6.20. Appendix 20. Group Assessment worksheet.....72

6.21. Appendix 21. Individual Assessment worksheet 72

1. INTRODUCTION

English is a really important language since "it is an international language for education, science, research and business" (Bazán-Quijada, 2019:18**).** We are experiencing a new era of development of CLIL that arises over the last decades in Europe as the possible answer for lots of teachers, parents, learners, researchers and policy-makers to cover the current society needs and challenges of our globalised society. Thus, in the case of Spain, it has experienced a rapid development due to the Spanish engagement to promote multilingualism and awareness of the importance of learning foreign languages (Lasagabaster & Ruiz de Zarobe, 2010).

Following this thread, it is important to highlight that CLIL teaching is not simply the combination of subject and foreign language teaching all together (Porcedda & González-Martínez, 2020). CLIL requires of a combination of elements that will be described in section *2.1.CLIL*. Thus, the implementation of this type of methodology should be complemented with current innovative techniques with the aim of both developing practical linguistic skills in the foreign language and others that allow students develop future professional competences such as group work. For the previous reason, the following proposal will focus of implementing cooperative work within a CLIL classroom. As Pistorio (2010) states, the large heterogeneous classes we can find in our current Spanish schools (25-30 students per class approx.) seem to lead to numerous problems. Nonetheless, those can be turned into a positive teaching experience with the application of cooperative learning since the students can take themselves an active role within their teaching and learning process by teaching and correcting each other, creating and enriching atmosphere of cooperation (Ur, 1999).Thus, the combination of both innovative techniques, CLIL and cooperative learning, seems to be a resourceful way of achieving successful learning and the current educational needs.

On the other hand, the main reason why I have chosen this topic is due to my experience in my internships in a bilingual school in the city of Malaga, in which the teacher taught CLIL lessons using cooperative groups and I saw it could be very beneficial and wanted to deepen onto the topic in order to manage it better and be able to use it in my future professional practise.

2. THEORETICAL FRAMEWORK

In this section the theoretical background of my Master's Dissertation (MD henceforth) is presented, which evolves around the topic of CLIL as its basis and foundation and consequently of the following final project. In the same vein, Cooperative learning will be framed as the vehicle throughout CLIL lessons will take place.

2.1. CLIL

CLIL stands for the acronym of Content and Language Integrated Learning or AICLE in Spanish (*Aprendizaje Integrado de Contenidos y lenguas extranjeras).* Since 1990 CLIL emerged in Europe as an interdisciplinary educational approach based on educational and political drivers. According to David Marsh (2013:1), "the political driver was that mobility across Europe required higher levels of language competence". On the other hand, the educational driver was influenced by leading bilingual initiatives like the one in Canada.

Following the European trend, in the concrete case of Spain, CLIL arose in the beginning of the 2000 (Lasagabster & Ruiz de Zarobe, 2010) as a new type of teaching and learning methodology that was set inside the language teaching scenario (Pérez-Cañado, et al., 2015). As Breeze (2014) states, it consists of using the foreign language as the vehicle for classroom exchange and interaction within a non-linguistic subject context. Besides, the integration of both (language and content) and the application of theory into practice, requires a series of elements that represents the roots of the European teacher training content (Porcedda & González-Martínez, 2020), the **4Cs framework of Coyle** (2006): Content, Communication, Cognition and Culture, one of the most widespread model for teachers (see figure 1). Also, there is **the CLIL pyramid**, an innovative tool to develop CLIL lesson planning and materials based on the 4Cs framework (Meyer, 2010) (see figure 2).

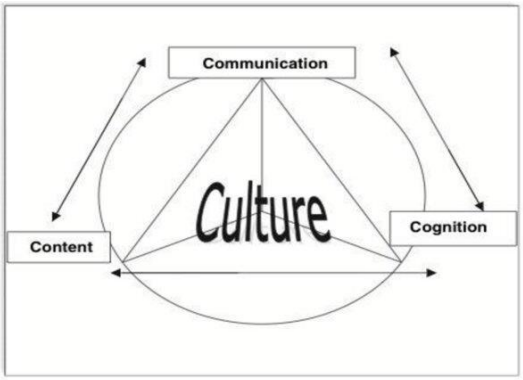

Figure 1. The CLIL 4Cs Framework (adapted from Coyle et al., 2010: 41)

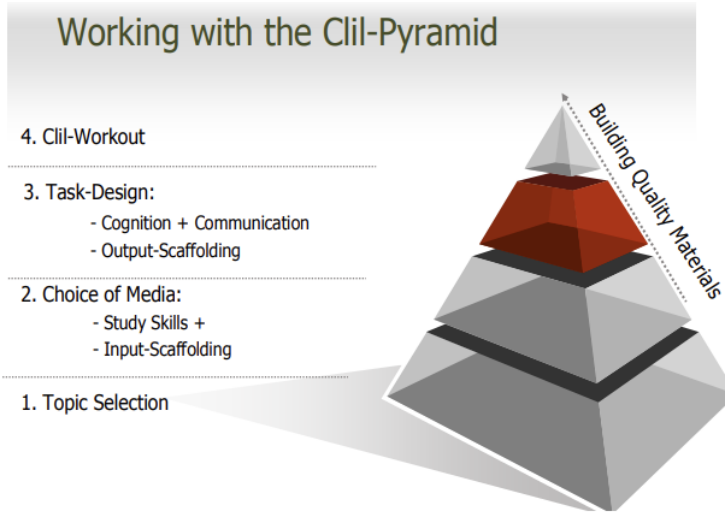

Figure 2. The CLIL pyramid (Meyer, 2010: 308)

Moreover, there is the **three-dimensional model** (Concept-Procedure-Language) retrieved from Ball, et al. (2015). Finally, there is the **language triptych** (Coyle, et al., see figure 3). For the implementation of all these models, teachers need to pursue an effective and adaptive methodology that focuses on students' own characteristics and needs (Castillo-Rodríguez, 2022).

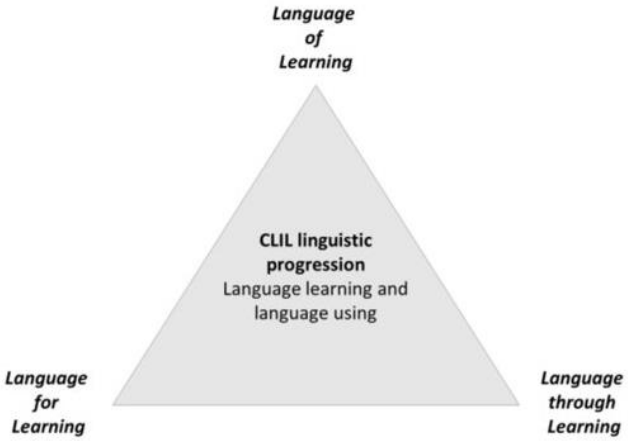

Figure 3. Coyle's language triptych (Coyle et al., 2010: 36)

After establishing its main elements, it must be said that since CLIL is an on-trend methodology, there has been a lot of research about it. Despite the controversial results, the majority of the investigations provide undeniable evidence that CLIL is pretty more beneficial than the traditional language-driven teaching methodology (Pérez-Cañado, 2012). In this manner, the success of CLIL highly depends on the collaboration of foreign language teachers and content teachers (Pavón, 2014) since they are the main professionals implied within the good functioning of CLIL. Thus, this MD will proceed to present the main

characteristics of collaboration between language and content teachers, the collaboration between content teachers, and the collaboration between language teachers.

2.1.1. Collaboration between language and content teachers

Collaboration is a wide term that involves many different forms of teacher interaction and a basic requirement for teachers' professional development (Ivanova, 2016). As aforementioned, the effectiveness of educational proposal demands of a structure of connection, coordination and collaboration among all the professionals interested (Mehisto, 2009).

Collaboration between content and language teachers is one of the three main ones essential within a CLIL programme. It is necessary to define both teaching aims and learners' learning outcomes (Ivanova, 2016). Thus, it results essential since the foreign language plays a crucial role so that the students gain the linguistic competence needed to learn the academic content. In this sense, both language and content teachers should agree on the topic and make interrelations of less cognitive demanding tasks and do not only focus on the stimulation of the general basic everyday use of the language, **BICS** (Basic Interpersonal Communication skills) but also on more demanding language needed for academic study, **CALP** (Cognitive, Academic Language Proficiency) (Cummins, 2008).

In reference to the BICS, they can be defined by the interpersonal dialogues in which students communicate with each other with certain fluency or talk or discuss about a specific centre of discussion. It includes colloquial expressions, appropriate daily language, etc. On the other hand, CALP relates to the language used in content areas for critical thinking, for discussing and talking about Science, Chemistry, Physical education, etc.

CLIL lessons must be oriented towards general instrument and everyday use of the language since in order to deal with the academic content, students need the language they learnt in the English classroom to be linked to the subject content (Pavón, 2014).

2.1.2. Collaboration between content teachers

This type of collaboration is also needed to ensure positive outcomes in CLIL. According to Coyle (2009) content teachers must cooperate with each other and this is essential for the assimilation and consolidation of the content. This means that establishing thematic connections between new and previously learnt concepts in the different subjects may enable students to understand and assimilate information in a much more effective way (Coyle, 2007).

2.1.2. Collaboration between language teachers

It is presumed that the promotion of language of instruction (foreign language) is a decisive factor for the success of CLIL. In this sense, the coordination of language teachers can be a promoter of the better use of the foreign language. As Pavón (2014) states, it presents some advantages that may be helped with the design of a *language across the curriculum model* (Conserjería de Educación-Junta de Andalucía, 2008), in which objectives, contents, linguistic strategies, textual genres in English, the mother tongue and another foreign language are established to strengthen the linguistic competence in all subjects.

In relation to the use of languages, there are many different opinions about that. It must be said that it is a controversial topic whether the use of two languages within the same lesson is not a sign of failure or not. Pavón and Rubio (2010) argue that if the learning results are unsatisfactory it is not due to that but to the incorrect use of resources and methods.

2.2. Cooperative Learning

Johnson and Johnson (2014) state that cooperative learning is the answer for the important challenges of the 21st century. It is especially through this methodology that students develop the skills needed to "manage cooperation at the global level, as well as the individual and society levels" (Johnson & Johnson: 841). Nonetheless, cooperative learning is not the same as students working in groups and freely talking to each other. According to Roger & Johnson (1994), it requires the presence of certain elements in order to be proper cooperative learning.

First, it requires the acquirement of positive interdependence, which entails that the success of the whole group depends on the achievement of each of the individuals of the group. Secondly, there should be sufficient students' interaction. Thus, this type of interaction must involve students helping each other in things such as finishing tasks in order to reach group's goals. Thirdly, students must handle individual accountability and personal responsibility to achieve group goals. This is translated in the fact that every student has to do their part of the work since it is their responsibility for the success of the group. In the fourth place, it is essential the promotion of interpersonal and small-group skills. It is relevant that students know how to work effectively with each other: coordinate, trust each other, communicate assertively, respect and support each other and solve problems and conflicts effectively (Johnson & Johnson, 1991). To finish this, the last element needed is the continuous group processing, which means that students must reflect upon their own work as a group and evaluate and discuss areas of improvement.

2.2.1. Cooperative Learning in the classroom

For the good functioning of the innovative technique of cooperative learning, it has to be structured and well-planned. Johnson et al. (1999) establishes the guidelines for the good functioning of cooperative learning, which are the following:

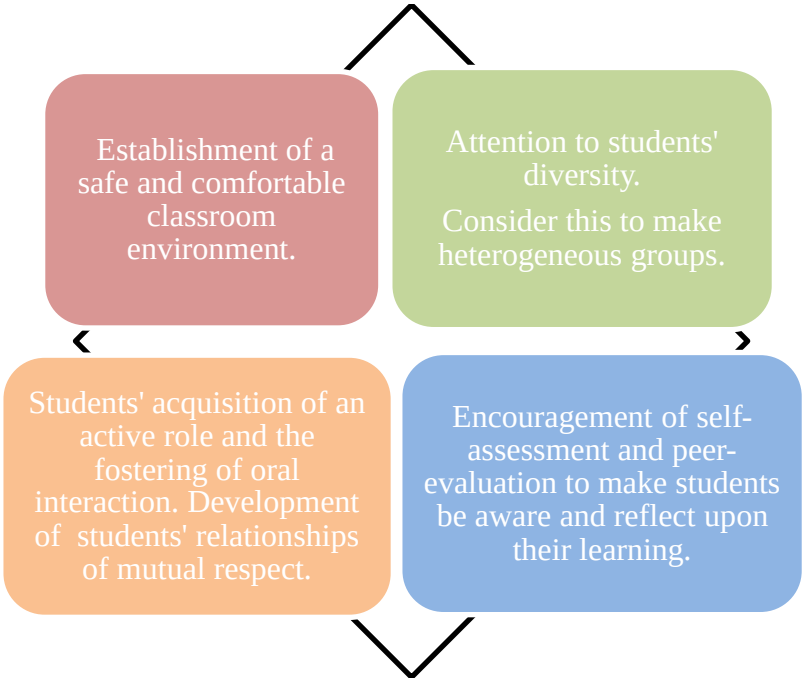

Figure 4. Guidelines for good functioning of cooperative learning (adapted from Johnson et al., 1999)

In line with these guidelines, there is to mention that groups must be heterogeneous in order to function properly. There are different models to construct cooperative groups within the classroom (Johnson et al., 1999):

1. **Random distribution,** which basically consists of different techniques used to divide the number of students of a classroom between the numbers of integrants that we want to have in each group.
2. **Stratified distribution.** It is a random way of distribution but one in which the teacher can assure the existence of one of two students with certain characteristics per group (special needs, specific reading level, etc).
3. **Groups formed by the teacher.** This is the one strictly elaborated by the teacher so that he can guarantee the heterogeneity of the group.
4. **Groups formed by the students.** It is the least recommendable way of distributing since students can choose according to their preference and it can result in homogeneous groups.

The duration of the cooperative groups should be the one needed to achieve good results. Nonetheless, the formal groups tend to have the duration of at least a year and the

informal groups last one lesson at most. In addition, it is essential every single student of the group knows they are important and they have duties and responsibilities that affect the rest of the groups. In this sense, they all have specific roles. Regarding this roles' assignment, students must bear in mind their role to know which are their functions and act consequently. Although Johnson et al. (1999) present quite a lot of options, some of the mainly ones may be:

The speaker	The one that presents the activities and tasks done by the group to the teacher or rest of the class. This person also responds in the name of her/his group to the teacher's questions.
The secretary	The person that reminds their peers of the commitments they have as a group and write the work done in the group diary. He/she also checks their mates write the tasks to do and hand them on time
The time manager/ moderator	The person that regulates the noise level within the group. He/she helps keep a good working atmosphere. At the end of the class, he/she checks everything is clean and gathered for the next class and manages the time and reminds her/his peers.
The coordinator	The person that must know how to make the activity or task and how to present it. He /she will tell her/his peers the tasks to do and who should do it. He/she will check if her/his mates are working. He/she will encourage and motive the group to improve and reach the goals. Finally, he will be the one in charge to write down his/her group work evaluation: strong and weak points.
The critique	The person that discusses with the other groups' critics to help their group. He or she solves any problem that may appear among the groups. Manage the problem solving within their group through the use of the dialogue. Critically assess how the group is working and encourages the team to improve in order to achieve the learning objectives.

Table 1. Self-made (2023). Examples of roles in cooperative groups

2.2.2 .Cooperative Learning within the current Spanish educational law

The current law for primary education (BOE, Orden del 30 de mayo de 2023) establishes the importance of working cooperatively. This can be observed throughout the whole official document in examples like in the specific competences of different areas. For instance, *the specific competence 3. Solve problems through design projects and the application of computational thinking, to cooperatively generate and innovative product that responds to specific needs* of the area of Knowledge of the Natural, Social and Cultural environment express how students' cooperation results essential to the development of the final product. This will foster students' cooperative skills like argumentation, effective communication, shared decision making and the pacific problem solving (p. 28). Furthermore, other areas such as Artistic Education, Physical Education, Civic and Ethical values or foreign languages also express the importance of cooperative group working to the achievement of each subject goals and objectives.

2.2.3. Cooperative Learning Techniques

Bará & Domingo (2005) establish three main types of cooperative learning techniques that differ from each other mainly in their length: **informal**, **formal** and **base cooperative learning groups**.

- **Informal cooperative learning groups**. According to the aforementioned authors, they are temporary and formed for the duration of a single lesson. They are focused in short-term objectives: to lead students' attention towards the content to learn, create a good classroom atmosphere, and ensure students process the content learnt or to conclude a session, among others.
- **Formal cooperative learning groups**. Following these authors, they can have the duration of a single class or several weeks to fulfill a determined task. Students work together to the achievement of shared objectives. The procedure starts with the students receiving the instructions and objectives settled by the teacher. Second the teacher forms the groups, provide them with the necessary material, set the classroom layout and give each student a specific role within their group. In third place, the teacher explains and organizes the task. Fourth, the teacher observes and monitors the functioning of the cooperative learning groups and helps them if necessary. Finally the teacher will evaluate the students' individual and group learning and students will reflect upon their own work. There are lots of ways of structuring these groups like the jigsaw, comprehension task, Problems resolution, etc.

- **Base cooperative learning groups**. Bará & Domingo define these groups as heterogeneous groups that have the duration of an academic year. They are focused in long-term objectives in which students help each other, fulfill group tasks, improve their academic results, etc. It is important to stand out that the more students are within a classroom, the more important are the base cooperative groups.

On the other hand, according to García et al. (2001) another distinction that could be made is the one that differentiates the techniques according to the target structure: **cooperative**, **competitive** and **individualist**. Thus, regarding this classification I will propose three cooperative techniques: The **Aronson Jigsaw** (the most representative within the cooperative learning structure)**,** The **Game-test of Vries** (focused on the cooperative structure and the group competitive structured) and the **Research Group technique** (focused on the cooperative structure and the individualist).

<table>
<tr><th colspan="2">Aronson Jigsaw</th></tr>
<tr><td>Description:
With this technique it is the students themselves who act as tutors for the learning from their own classmates, being, at the same time, tutored by them. Each of the team members is assigned a different part of the task to be carried out, in such a way that carrying out the entire of work is conditioned to the mutual cooperation between them.</td><td>Objectives:

-Structure the interactions between students, through work teams.

-Make students depend on each other to achieve their goals.</td></tr>
<tr><td colspan="2">Structure:
1st Preparation. The teacher proposes the composition of the groups. Then he chooses a topic and decomposes into as many parts as the number of each jigsaw group and gives students sufficient material to work on the content.

2nd Formation of the jigsaw groups and explanation of the mode of work.

3rd Formation of the experts’ groups. The students of each jigsaw group agree on who is going to do which part. Then, each student will be in charge of making a part of the topic and be responsible to learn it correctly. The jigsaw groups break up and the expert groups are formed</td></tr>
</table>

(each expert group will be formed by one member of each jigsaw group).

4th Cooperative work 1. Each expert group designs a working plan to develop their theme and the teacher monitors the activity. After this, they elaborate a final report with their results that will be photocopied and handed to each of the members of the expert group. The experts groups break up.

5th Cooperative work 2. Again, the jigsaw groups are formed. Then, each "expert" explains their part of information and check their mates understand it. After these processes are done, students will have to posse a complex didactic unit (result of their learning) within their working notebook.

6th Evaluation. 1. The teacher scores the dossier presented by each jigsaw group. All the members of the jigsaw group get the same mark. A brief individual test of knowledge on the topic is done. Then, the final grade will be the average score of 1 and 2.

Graphic Scheme:

THEME PARTS	EXPERT GROUPS	STUDENTS				
	1	A1	B1	C1	D1	E1
	2	A2	B2	C2	D2	E2
	3	A3	B3	C3	D3	E3
	4	A4	B4	C4	D4	E4
	5	A5	B5	C5	D5	E5
JIGSAW GROUPS		A	B	C	D	E

Figure 5. Self-made (2023).Graphic scheme of students' grouping in the Aronson Jigsaw.

Description:

This technique can be used for every single subject and level. Students are assigned to heterogeneous groups of 4 to 6 members.

The teacher presents the academic material divided into lessons and then students work in their groups or teams to ensure that all members know the lesson well.

Objectives:

-Give students the opportunity to learn to work cooperatively.

-Students learn to value themselves and their peers.

Subsequently, weekly "academic competitions" are held, in which the students of each team, with similar levels of performance, face the members of the rest of the teams, in order to earn points for their respective teams. The idea is to give all group members equal opportunities to contribute to the group score. There is competition, but it is a balanced competition, since each student will be measured with others of the same level.	-Develop interpersonal communication skills.

Game-Test of Vries
Structure: 1st Topic exposition. The teacher explains the topic. 2nd Group preparation. Each group prepares and study the topic for the first academic competition. They have to help each other since they do not know who will be the one that will represent their group. 3rd Competition. 1. If, for example, there are 25 students in the classroom, there will be five contests in which five subjects will participate, one from each group and with levels of similar performance (a1, b1, c1, d1, e1). For each contest, the teacher has to prepare 15 questions, so that the teacher can ask three questions to each contestant. 4th Evaluation. The scores obtained by each of the participating members of each group, in the different contests, are added up. This will be the score for each group, and for each subject in the group.
Graphic Scheme:

GRUPO A	A1	A2	A3	A4	A5
GRUPO B	B1	B2	B3	B4	B5
GRUPO C	C1	C2	C3	C4	C5
GRUPO D	D1	D2	D3	D4	D5
GRUPO E	E1	E2	E3	E4	E5

A1 B1 C1 D1 E1 Similar performance level
A2 B2 C2 D2 E2 Similar performance level
A3 B3 C3 D3 E3 Similar performance level
A4 B4 C4 D4 E4 Similar performance level
A5 B5 C5 D5 E5 Similar performance level

1st contest: A1 B1 C1 D1 E1 4th contest: A4 B4 C4 D4 E4
2nd contest: A2 B2 C2 D2 E2 5th contest: A5 B5 C5 D5 E5
3rd contest: A3 B3 C3 D3 E3

Figure 6. Self-made (2023).Graphic scheme of students' grouping in the Game-test of Vries.

Research Group Technique	
Description: It is a general organization plan for the class, in which students work in small groups using cooperative inquiry, discussion and cooperative planning. A Unit that must be studied by the whole class is subdivided into topics. Each group turns these topics into individual tasks and carries out the activities necessary to prepare the group report. Then each group does a presentation to communicate their findings to the rest of the class.	**Objectives:** -The students discuss, assess and interpret the information content they receive in the classroom. -Participate more actively in the selection of methods or procedures for learning.
Structure:	

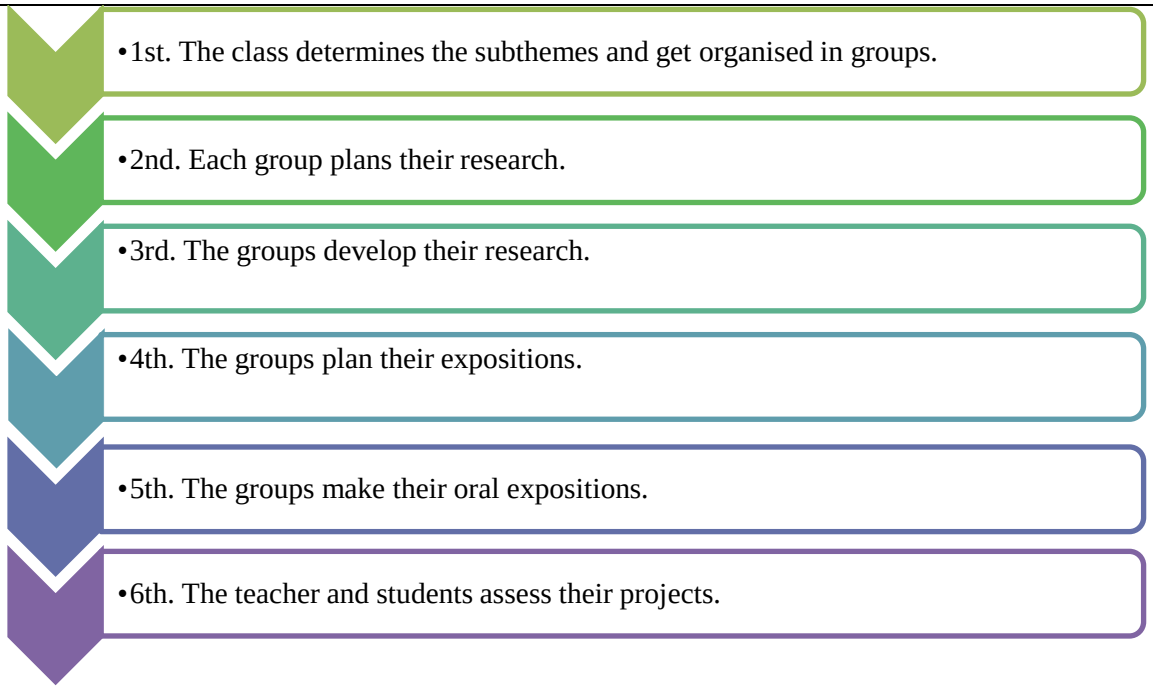

Figure 7. Self-made (2023). Steps when developing the research group technique

3. DIDACTIC PROPOSAL

At this point, every element of the didactic unit is going to be described. The CLIL didactic unit, called "Human body" is proposed for the 4th year of Primary Education within the subject of Natural Science. Thus, the following proposal is a project that will encompass 13 CLIL lessons, and it is based on the current law for primary education (BOE, Orden del 30 de mayo de 2023).

3.1. Justification

As it has been aforementioned, education must adapt to the new challenges of society in order to help students develop the skills they will be required in their life. That is why the following didactic proposal will respond to some of these challenges by the integration of a CLIL methodology and of an innovative and motivating technique that prepares students to work in groups and cooperate with each other: Cooperative Learning.

CLIL arises as an alternative teaching technique in which, through the use of a foreign language as the channel of communication, English skills can be fostered and developed in students). As English will be the language vehicle of our lessons, there must be enough comprehensible input. The learning process has to be contextualized, monitored and guided. This will be achieved through the use of appropriate scaffolding techniques and resources. With respect to the other learning technique, cooperative learning, it must be stated that as

Bascón-Alarcón (2021) defends in his proposal, it does not only improves team-work group skills, but it also fosters students' autonomy, self-awareness and that they help each other with their strengths and weaknesses (positive interdependence).

Regarding its specific characteristics, this didactic proposal will be developed for the Natural Science subject in the 4th grade of Primary Education. Accordingly, the topic will be related to the basic knowledge of the 2nd cycle of Primary education, specifically to basic knowledge 2. *Life in our planet: the human body and its functioning: organs and systems involved in the vital functions of nutrition and relationship* and *Changes in the human body during different stages of life: acceptance and recognition of our own human body and that of others, with their limitations and possibilities* (BOE, Orden del 30 de mayo de 2023:32).

There are several reasons to support the selection of this topic. First, it is included within the Order of 30th May, 2023. Secondly, I defend the acknowledgement of our body parts and recognition of how our body is composed and how it works is something essential. In the same sense, it is something remarkable the acceptance of our body as our support and to appraise and value it as a resource that allow us to move and live.

3.2. Context

This didactic proposal is designed for the CEIP Salvador Allende, located in the city of Malaga. This public educative centre was where I realized my final internship of my degree as a primary English teacher. The school is located in the neighborhood of Puerto de la Torre, an urban environment placed near El Consul and Teatinos. The socio-economical context of this neighborhood is middle class and it is close to my place of residence.

3.2.1. School Context

This public bilingual centre is located in a neighborhood in current expansion. The educational offer of the school includes the schooling from infant education to primary education. It has two lines for infant education and three lines for each course of Primary education. Regarding the school characteristics, this centre is medium size; it has two big playgrounds, one building for infant education of three floors and another bigger building for primary education of three floors, with the gym in the basement. Each class contains an average between 22-25 students.

The Educational Project of the school contemplates many strategic plans like the genre equality plan, self-protection plan, opening plan, Library and reading plans, Peace school plan, CLIL plan, scholar accompaniment plan, environment educational plan and digital transformation plan, among others. Hence, the educational project of the centre

intends to attend diversity in a transversal way, defining all resources and measures of attention to diversity. This is necessary to attend all students' needs. The management team is in charge of its planning, implementation, monitoring and evaluation. Among the resources of the centre, I should stand out that all classrooms have a projector, conventional whiteboard and wireless internet connection as well as portable computer equipment available for the teacher. Finally, the school accommodates about 530 students, including preschool and primary students. Concerning families, there is a variety from those who are employed in low-skilled positions and those who perform medium skilled jobs or work in general state administration.

3.2.2. Classroom Context

The intervention is designed for a second cycle group of the CEIP Salvador Allende, a public bilingual school, in concrete, for a 4th grade class. This class has 22 students: 13 girls and 9 boys. I would like to highlight the fact that this is the first year in which students are united in the same class. After finishing 3rd grade, they are mixed in lines A and B. In addition, there is a student who is repeating and currently follows the rhythm of the classroom very satisfactorily. The functioning of the group is quite good, although it presents a slow rhythm of work and they still need a lot of scaffolding when working, such as writing the instructions for an activity on the board.

Regarding the diversity of the classroom, despite the good general functioning of the classroom, there are different levels and rhythms of learning. In the classroom there is a student with autism that affects him at the level of social interaction but does not require any type of adaptation of the curriculum; and in turn this same student has been diagnosed with high abilities (SEN: special educational needs), so he is in an in-depth program. These programs, according to Order of 30th of May, 2023, are carried out during school hours and will consist of a proposal of activities and enrichment projects in different areas of knowledge of way that encourages students to develop their potential. Likewise, the tutor told me that there was another undiagnosed student who apparently could present social autism.

It is worth noting the number of hours of English that they present per week: 3 hours, which is added to the bilingual subjects: Science, Art Education and Physical Education, in which English is used as the instrumental language. In fact, an hour a week comes a native language assistant who leads a Science session in different ways: he makes Google presentations with interesting facts and many images and questions and interacts with

students using only English. Finally, it is time to talk about the layout of the classroom: students are arranged in small learning Cooperative groups.

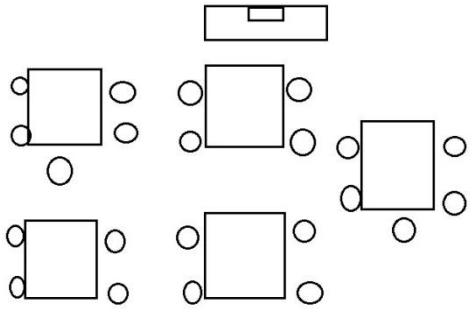

Figure 8. Self-made (2023). Representation of the classroom layout: cooperative groups. The rectangles represent the tables, and the circles represent the students.

3.3. Objectives

One necessary requirement for planning a didactic unit is the establishment of a series of objectives. Students should acknowledge them in order to be aware of what they are expected to learn and so have an active role within their learning process. These didactic objectives must be considered within the whole teaching and learning process in the activities, tasks and materials provided since they are the goals students must achieve. Thus, the objectives of this proposal will be framed within the Order of 30th May, 2023. In the same vein, the following list of objectives considers the specific competences of the area of the knowledge of natural, social and cultural environment for the whole period of primary education as well as the evaluation criteria of the same area settled for the second cycle of primary education. At the end of this didactic unit, students will develop the following objectives:

1. Develop an increasing awareness of their body and its functioning and developing habits of self-acceptance.
2. Learn attitudes that foster the social and emotional well- being.
3. Learn about the role and importance of the different systems and organs in our body.
4. Develop with increasing autonomy a final product in cooperative groups.
5. Express orally and written texts about the content of the unit with fluency and managing the use of the foreign language.
6. Understand oral and written texts in the foreign language about the content of the unit.
7. Use the ICT tools as instruments to develop tasks.

8. Self-evaluate their learning.
9. Realise peer-assessment and provide positive and constructive feedback to their mates. (Order, of 30th May, 2023)

3.4. Contents

The contents are the skills, knowledge, competences and attitudes students must develop for the achievement of the aforementioned objectives. It is important to highlight that the achievement of meaningful learning requires content is connected to practice and to the real world. Furthermore, content should be connected interdisciplinary so that the subject areas complement each others' learning. The content of each of the areas of primary education is established in the Order of 30 May, 2023 and is renamed as basic knowledge. Each area contains its own basic knowledge blocks and its content varies depending on the cycle (from easier to more complex). Nonetheless, I will strictly focus on the contents of this proposal that are related to the Coyle's 4Cs Framework (Coyle, 2006).

3.4.1. Cognition

In this section contents are related to cognition and they are also divided according to whether they require the use of high order thinking skills or low order thinking skills. Also, Bloom's taxonomy is considered according to its new version (Anderson & Krathwohl, 2001).

LOTS		
UNDERSTANDING	**REMEMBERING**	**APPLYING**
Identifying different organs and systems of the human body. Explaining the functions of nutrition and relationship and the organs and systems involved. The acceptance of their own body and its evolution	Different vital functions The functions of nutrition and relationship and the organs and systems involved. Different changes of the human body through the	Classifying organs into different systems in the human body (five senses, nervous system, the musculoskeletal system and the digestive system) Creating a register of some human changes through the different

through the different stages of life.	different stages of life.	stages of life and some indicators to self-acceptance.

Table 2. Self-made (2023). Relation of the content of the didactic unit with the Low Order Thinking Skills.

HOTS		
CREATING	**ANALYSING**	**EVALUATING**
Production of the nutrition system and a project about the five senses. Writing texts about self-acceptance. Watching and analyzing videos about certain systems of the human body (five senses, nervous system, the musculoskeletal system and the digestive system)	Classification of different parts of certain human systems. Identification of organs.	Knowledge previously acquired in English and Social Science. Adequate use of the second language in the oral and written production.

Table 3. Self-made (2023). Relation of the content of the didactic unit with the High Order Thinking Skills.

3.4.2. Communication

With regard to the connection between content and communication there is established the language diagram given by Coyle, et al. (2010). This diagram will be worked on within this didactic proposal.

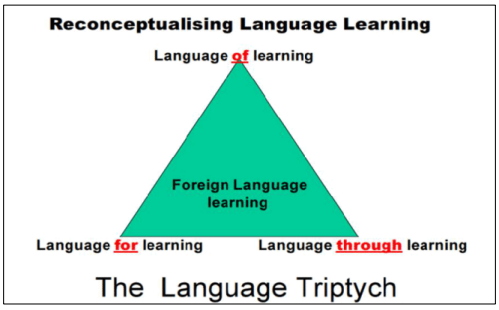

Figure 9. Language Triptych by Coyle et al. (2010). https://n9.cl/ft2u8

LANGUAGE OF LEARNING (The target language; Vocabulary)	LANGUAGE FOR LEARNING (The language needed to participate in the classroom; Discourse strategies)	LANGUAGE THROUGH LEARNING: (The result of the interaction of language and thinking; it is the ultimate success)
Key vocabulary: - Cooperative work: team roles. -Five senses, musculoskeletal and nervous system and digestive system. - Stages of life and body parts. -Emotions.	- Use of new grammatical structures: "Our digestive system is important to…" , "We think that…" "We have worked..", etc. -Questions and answers to discuss among their mates such as: "What do you think of..?" "Do you agree…?" " I agree with you" Do you like my idea?" "I don't"	- The final language students will have learnt and it is resulted from the realization of all the activities and expressed in the development of the three final posters, final expositions and self-reflection and peer-reflection procedures.

Table 4. Self-made (2023). Relation of the different types of language learning and the language learnt through the didactic proposal. On the contrary, the differentiation of language of learning, for learning and through learning has been retrieved from Coyle et al. (2010).

3.4.3. Culture

Finally, there is going to be established a relationship between the content of this didactic proposal and culture.

CULTURE
Importance of social interaction and of well nutrition. To value the scientific advances that allow us to know what we know today about the human body Self-acceptance habits. Mutual respect and tolerance to everyone Artistic creation and creativity Use of the ICT tools Continuous process of self-evaluation and peer-evaluation to improve the students' learning.

Table 5. Self-made (2023). Culture items learnt through the didactic proposal.

3.5. Methodology

The teaching-learning process must be carefully planned if we want our students to achieve successful learning. Once the objectives and contents have been covered, the methodology must be detailed since it is going to be the channel through which the learning process will take place. Methodology can be defined as the techniques and procedures carried out by the teacher to cover all the content and achieve the objectives proposed.

The methodology of this didactic proposal accomplish with all the terms described in the Order of 30th May, 2023. First, it is worth to mention this project is based on the implementation of the CLIL approach, a student-centered approach in which both language and content are taught in an integrated way. The use of the language as the channel of communication facilitates the attainment of the communicative approach of the language. The methodology will start with the interests and motivation of the students and it will be oriented toward the realisation of final engaging products (such as manipulative mock-ups, theatre works, websites, etc).

The current educative law establishes the methodologies must be didactic and based on the cooperative work of heterogeneous cooperative groups and Project based learning so that they attend students' diversity. In the same line, this specific proposal will develop students' interpersonal and communicative competences by the application of cooperative learning. In this way, students will be divided in heterogeneous groups. They will have their own role and duty within their group so that they can help each other with their weaknesses and strengths and develop team-group skills.

Furthermore, this project can be defined as a Project Based Leaning (PBL) approach since it is a student-centred approach in which a series of activities are proposed to finalise on the creation of a group product. In this specific case, students will have to realise a series of activities to gain the knowledge and learning to realise three final posters for the three vital functions: one for nutrition and one of relationships and one for reproduction. Also, students must create a presentation they will orally expose within the classroom to express why self-acceptance is a need and how to achieve it.

Finally, it has to be explained that since CLIL lessons may result challenging, it is important the use of "scaffolding" (Wood, et al., 1976). This concept refers to the help provided by the teacher to the students so that they can achieve goals that are at the beginning above their level of performance. It is a technique in which the teacher is the guide that gives students a lot of resources and little by little they take them away in order to promote students' independent learning.

3.6. Sessions

Throughout the development of this section, the sessions included in this didactic program will be explained. Every session will include the specific objectives for the session, a general description of the session, the skills developed according to the new version of the Bloom's taxonomy by Anderson & Krathwohl (2001) and the specific competences from the area of Natural, Social and Cultural Science worked on regarding the current educational law (BOE, Order of 30th May, 2023). Furthermore, the activities of each session will be described with a chart in which the resources/materials, classroom arrangement, timing, procedure and assessment are described.

As stated before, this MD will follow the principle of cooperative learning. In addition I will make use of scaffolding techniques so that all students can follow the rhythm. Apart from the main topic of natural science, this unit will work on transversal themes such as self-acceptance, emotional intelligence and mutual respect that can be also framed in other subjects such as the values subject.

3.6.1. Session 1

This is going to be the beginning session and so the specific objectives for this session will be related to the establishment of the basic elements needed for the cooperative learning:

- Establishing formal heterogeneous working groups.
- Distributing and establish the roles.
- Creating a series of rules for group work behavior.

Description of the session: although this is the first time students are going to work cooperatively in a formal way, they have already had an approach to this methodology through cooperative informal groups. Thus, in this session, the cooperative learning groups of 4 students are established and the roles are explained and distributed to the students. Moreover, each group has to develop their own poster with a list of rules to facilitate the good functioning of the group. Meanwhile, the teacher will monitor the activity and make sure the rules make sense and every group covers the essentials. Finally, the teacher explains the students how they are going to work in future sessions. The scaffolding strategies used by the teacher are the body language, the use of flashcards (visual aids) with the explanation of each of the roles, the writing of the instructions for the development of the rules in the blackboard. The skills developed in this session (according to Bloom's taxonomy) are: remembering, debating, applying and analyzing. The Specific competences are: *2. Ask and answer simple*

scientific questions. 3. Work cooperatively to solve any issue. This session encompasses the following activities:

Activity 1. What is cooperative learning about?		
Resources/Materials: Flashcards with the group roles (Appendix 1) Blackboard	**Classroom arrangement:** small cooperative groups (4/5 students)	**Timing:** 30 minutes
Procedure: This initial activity will start with the teacher asking the students what they remember about cooperative learning groups. Then, the teacher will gather all students answer and elaborate a proper response. After the teacher will establish the groups of 4/ 5 students and she will distribute each member a flashcard with their corresponding role and their duties. The teacher will explain that roles will rotate but it will be the ones for the whole didactic unit so it is important they have a clear idea of what they are expected to do. Once each student of each group has their role it is time for each student to find the others with the same role and discuss their functions. In addition, a number from 1 to 4 will be given to each student to form the Aronson Jigsaw expert groups.		
Assessment: direct observation**.**		

Activity 2. For a good group work functioning		
Resources/Materials: Blackboard Materials for the poster (cardboard, colours, pictures, etc) Rules for group work (Appendix 2)	**Classroom arrangement:** small cooperative groups (4/5 students)	**Timing:** 20 minutes
Procedure: Individually, each member of each group proposes a series of rules and behavior strategies that they think are needed for the good functioning of the group. Then each group will have to find a consensus and elaborate a final poster with their own group rules. The secretary of each group copies these rules in their team notebook and they hang their own poster on the wall.		
Assessment: Informal assessment: the teacher takes notes and gathers information about the functioning of the groups.		

Activity 3. Work as a team		
Resources/Materials: Blackboard Team notebook	**Classroom arrangement:** small cooperative groups (4/5 students)	**Timing:** 10’ minutes
Procedure: At this point the teacher will explain the classroom layout for the following sessions, recall the function of each of the group roles and explain how they will have to make the team notebook and how it will be evaluated. It is important that the teacher explains how students are expected to work.		
Assessment: Informal assessment: the teacher takes notes and gathers information about the functioning of the groups.		

3.6.2. Session 2

This session is going to be the first one to deepen the topic and so the specific objectives for this session will be:

- Getting to know the name of the vital functions.
- Identifying some of the systems that participate in the nutrition, relationship and reproduction.
- Developing the reading skills and the written and oral production skills
- Using appropriate tools (checklist) to correct an exercise.
- Reflecting upon their learning.

Description of the session: Initial activities to awaken students’ interest towards the topic and activation of previous ideas regarding the subject “the human body and its functioning”. Students will have to discuss and share ideas, suing appropriate English to communicate with each other and come to agreements. Students will train also their listening skills and practice peer-evaluation as well as self- evaluation. The scaffolding strategies used by the teacher are the body language, pictures (visual aids) a video (audiovisual aid), the use of posters with sentences example to facilitate the students communication (in activity 4),the writing of the steps for the development of the activity 5 in the blackboard. The skills developed in this session (according to Bloom’s taxonomy) are: remembering, understanding, applying and evaluating. Specific competences : *4.Know and become aware of our own body.* This session is divided into two activities:

Activity 4. What's what?		
Resources/Materials: Worksheet with images of the vital functions (example attached in Appendix 3). Team notebook. Scaffolding sentences for the discussion (see attached in Appendix 4).	**Classroom arrangement:** small cooperative groups (4/5 students)	**Timing:** 25 minutes
Procedure: This first activity will start with a brainstorming that will be realized in small groups. They will have to discuss and debate their answers using appropriate English (this dialogue will be visually supported by the use of posters).After, students will have to write the name of each vital function next to an image that corresponds to it. Then, they will have to write a short sentence to describe its use.		
Assessment: Direct observation.		

Activity 5. What can you remember?		
Resources/Materials: Relation between the Vital Functions and the Organ Systems of the Human Body-Science For Kids (n.d.) [video].YouTube. https://www.youtube.com/watch?v=Tyt6g_XpyHw Students 'correction checklist (attached in Appendix 5) Team notebook.	**Classroom arrangement:** small cooperative groups	**Timing:** 30 minutes
Procedure: The teacher will play a video on the digital board in which the relation between the Vital Functions and the Organ Systems are explained. Individually, students will have to write down the systems and organs they recognize. Oral comprehension skills (listening) must be used in the activity. After, students will have five minutes to cooperatively share their notes and the secretary will gather the words on a report. The time manager will manage the time. Then, the coordinator of each group will give their report to the group at their left and cooperatively each group will		

correct their report after visualizing the video again and using the correction checklist. Then, they will hand the correction checklist and the report to the corresponding checklist and together they will stick their report and checklist into their team notebook and they will evaluate how they worked by sharing their opinions. This will be noted within the team notebook in which they will have to color from cero to five stars.
Assessment: Direct observation and correction checklist. - Peer-assessment: correction checklist. - Self assessment: color the stars.

3.6.3. Session 3

This session is going to a continuation to the topic and so the specific objectives for this session will be:

- Getting to know the vital functions
- Recognizing the importance of the vital functions
- Being able to orally summarise content material
- Exposing their answers orally.
- Working effectively in groups and coming to agreements with respect to the answers.

Description of the session: The session begins with a brief presentation made by the teacher where the main general characteristics of each of the vital functions are exposed. Following that, students will realize a series of activities using the technique of pencils to the center. Then, the teacher will correct the online exercises on the digital board with the help of the students and each cooperative group will have to stick one example of each of the worksheets onto their team notebook. The scaffolding strategies used in the session are: the visual presentation, the use of synonyms, paraphrase and body language during the presentation and the use of pictures in activity 7.The skills developed in this session (according to Bloom's taxonomy) are: remembering, understanding, debating and analyzing. Specific competences : *4.Know and become aware of our own body.* This session is divided into two activities:

Activity 6. Introduction to the vital functions		
Resources/Materials: Digital board and team notebook	**Classroom arrangement:** Small cooperative groups	**Timing:** 25 minutes

Slides presentation (Appendix 6)	of 4/5 students	

Procedure:

The teacher presents a theoretical-visual exposition where the vital functions are introduced and the main characteristics and systems and organs that are part of them are exposed. During this activity, students are in their formal cooperative groups and the "three-minute stop" technique is used. This technique consists of the teacher making short stops of three minutes during the exposition and in these stops the groups have to ask at least two questions (the speaker will read them out loud). At the end of the exposition each group will have five minutes to make a summary of the content explained on their team notebook. They will have to present it to the rest of the class.

Assessment: Informal assessment: direct observation and taking notes.

Activity 7. Let's see what you can do: pencils to the center

Resources/Materials:	**Classroom arrangement:**	**Timing:**
Liveworksheet activities: https://www.liveworksheets.com/w/en/natural-science/505265 https://www.liveworksheets.com/w/en/natural-science/231042 https://www.liveworksheets.com/w/es/science/234338	Small cooperative groups (4/5 students)	30 minutes

Procedure:

1. The teacher plays an online activity on the whiteboard and gives to each student a printed copy of the exercise.
2. The speaker of each group acts as a moderator.
3. The pencils are placed in the centre of the table to indicate that at this time it is possible to speak and listen but not write.
4. The speaker (moderator in this case): reads the question or exercise aloud, makes sure that the whole group expresses its opinion and check that everyone understands the agreed answer. The time manager controls the time (the duration for discussing each activity is from two to three minutes)
5. Each student takes their pencil and answers the question in writing. At this time, students cannot talk, just write.

6. Then, the secretary must check if they have all written the same answers. 7. Once all the groups have finished the worksheet it is time to corrected on the digital board. The teacher asks for volunteers. The coordinators of the groups will decide who is going to represent the group at this point. This procedure is repeated with the three online worksheets. Then, one type of each worksheet will be stuck onto the team notebook.
Evaluation: Direct observation and team notebook.

3.6.4. Session 4

This session is going to study in more detail the topic and so the specific objectives for these sessions will be:

- Investigating and learning the main characteristics of the vital functions as well as the organs and systems involved.
- Encouraging teamwork.
- Developing critical thinking by conducting effective research.
- Reading and writing in the target language.
- Debating in the target language about the topic of the human body.

Description of the session: This session starts with a revision of the content learnt in the previous lesson in the form of a conceptual map. Then, students will be divided into groups of experts (applying the Aronson Jigsaw technique) and they will work investigating about the three different vital functions. The scaffolding strategies used in the session are the use of the conceptual maps (examples), visual aids (pictures), writing the steps to develop the activities on the blackboard and body language. The skills developed in this session (according to Bloom's taxonomy) are: remembering, debating, applying and analyzing. Specific competences: *1. Use digital devices and resources safely, responsibly and efficiently, to search for information, communicate and work in to create digital content of in accordance with the digital needs of the educational context.3. Solve problems through design projects and the application of computational thinking, to cooperatively generate a creative and innovative product that responds to specific needs. 4. Know and become aware of our own body.* This session is divided into two activities:

Activity 8. Let's recap		
Resources/Materials: Digital board	**Classroom arrangement:** The whole class / small	**Timing:** 20 minutes

GoConqr for the mind map (see example attached in Appendix 7) Markers and pencils Team notebook	groups of 4/5 students	
Procedure: This activity will start with a general question about "what did we learn in our last class" and the students will let out the first ideas that come to their minds. Then, the teacher will open the website GoConqr and will ask for volunteers to participate and fulfill the mind map. There will be three mind maps, one for each vital function. Then, in small cooperative groups they will have to copy the mind maps. Each student has to have it on their own notebook and the secretary will write it down onto the team-notebook.		
Evaluation: Informal assessment: direct observation and taking notes.		

Activity 9. Specialise yourself in the vital functions		
Resources/Materials: Materials to read about the vital functions (texts, articles, Internet) Experts group tables (Appendix 8)	**Classroom arrangement:** In small cooperative groups (expert groups)	**Timing:** 40 minutes
Procedure: During this activity the Aronson Jigsaw technique is used. Students leave their formal groups to meet in expert groups (allocated in activity 1) and each expert group will have to work on a topic that will be choose randomly (1. Nutrition: Digestive and Circulatory system; 2. Nutrition: respiratory and excretory system; 3. Interaction: Musculoskeletal system, 5 senses and nervous system; Reproduction: Male and Female reproductive systems). The teacher hand some worksheets to each expert group that they must hand at the end of the task. In the first 20 minutes, the learners will have to read and analyze the materials given by the teacher. In the last 20 minutes each member of the group explain what they have found and they have to debate and agree in order to complete the table (see in Appendix 8).		
Evaluation: Direct observation and final experts group table.		

3.6.5. Session 5

This session is a continuation of the session 4. The specific objectives for this session will be:

- Specialists being able to share their learning with their formal cooperative groups.
- Promoting communication skills (listening, speaking and oral interaction).

Description of the session: This session is a continuation of the session 4. The expert groups get divided and students return to their original formal cooperative groups. It is time for the specialist to share the information they have learned. After, the formal cooperative groups will have to answer a questionnaire about all the contents they have worked on. The scaffolding strategies used are: the peer and teacher support, the template structure for the sharing of information in the activity 10, the use of visual aids to accompany the questions of the questionnaire and the use of simple grammar sentences in the questions. The skills developed in this session (according to Bloom's taxonomy) are: remembering, understanding, debating, applying and analyzing. Specific competences: *2. Pose and answer simple scientific questions, using different techniques, instruments and own models of scientific thought. 4. Know and become aware of our own body*. This session is divided into two activities:

<table>
<tr><td colspan="3">Activity 10. Tell me what you know</td></tr>
<tr><td>Resources/Materials:
Material content
Expert groups table (Appendix 8)
Structure for sharing information (Appendix 9)
Oral exposition rubric (Appendix 10)</td><td>Classroom arrangement:
Small cooperative formal groups (4/5 students)</td><td>Timing:
25 minutes</td></tr>
<tr><td colspan="3">Procedure:
At the time the tables of the previous activities have been completed, corrected and reviewed by the teacher; the learners must come back to their own formal cooperative groups so that they have to explain to their classmates their learning about each topic. Experts may also have to solve their mates' doubts. Each student will have a predetermined amount of time they will have to adjust to in order to make their explanations.
During the realization of their explanation students will have a rubric with what they are expected to do and their group mates will evaluate their exposition afterwards.</td></tr>
</table>

Evaluation: Oral exposition rubric

Activity 11. Are you ready to see what you have learnt?		
Resources/Materials: Individual questionnaire (Appendix 11) Answers sheet Team notebook	**Classroom arrangement:** Pairs/ trios. Small cooperative formal groups (4/5 students)	**Timing:** 35 minutes
Procedure: After the oral exposition within their formal cooperative group has taken place, it is time for the students to fulfill a questionnaire about the content studied. This will be fulfilled in pairs of two or in trios and then it is time that the group comes to an agreement since they should have the same answers. If they do not agree in certain answers they can leave it like that with an asterisk on top of it so that the teacher knows. After, they will have to stick their questionnaires already answered to the team notebook. The teacher will monitor the activity and the teacher can ask a student of the group about any question. Then the teacher will show students the answer sheet so that they can correct the questionnaires and check their learning.		
Evaluation: Direct observation, questionnaires.		

3.6.6. Session 6 and 7

These sessions will consist of the gathering of all the learning acquired in the previous sessions. Thus, the specific objectives for this session will be:

- Developing their reading and writing skills.
- Gathering all the information acquired in three final posters.
- Working with each other in their cooperative groups to create original products.

Description of the session: These two sessions are an end to all the learning acquired throughout this didactic unit. It consists of the realization of three final posters: one for nutrition, one for interaction and one for reproduction. Students will have two lessons to develop them since the realization of the three posters implicates a lot of steps that require quite a lot of time. The scaffolding strategies used are: the peer and teacher support, the steps to do the posters (written on the blackboard) and the rubric that will show students what they are expected to do and achieve. The skills developed in this session (according to Bloom's taxonomy) are: remembering, understanding, debating, applying, analyzing and creating.

Specific competences: *3. Solve problems through design projects and the application of computational thinking to generate cooperatively a creative and innovative product. 4. Know and become aware of our own body.* This session is divided into one activity:

<table>
<tr><td colspan="3">Activity 12. Posters of the vital functions</td></tr>
<tr><td>Resources/Materials:
Materials to do the posters: cardboards, colours.
Team notebook
Previous questionnaires
Rubric for the realization of the posters (Appendix 12)</td><td>Classroom arrangement:
Small cooperative formal groups (4/5 students)</td><td>Timing:
120 minutes (2 lessons)</td></tr>
<tr><td colspan="3">Procedure: It is time for students to reflect their learning in the realization of three posters for each of the vital functions in which the following items must be covered: brief explanation of the vital function (its functioning and importance), an explanation of the connection of that vital function with the others, the systems and organs involved, drawings of each of the systems and a curious fact. Thus, the steps to do the posters will be the following ones:
1. Read and check the rubric in order to know what you are expected to achieve.
2. Revise and read your team notebook and previous exercises to revise your learning.
3. Divide the work among your mates so that everyone has an important function in the realization of the posters.
4. Switch functions with your mates so that everyone participates in all the posters.
5. Work cooperatively and manage your time. You will have 2 lessons for everything.
6. Check the content of the posters and use the rubric to see if you cover all the items required.</td></tr>
<tr><td colspan="3">Evaluation: Direct observation, rubric.</td></tr>
</table>

3.6.7. Sessions 8 and 9

These sessions are a continuation of session 6 and 7 and they consist of the oral exposition of the three posters in front of the class. The specific objectives for this session

will be:

- Developing their communication skills (speaking, listening and oral interaction).
- Preparing and develop cooperatively an oral presentation in English.
- Evaluating their mates objectively (Peer assessment).

Description of the session: These two sessions consist of the preparation and oral presentation of the three posters developed in the previous two sessions. Then, students will have to evaluate their peers with a checklist. The scaffolding strategies used are: the peer and teacher support, the checklist to do the presentation. The skills developed in this session (according to Bloom's taxonomy) are: remembering, analyzing and creating. Specific competences: *3. Solve problems through design projects and the application of computational thinking to generate cooperatively a creative and innovative product. 4. Know and become aware of our own body.* These sessions are divided into three activities:

Activity 13. Prepare your presentation		
Resources/Materials: Posters realized in the previous lessons Checklist for peer assessment an oral presentation (Appendix 13) Team notebook Sheets Pencils and pens	**Classroom arrangement:** Small cooperative formal groups (4/5 students)	**Timing:** 60 minutes
Procedure: This activity basically consists of preparing and developing their oral expositions. Students will have an example checklist with which they will later be evaluated. Students' presentation must last between 6-8 minutes.		
Evaluation: Informal assessment: direct observation.		

Activity 14. Time to present your work!		
Resources/Materials: Oral presentations Poster: "Ways to be a good listener during oral presentation (Appendix 14)	**Classroom arrangement:** Small cooperative formal groups (4/5 students)	**Timing:** 45 minutes
Procedure: As there will be 5 cooperative groups, their presentations must last		

between 6-8 minutes. Meanwhile the rest of the groups must be in silent and participate with questions if they have any doubt. After each presentation, students must applaud their mates.
Evaluation: Direct observation, checklist.

Activity 15. It's time for you to evaluate!		
Resources/Materials: Checklist for peer assessment in oral presentation Pen and pencil	**Classroom arrangement:** Small cooperative formal groups (4/5 students)	**Timing:** 15 minutes
Procedure: Once the presentations have been done, students must assess their classmates but in whispering mode, so that only the students of the group can understand the oral message and so it does not disturb the other groups.		
Evaluation: Peer evaluation.		

3.6.8. Session 10

Sessions number 10, 11 and 12 seem to have not a huge connection to the topic of vital function but that is far from the truth. To get to know our human body needs is one step towards self acceptance and that is what these sessions are going to be about. The specific objectives for this session will be:

- Learning to respect their body.
- Developing habits of self-acceptance.
- Valuing each other for who they are, accepting the differences and seeing them as enriching factors.

Description of the session: This session will start with the teacher giving each student a paper with two questions: "Do you like your body?" "Do you accept it?" The students will have to write individually their answers while the teacher plays some relaxing music on the computer. The students will have ten minutes to elaborate an extended answer. Then, the teacher takes the answers and plays an online video about body image in Youtube. After, there will be a brainstorming about the conclusions of the video on the blackboard. Then, students will have to individually answer a worksheet in which they will have to fulfill and decorate, cut and hang all over the classroom several labels of self- acceptance. The scaffolding strategies used are: the peer and teacher support, the use of audiovisual resources, the clarification of unknown terms on the digital board and the examples of the labels'

worksheet. The skills developed in this session (according to Bloom's taxonomy) are: remembering, debating, analyzing and creating. Specific competences: *1. Safely use digital resources. 4. Know and become aware of one's own body, one's own and others' emotions and feelings, develop healthy habits based on scientific knowledge to achieve well-being physical, emotional and social.* This session is divided into two activities:

Activity 15. What is body image for you?		
Resources/Materials: Talking to kids about…Body Image (n.d.) [video].YouTube. https://www.youtube.com/watch?v=7N6-mTvW9Zw Blackboard	**Classroom arrangement:** The whole class	**Timing:** 25 minutes
Procedure: Once the students have individually answered the questions of Do you like your body?" "Do you accept it?" the teacher will play a video on the digital board in which there will a conversation between parents and kids about the concept of body image. After, students in groups will throw ideas to the teacher to make a brainstorming about body image that will have to be copied within their team notebook.		
Assessment: Direct observation and team notebook.		

Activity 16. Self-acceptance labels		
Resources/Materials: Worksheet with labels Colors Cardboards Example of the labels' worksheet (Appendix 15) Dictionary	**Classroom arrangement:** Individually	**Timing:** 25 minutes
Procedure: This activity basically consists of the realization of 5-10 self-acceptance labels per person and each student will have to hang at least three of them over the classroom. The teacher will monitor the activity and the teacher will hang some examples of labels on the blackboard so that the students have a model.		

Evaluation: Informal assessment: direct observation.

3.6.9. Session 11

Session number 11 is also focused on student self-acceptance and the development of high self-esteem. The specific objectives for this session will be:

- Identifying what things they can control and which not in order to let them go.
- Identifying what they are able to do.
- Being able to describe themselves regarding personal characteristics.
- Incorporating daily habits to raise their self-esteem.

Description of the session: This session will start with the teacher will continue with the thread of the previous lesson. It will start with the teacher opening a wall in the online app Paddlet. Then, then teacher will create two lists: one with things we can control and one with things we can't. Students in groups will have to write their answers using a computer. Then, it will be time for share answers and comments. After, students will individually elaborate a "self-love shield" that they will consequently share with the class.The scaffolding strategies used in this session are: the peer and teacher support, the use of visual and online resources (Paddlet), the example of the "self-love shield". The skills developed in this session (according to Bloom's taxonomy) are: understanding, debating, analyzing and creating. Specific competences: *1. Safely use digital resources. 4. Know and become aware of one's own body, one's own and others' emotions and feelings, develop healthy habits based on scientific knowledge to achieve well-being physical, emotional and social.* This session is divided into two activities:

Activity 17. What things you can/ can't control?		
Resources/Materials: Digital board Online resource: Paddlet: https://padlet.com/ (see collaborative mural in Appendix 16)	**Classroom arrangement:** Small cooperative groups (4/5 students) / The whole class.	**Timing:** 20 minutes
Procedure: It will start with the teacher opening a wall in the online app Paddlet. Then, then teacher will create two lists: one with things we can control and one with things we can't. Students in groups will have to write their answers using a computer. All students will participate but the secretary will be in charge of typing the answer on the keyboard.		

Once every group has finished it is time to share their answers so that students with the teacher debate and decide which the appropriate answers are. The importance of this activity is to detect the things we cannot control so students can let go of those things and focus on the things they can control.
Assessment: Direct observation

Activity 18. Self-love shield		
Resources/Materials: Colors Cardboards Magazines Example of self-love shield (Appendix 17)	**Classroom arrangement:** Individually / the whole class	**Timing:** 40 minutes
Procedure: This activity consists of the realization of one self-love shield per person. This will have to be divided in the 4 parts: 1. One part with a coloured mandala students' like 2. One part with sentences/ words of magazines (in the form of a collage) with the things THEY ARE. 3. One part with all the things THEY CAN DO. 4. One part decorated with one mantra they create about self-love. 5. One part at the back of the shield with a handle made of cardboard. Students will count with an example so they can see what they are expected to do. One all students have finished it is time for each student to briefly present them to the class.		
Evaluation: Direct observation		

3.6.10. Session 12

Session 12 revolves around a debate in which students will have to investigate, research, analyze and debate about the importance of self-acceptance. The specific objectives for this session will be:

- Improving the use of the English for communicative purposes.
- Researching on the internet about self-love and be critical with the information.

- Debating about the importance of self-acceptance in English.

Description of the session: This session will start with a debate in which the teacher will post a question about the importance of self-acceptance and there will be two groups in favor and two groups against. The scaffolding strategies used in this session are: the peer and teacher support, the poster with key sentences for the debate and the use of body language paraphrases by the teacher. The skills developed in this session (according to Bloom's taxonomy) are: remembering, understanding, debating and analyzing. Specific competences: *1.Safely use digital resources. 2. Ask and answer simple scientific questions, using different techniques, instruments and own models of scientific thought, 4. Know and become aware of one's own body, one's own and others' emotions and feelings, develop healthy habits based on scientific knowledge to achieve well-being physical, emotional and social.*This session is divided into one activity:

<table>
<tr><th colspan="3">Activity 19. Debate about self-acceptance</th></tr>
<tr><td>Resources/Materials:
Digital board
A poster with key sentences for the debate (Appendix 18)
Computers to search for information</td><td>Classroom arrangement:
Small cooperative groups (4/5 students).
2 groups will be in favour of the question and two against.</td><td>Timing:
30 minutes to research; 10 min to write down ideas; 20 minutes to debate</td></tr>
<tr><td colspan="3">Procedure: This activity encompasses the whole session 12. It starts with the teacher posing a question on the digital board: "Is self-acceptance important?"
This session will start with a debate in which the teacher will post a question about the importance of self-acceptance and there will be two groups in favor and two groups against. Students will have to follow this procedure:
1. Students will have to research and debate within their groups during 30 minutes in groups. They will use a computer.
2. They will have 10 minutes to write down the conclusions of the research. The secretaries of each group will do this.
3. Then, each group will have 5 minutes to expose their answers. Then, the last 10 minutes will be to make their contra arguments.
All students must participate in the research and elaboration of the arguments.</td></tr>
<tr><td colspan="3">Assessment: Direct observation, the realization of the debate.</td></tr>
</table>

3.6.11 .Session 13

Session 13 is the last one of the didactic unit. It will be a summary about the students learning throughout the whole unit. The specific objectives for this session will be:

- Reflecting upon their learning throughout the whole didactic unit.
- Self-evaluating their learning and progress (individually and in groups).

Description of the session: This session will start with a brief summary of all the contents that have been studying during the proposal. Then, students will realize in small groups a *kahoot* about their learning. Finally students will self-evaluate themselves: first as a group and secondly as individuals. The scaffolding strategies used in this session are: the peer and teacher support and the use of visual and online resources (pictures, Kahoot), writing the instructions on the blackboard. The skills developed in this session (according to Bloom's taxonomy) are: remembering, debating, evaluating and analyzing. Specific competences: *1. Safely use digital resources. 4. Know and become aware of one's own body, one's own and others' emotions and feelings, develop healthy habits based on scientific knowledge to achieve well-being physical, emotional and social*. This session is divided into two activities:

Activity 20. Let's see what we have learnt		
Resources/Materials: Digital board Kahoot: https://kahoot.com/ (See slides in Appendix 19) Digital computers (one per group)	**Classroom arrangement:** Small cooperative groups (4/5 students).	**Timing:** 25 minutes
Procedure: This activity consists of the realization in small cooperative groups of an online questionnaire in the game-based platform called kahoot.		
Assessment: The results of the questionnaire. The kahoot itself is a way of assessment of the students learning during the didactic unit.		

Activity 21. It's time to reflect		
Resources/Materials: Worksheet with group assessment (Appendix 20) Worksheet with individual assessment (Appendix 1)	**Classroom arrangement:** Small cooperative groups (4/5 students); individually.	**Timing:** 20' (group assessment) + 15' (individual assessment)

Procedure: This activity starts with the fulfilling of a group assessment worksheet by all the students of a group. Students will have to discuss and reflect upon their work and together agree on their answers. Then, it is time to self-evaluate their work individually. Students will have to critically revise their work and learning in the didactic unit.
Assessment: The results of the group and individual assessment are one of the tools used to evaluate students' learning.

3.7. Evaluation and assessment

One of the main issues of discussion regarding this topic it is what is the difference between evaluation and assessment. Kizlik (2012) expresses that **assessment** is a process by which we obtain information regarding a concrete objective or goal; it is used to monitor progress and make educational changes if necessary. On the other hand **evaluation** means to acquire information to help us make a judgement about a given situation. We asses learning and we evaluate results regarding some kind of criteria (evaluation criteria).

With respect to the evaluation and assessment of the teaching learning process, the current educational law establishes that it must be global, on-going and formative. This means that the students learning must be evaluated throughout the whole learning process and the focus should be on the process itself and not just in the result. In the same sense, the formative feature of the assessment notes that assessment should take place during the learning process and in order to provide advice to teacher and students, to make changes in the learning process or methodology if necessary and to motivate students about their learning process. The evaluation criteria must be teachers' guideline during the assessment process.

In addition, the evaluation and assessment of the teaching learning process does not only involve the evaluation of the students' acquisition of knowledge. Hence, evaluation also means the critical revision of students' and teachers' performance. Also, it refers to the adequacy of methodology and objectives with the purpose of improving them.

3.7.1. What to evaluate?

In a CLIL context, both content and language must be assessed since it is an integrated approach. Concerning one of the bases of this proposal, the Coyle's 4Cs framework must be evaluated: cognition, culture, content and communication. Furthermore, as this didactic proposal follows the cooperative learning methodology there will be specific measures to assess whether the objectives of this technique have been achieved. Additionally,

the teacher's work must be also evaluated since they are an essential part of the teaching and learning process.

3.7.2. When to evaluate?

There are at four moments that can be differentiated to carry out assessment Looney (2011): the diagnostic assessment: before the teaching and learning process; initial assessment: at the beginning of the teaching and learning process; formative assessment: during the teaching and learning process; summative assessment: at the end of the process. First, initial assessment can be used to activate previous knowledge and to detect some specific needs or different learning rhythms. Second, formative assessment consists of gathering data about students' performance. This help the teacher monitor and control the teaching and learning process as well as to inform and motivate students about their learning process and achievements. Finally, it is the summative assessment, which is carried out at the end of the teaching and learning process to check the achievement of the objectives of the didactic unit.

3.7.3. How to evaluate?

This section encompasses the evaluation tools and techniques used during this didactic proposal. Due to the fact that this is a didactic proposal elaborated within a cooperative teaching framework tools such as the team notebook (formative assessment tool) and the realization of group final products (summative assessment tool) are qualified assessment tools that can help the teacher and students' themselves to assess their progress and learning throughout the didactic unit.

Also, there are important assessment tools that are major evaluation resources in this didactic proposal: the rubrics that students will have before the task so that they can know what they are expected to achieve and how they will be evaluated and the group and individual self-assessment checklist and worksheets in order to foster students' critical thinking and reflecting upon their learning. These tools stimulate students' autonomy and responsibility and implicate them actively on their learning.

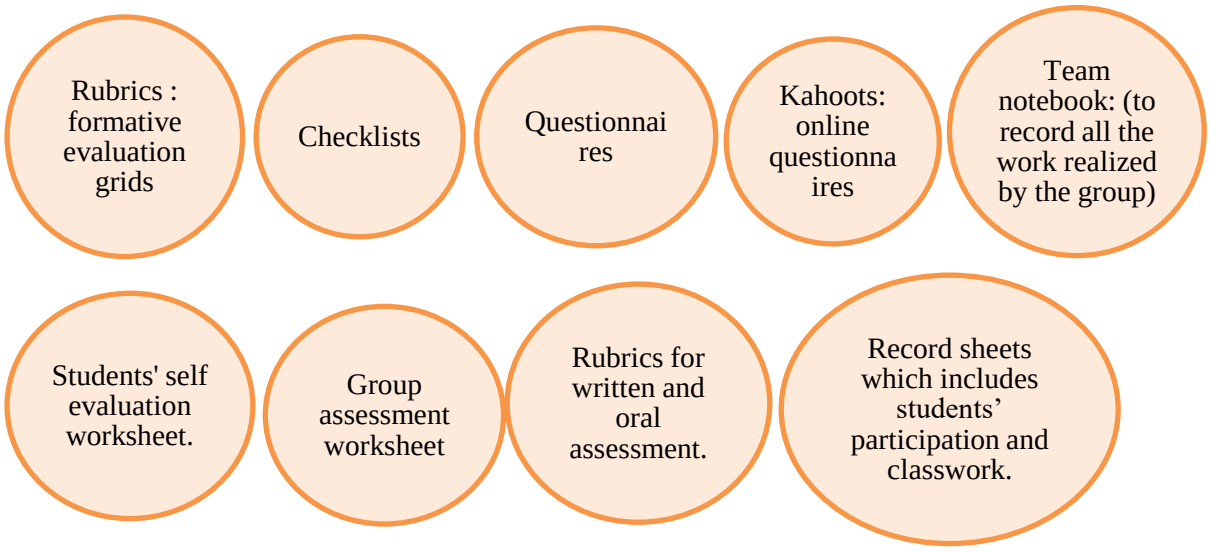

Figure 9. Self-made (2023). The evaluation instruments for the classroom used.

On the other hand, teachers' main techniques used to evaluate are: direct observation of learners' performance (daily monitoring) and task analysis of students' tasks and activities. Finally students will help the teacher assess their performance by answering a series of questions about their didactic proposal and performance.

4. CONCLUSIONS

In this Master's Dissertation a specific way of integrating both content and language applying the cooperative learning methodology has been presented. This methodological trend in education seems to be an answer to the new demanding of our interconnected world.

The focus of this didactic unit has been "Human body: vital functions and systems and organs involved as well as self-acceptance and self-love habits". It has allowed me to connect the teaching of content through the use of a foreign language (communicative purpose) and the process of learning has been done cooperatively so that students can benefit from each other. Thus, the active methodology of the activities together with the roles student will have within their groups have the main aim to involve students in their own learning. Thanks to this involvement, students' motivation and awareness towards meaningful learning will be more noticeable. The topic of the didactic proposal aims to foster students' self-knowledge and self-acceptance and the acquisition of habits to maintain and take care of a healthy self-esteem. In the same vein, the creation of these safe environments (cooperative

learning groups), brings the students opportunity to act and cooperate with each other simulating the real world and so they can apply some out of the classroom.

With the theoretical parts of this Master's Dissertation, I have provided a framework with the background and advantages that cooperative learning methodology and CLIL methodology can provide to our lessons. Next, I have provided a complete didactic proposal that looks for the achievement of language and content objectives as well as cooperative learning goals. To conclude, I would like to say that even though this didactic has been prepared to 4th grade of Primary Education, this structure is applicable to other topics or goals and it can be used in higher and lower levels although its content and objective should be adapted to the corresponding course.

Regarding my own experience during the realization of this project, I have learned a lot about CLIL and Cooperative learning (their benefits, how to apply them in the classroom, etc). I have positioned myself in the role of a Primary Education teacher, thinking about how to plan a didactic unit, how to organize a classroom following the cooperative learning, the students, the methodologies, the ways of approaching the content to the students and to make them acquire meaningful learning, etc.

In the future I would like to put into practise this didactic proposal in a real school in order to make a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) about it and so improve it and make the best of my work.

Although during the realization of this Master's Dissertation I have learnt a lot about CLIL I would like to continue studying this methodology and research about its wide variety of possibilities. In the same vein, as a result of some internship realised during my degree in Primary Teaching, I have realised that CLIL is an enriching methodology which application in schools should be improved to make it better. In the same sense, I have observed the benefits of cooperative learning groups in a real classroom: more autonomy, group work, students' acquisition of responsibility, students helping each other, etc. Thus, I would like to continue my training on cooperative learning because it is a really powerful methodology that can be perfectly combined with CLIL learning.

In a nutshell, I believe that students have to be the focus of our teaching and learning practise, not only their academic development but also their attitude and motivation towards learning.

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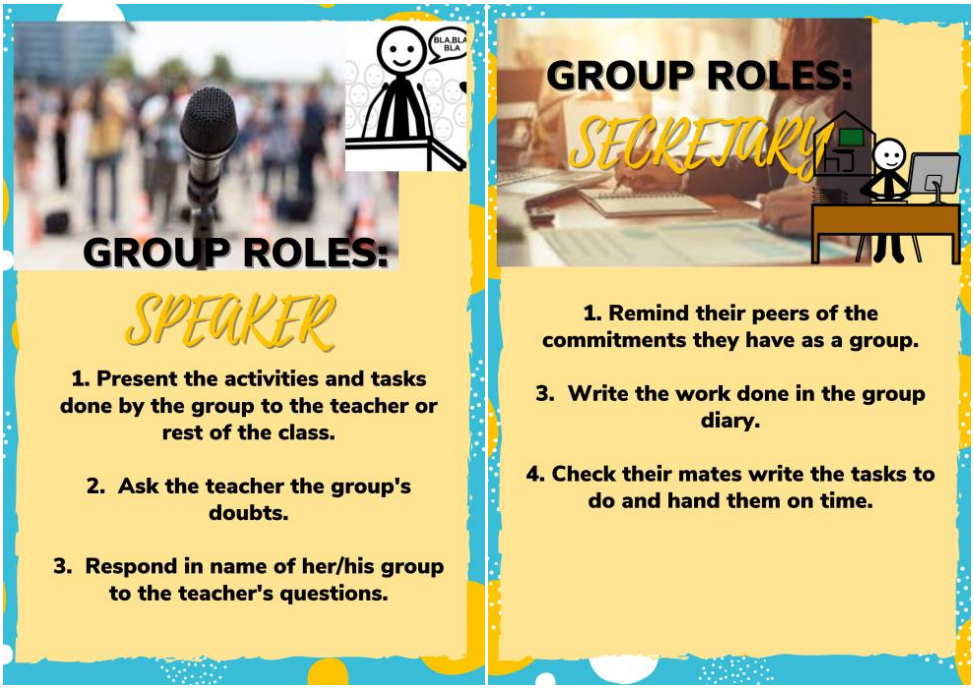
6. APPENDICES

6.1. Appendix 1. Group Roles.



GROUP ROLES:

TIME MANAGER

1. Regulate the noise level within the group.
2. Helps keep a good working atmosphere.
3. At the end of the class, check everything is clean and gathered for the next class.
4. Manage the time and remind her/his peers

ROLES DE EQUIPO

COORDINATOR

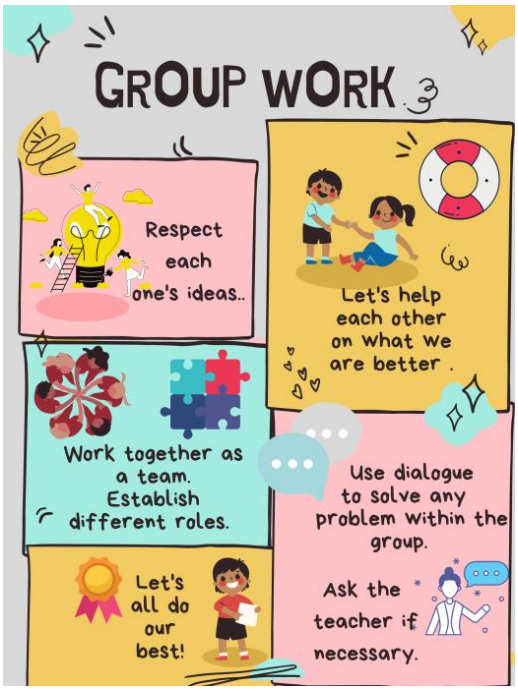
1. Must know how to make the activity or task and how present it.
2. Tell her/his peers the tasks to do and who should do it.
3. Check her/his mates are working.
4. Encourage and motive the group to improve and reach the goals.
5. Realise his/her group work evaluation: strong and weak points.

ROLES DE EQUIPO

CRITIC

1. Discuss with the other groups' critics to help their group.
2. Solve any problem that may appear among the groups.
3. Manage the problem solving within their group through the use of the dialogue.
4. Critically assess how the group is working and enccourages the team to improve in order to achieve the learning objectives.

6.2. Appendix 2. Example of a poster with the rules for group work.



6.3. Appendix 3. Vital Functions worksheet

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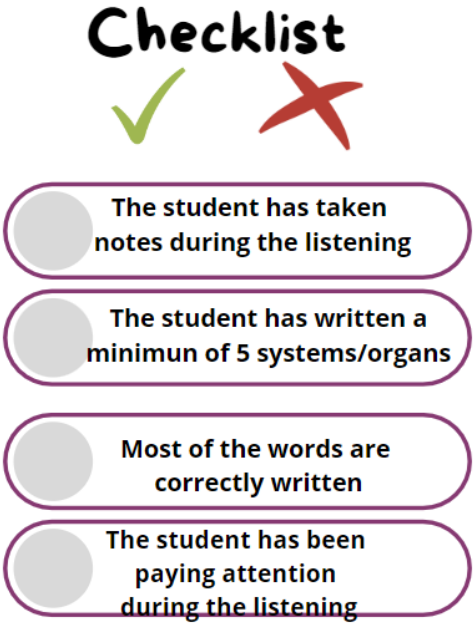
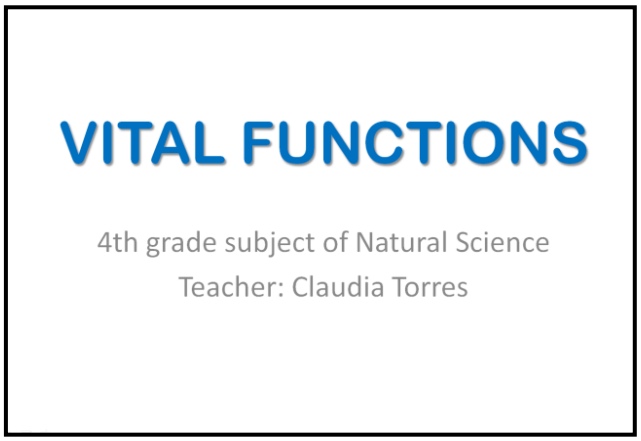
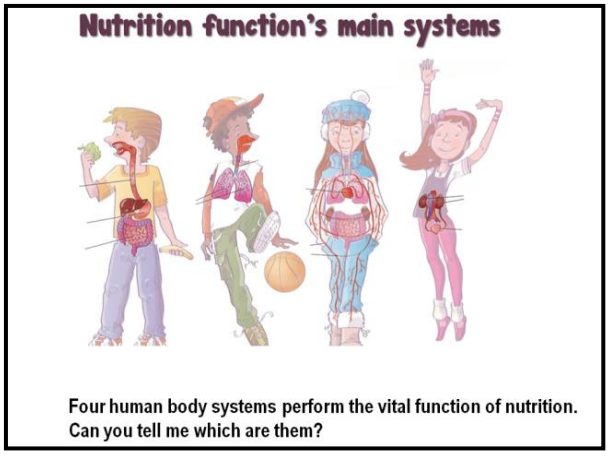
6.4. Appendix 4. Scaffolding sentences for the discussion (activity 4)

6.5. Appendix 5. Students' correction checklist (activity 5)



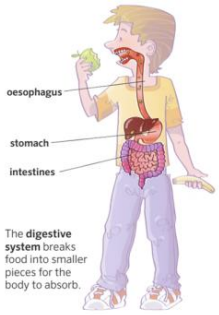
6.6. Appendix 6. Vital Functions presentation





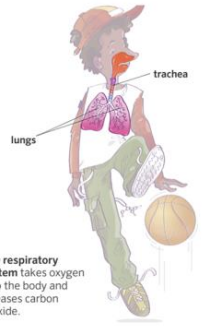
Although there are many organs in each system, we are going to learn the following ones:

DIGESTIVE SYSTEM



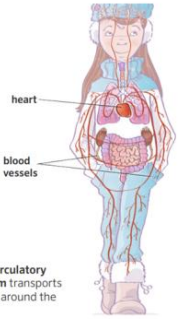
The **digestive system** breaks food into smaller pieces for the body to absorb.

RESPIRATORY SYSTEM



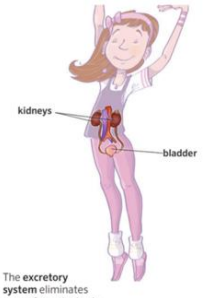
The **respiratory system** takes oxygen into the body and releases carbon dioxide.

CIRCULATORY SYSTEM



The **circulatory system** transports blood around the body.

EXCRETORY SYSTEM



The **excretory system** eliminates waste from the body.

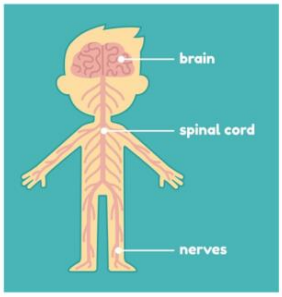
INTERACTION

We use our senses to receive information from our environment and respond appropriately. This is called interaction.

5 SENSES

We receive information from our senses. This information is called a stimulus. It travels to our brain along our nerves.

NERVOUS SYSTEM

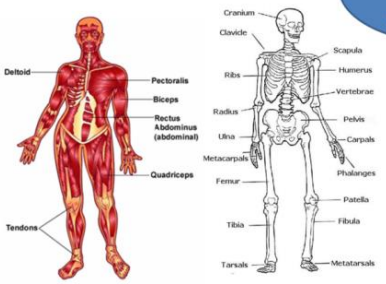


This is a complex system. It sends information along the nerves to different parts of the body. The brain is the central part of the nervous system. It organises all this information and makes decisions

MUSCULOSKELETAL SYSTEM

Voluntary, involuntary and Reflex responses:

https://youtu.be/yjy3MxM5i1U?si=j-Trz5UD5IMYRdv4



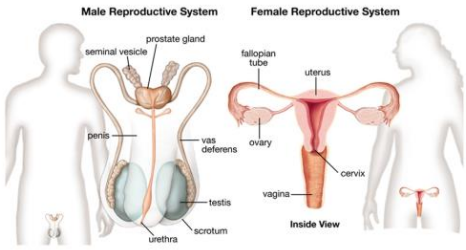
It receives messages from the brain. These tell our body to move. Bones and muscles belong to the musculoskeletal system.

REPRODUCTION

Reproduction allows living things to make new living things.

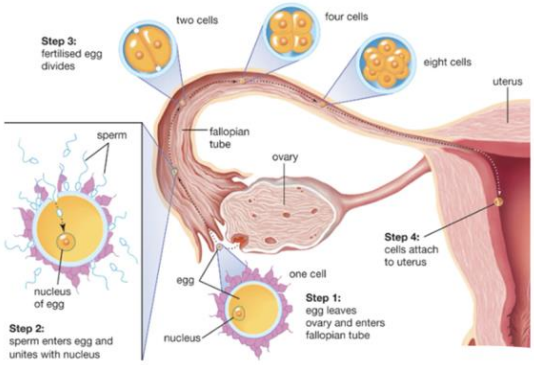
Reproduction is essential for the continuity of life

The systems that are needed for the reproduction to take place are :

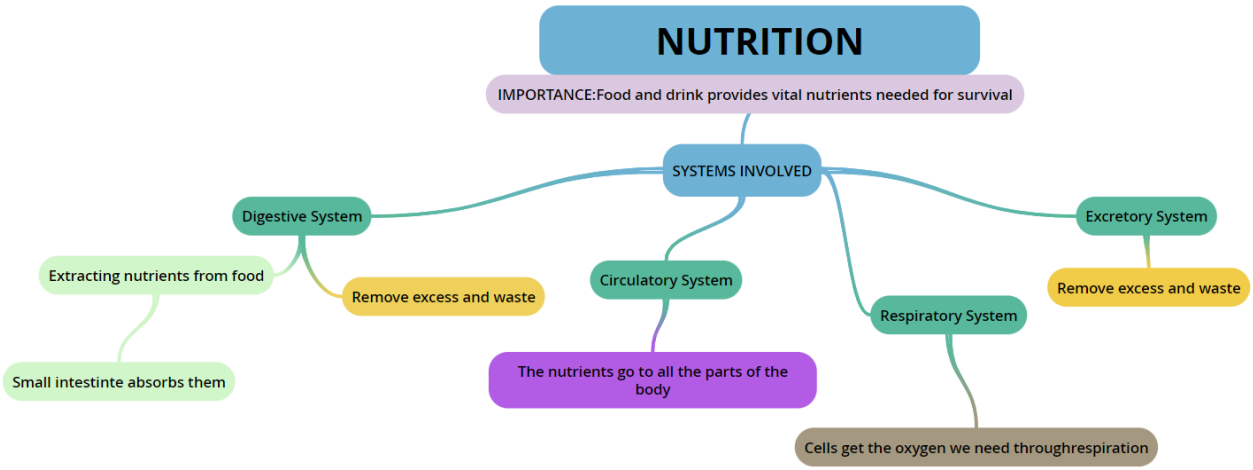


Humans reproduce sexually; that's why women and men have different reproductive organs.

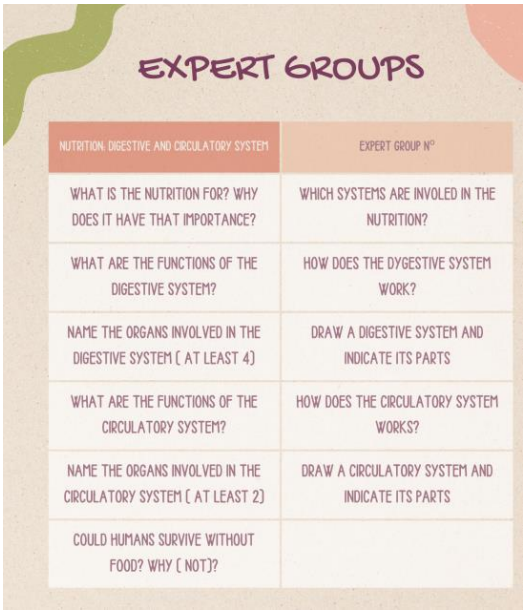
JOURNEY AND FERTILIZATION OF AN EGG



6.7. Appendix 7. Mind-map (*GoConqr* example)



6.8. Appendix 8. Tables for the expert groups to complete



EXPERT GROUPS

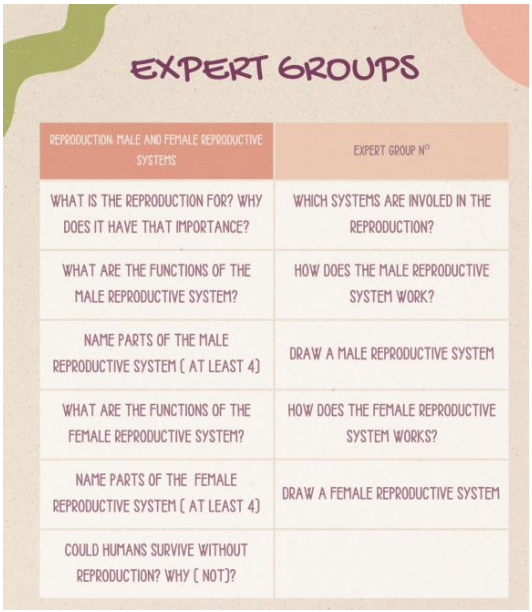
NUTRITION: DIGESTIVE AND CIRCULATORY SYSTEM	EXPERT GROUP Nº
WHAT IS THE NUTRITION FOR? WHY DOES IT HAVE THAT IMPORTANCE?	WHICH SYSTEMS ARE INVOLED IN THE NUTRITION?
WHAT ARE THE FUNCTIONS OF THE DIGESTIVE SYSTEM?	HOW DOES THE DYGESTIVE SYSTEM WORK?
NAME THE ORGANS INVOLVED IN THE DIGESTIVE SYSTEM (AT LEAST 4)	DRAW A DIGESTIVE SYSTEM AND INDICATE ITS PARTS
WHAT ARE THE FUNCTIONS OF THE CIRCULATORY SYSTEM?	HOW DOES THE CIRCULATORY SYSTEM WORKS?
NAME THE ORGANS INVOLVED IN THE CIRCULATORY SYSTEM (AT LEAST 2)	DRAW A CIRCULATORY SYSTEM AND INDICATE ITS PARTS
COULD HUMANS SURVIVE WITHOUT FOOD? WHY (NOT)?	

EXPERT GROUPS

NUTRITION: RESPIRATORY AND EXCRETORY SYSTEM	EXPERT GROUP Nº
WHAT IS THE NUTRITION FOR? WHY DOES IT HAVE THAT IMPORTANCE?	WHICH SYSTEMS ARE INVOLED IN THE NUTRITION?
WHAT ARE THE FUNCTIONS OF THE RESPIRATORY SYSTEM?	HOW DOES THE RESPIRATORY SYSTEM WORK?
NAME THE ORGANS INVOLVED IN THE RESPIRATORY SYSTEM (AT LEAST 2)	DRAW A RESPIRATORY SYSTEM AND INDICATE ITS PARTS
WHAT ARE THE FUNCTIONS OF THE EXCRETORY SYSTEM?	HOW DOES THE EXCRETORY SYSTEM WORKS?
NAME THE ORGANS INVOLVED IN THE EXCRETORY SYSTEM (AT LEAST 2)	DRAW AN EXCRETORY SYSTEM AND INDICATE ITS PARTS
COULD HUMANS SURVIVE WITHOUT AIR? WHY (NOT)?	

EXPERT GROUPS

INTERACTION: MUSCULOSKELETAL SYSTEM, 5 SENSES AND NERVOUS SYSTEM	EXPERT GROUP Nº
WHAT IS THE INTERACTION FOR? WHY DOES IT HAVE THAT IMPORTANCE?	WHICH SYSTEMS ARE INVOLED IN THE INTERACTION?
WHAT ARE THE FUNCTIONS OF THE MUSCULOSKELETAL SYSTEM?	WHICH ARE THE TYPES OF RESPONSES THE MUSCULOSKELETAL SYSTEM CAN PRODUCE?
NAME THE ORGANS INVOLVED IN THE MUSCULOSKELETAL (AT LEAST 2)	DRAW A MUSCULOSKELETAL SYSTEM
WHAT ARE THE FUNCTIONS OF THE 5 SENSES?	HOW DOES THE 5 SENSES WORKS?
NAME THE 5 SENSES	DRAW A VISUAL MAP WITH THE 5 SENSES
WHAT ARE THE FUNCTIONS OF THE NERVOUS SYSTEM?	HOW DOES THE NERVOUS SYSTEM WORK?
NAME THE ORGANS INVOLVED IN THE NERVOUS SYSTEM (AT LEAST 3)	DRAW A NERVOUS SYSTEM



EXPERT GROUPS

REPRODUCTION: MALE AND FEMALE REPRODUCTIVE SYSTEMS	EXPERT GROUP Nº
WHAT IS THE REPRODUCTION FOR? WHY DOES IT HAVE THAT IMPORTANCE?	WHICH SYSTEMS ARE INVOLED IN THE REPRODUCTION?
WHAT ARE THE FUNCTIONS OF THE MALE REPRODUCTIVE SYSTEM?	HOW DOES THE MALE REPRODUCTIVE SYSTEM WORK?
NAME PARTS OF THE MALE REPRODUCTIVE SYSTEM (AT LEAST 4)	DRAW A MALE REPRODUCTIVE SYSTEM
WHAT ARE THE FUNCTIONS OF THE FEMALE REPRODUCTIVE SYSTEM?	HOW DOES THE FEMALE REPRODUCTIVE SYSTEM WORKS?
NAME PARTS OF THE FEMALE REPRODUCTIVE SYSTEM (AT LEAST 4)	DRAW A FEMALE REPRODUCTIVE SYSTEM
COULD HUMANS SURVIVE WITHOUT REPRODUCTION? WHY (NOT)?	

6.9. Appendix 9. Structure for sharing information

STRUCTURE FOR SHARING INFORMATION

1.Name and brief introduction of the vital function (importance, functions,functioning)

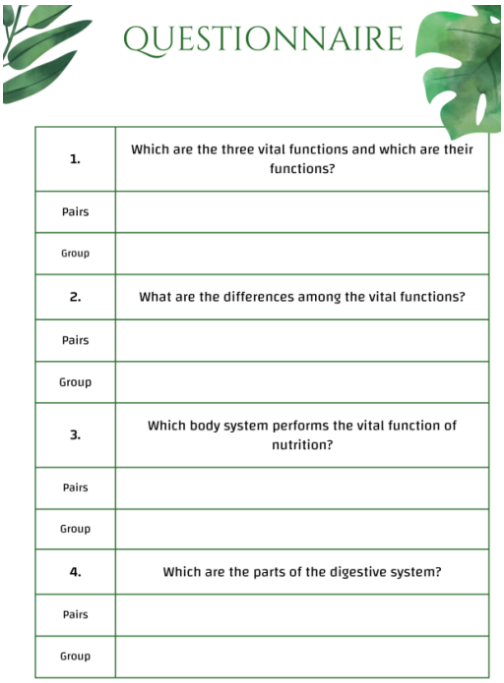
2. Name and description of the systems involved in that function (functions)

3. Name the organs of the corresponding systems.

4. Brief summary of the presentation.

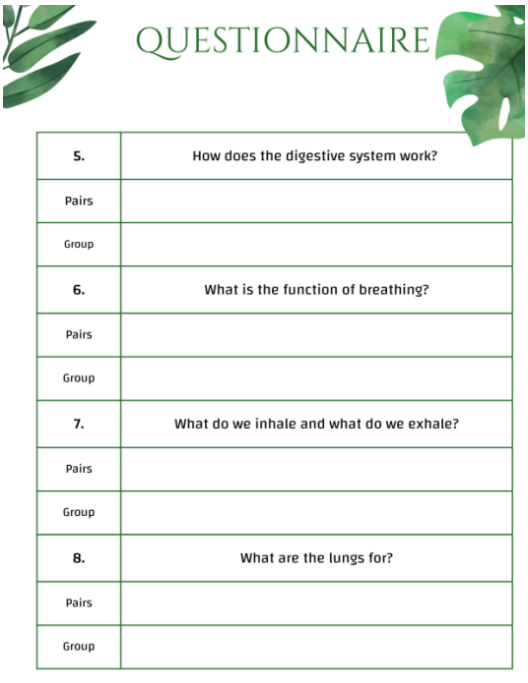
6.10. Appendix 10. Oral presentation rubric

6.11. Appendix 11. Questionnaire



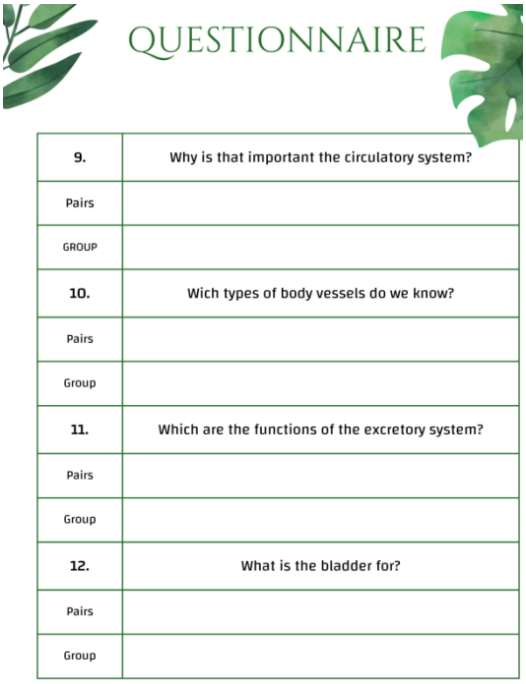
QUESTIONNAIRE

1.	Which are the three vital functions and which are their functions?
Pairs	
Group	
2.	What are the differences among the vital functions?
Pairs	
Group	
3.	Which body system performs the vital function of nutrition?
Pairs	
Group	
4.	Which are the parts of the digestive system?
Pairs	
Group	



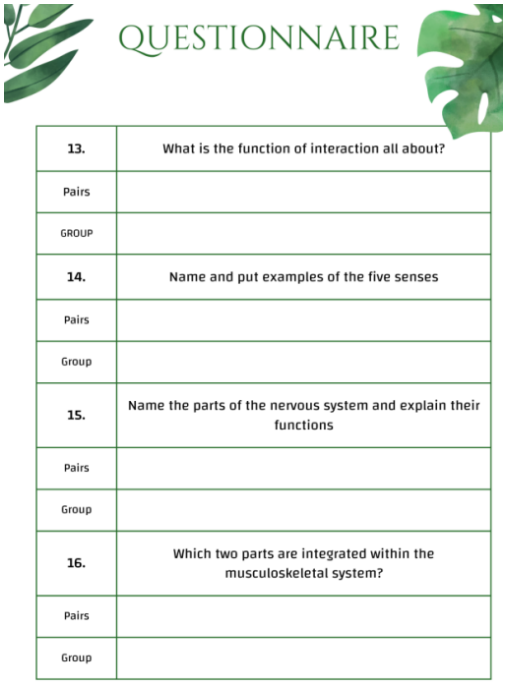
QUESTIONNAIRE

5.	How does the digestive system work?
Pairs	
Group	
6.	What is the function of breathing?
Pairs	
Group	
7.	What do we inhale and what do we exhale?
Pairs	
Group	
8.	What are the lungs for?
Pairs	
Group	



QUESTIONNAIRE

9.	Why is that important the circulatory system?
Pairs	
GROUP	
10.	Wich types of body vessels do we know?
Pairs	
Group	
11.	Which are the functions of the excretory system?
Pairs	
Group	
12.	What is the bladder for?
Pairs	
Group	



QUESTIONNAIRE

13.	What is the function of interaction all about?
Pairs	
GROUP	
14.	Name and put examples of the five senses
Pairs	
Group	
15.	Name the parts of the nervous system and explain their functions
Pairs	
Group	
16.	Which two parts are integrated within the musculoskeletal system?
Pairs	
Group	

17.	Which types of nervous responses do you know? Explain them
Pairs	
GROUP	
18.	Why is the function of reproduction essential?
Pairs	
Group	
19.	Explain the differences and similarities of the male reproductive system and the female reproductive system.
Pairs	
Group	
20.	Explain the journey and fertilization of an egg
Pairs	
Group	

6.12. Appendix 12. Rubric for the realization of the posters

CRITERIA				
CONTENT 30%	All the required elements are clearly visible, organised and well placed.	Most of the required elements are clearly visible, organised and well placed.	Few of the required elements are clearly visible, organised and well placed.	Missing most or all of the required elements.
CREATIVITY 15%	The poster has an excellent design and layout. It is quite original and it includes the students' essence.	The poster has an nice design and layout. It is original and it includes the students' essence.	The poster needs some improvement in design. It is not really original.	The poster needs significant improvement in design and it is not original at all. Some content is copy and paste.
SPELLING GRAMMAR AND PUNCTUATION 15%	The project has excellent spelling, grammar and punctuation.	The project has 1-2 spelling, grammar or punctuation errors.	The project has 3-5 spelling, grammar or punctuation errors.	The project has multiples spellin, grammar or punctuation errors.
DRAWING AND GRAPHICS 10%	There are a lot of drawings and graphics and they are clear and relevant.	There are many drawings and graphics and they are clear and relevant.	There are some drawings and graphics and some are clear and relevant.	There is no drawing or the few drawings are not clear or relevant.
STUDENTS' PARTICIPATION 30%	The students follow all the steps required. All students participate actively within the realization of the project. Everyone has duties.	The students follow most of the steps required. Most of the students participate actively within the realization of the project. Everyone has duties.	The students follow some steps required. Some of the students work but others don't.	The students miss the steps. Just one or two of the students work.

6.13. Appendix 13. Checklist for peer assessment in oral presentation

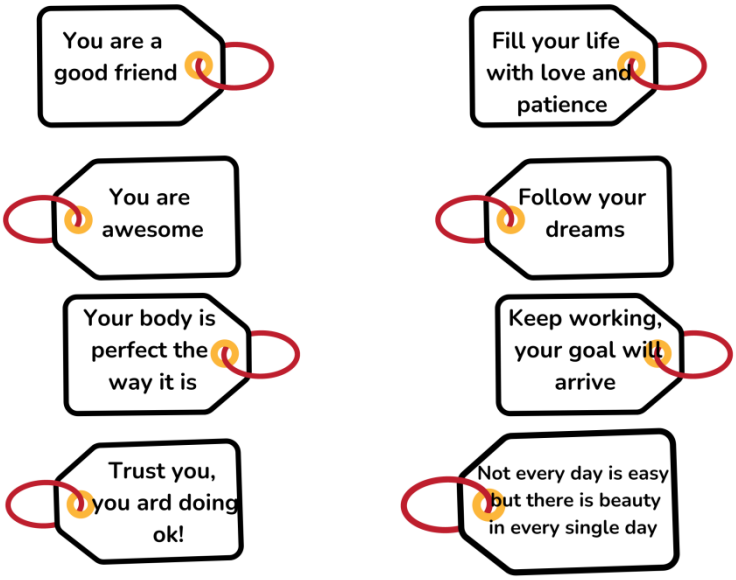
ASSESSMENT OF ORAL PRESENTATION

GROUP :

GROUP THAT REALISES THE ASSESSMENT:	✓/✘
The speakers speak clearly (1p)	
The speakers look at the audience (1p)	
All members of the group participate and speak (1p)	
The presentation follows an adequate structure (1p)	
The presentation lasts between 6-8 minutes (1p)	
The grammar is correctly used (1p)	
The vocabulary is correctly used and pronounced. (1p)	
The speakers know how to answer the questions asked (1p)	
The speaker speaks at adequate pace (1p)	
The presentation is original (1p)	
FINAL MARK:	
OTHER COMMENTS:	

6.14. Appendix 14. Poster "Ways to be a good listener during oral presentation"

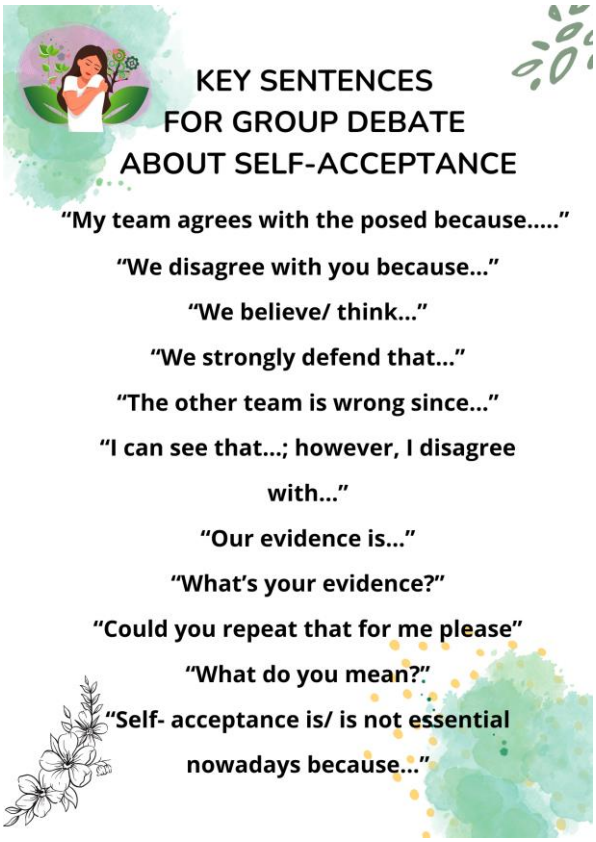
6.15. Appendix 15. Self- acceptance labels' example



6.16. Appendix 16. Collaborative mural in Paddlet.

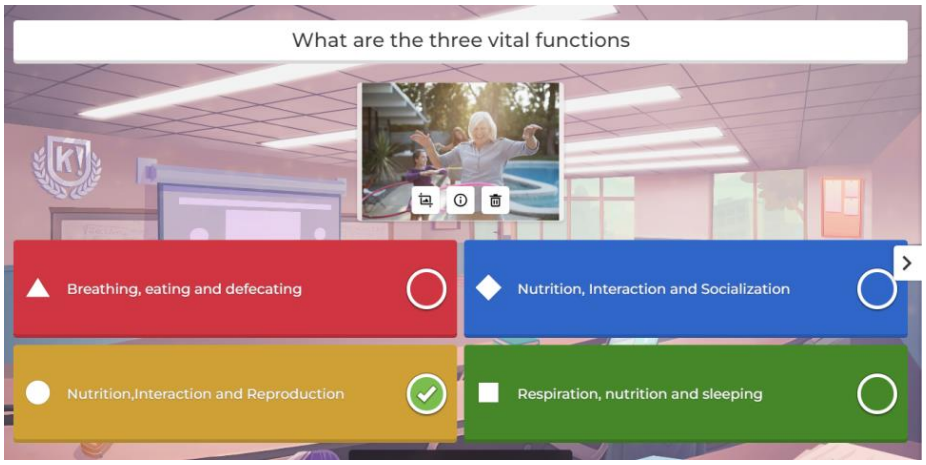
6.17. Appendix 17. Example of self-love shield.

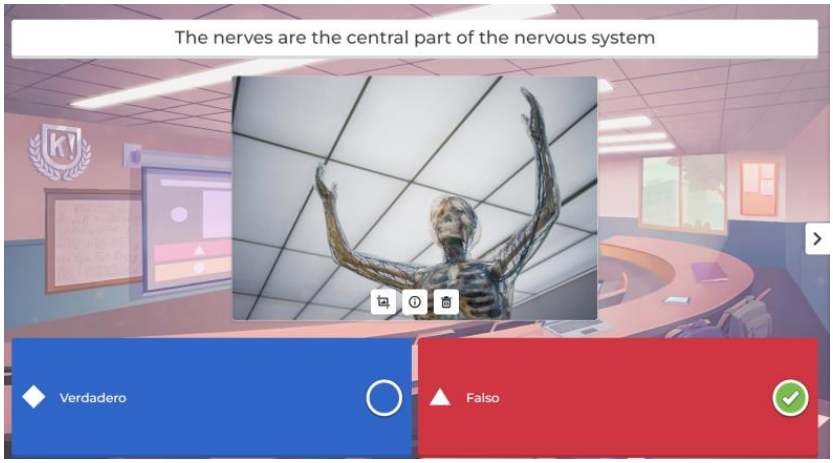
6.18. Appendix 18. Poster with key sentences for the debate

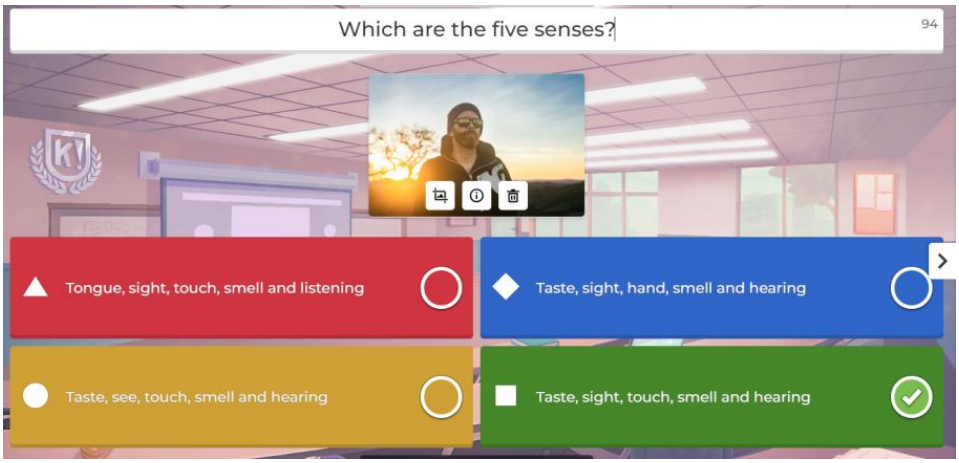


6.19. Appendix 19. *Kahoot* questionnaire

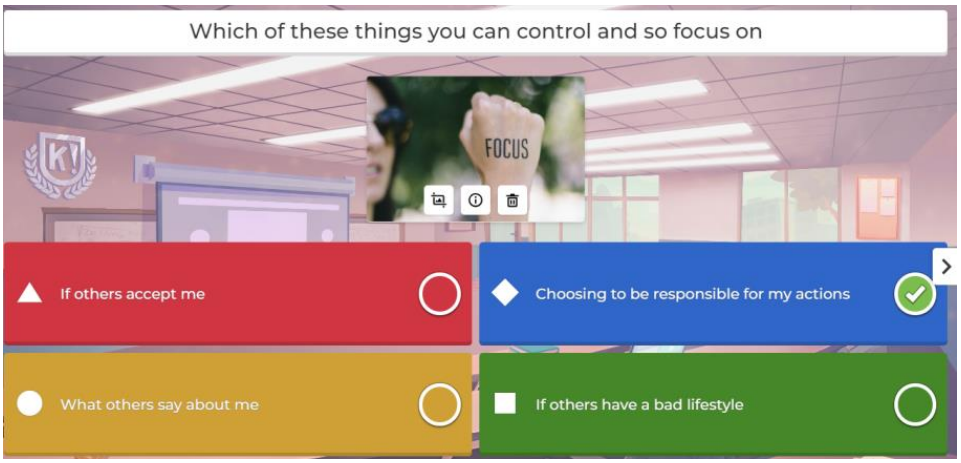
Link: https://create.kahoot.it/share/vital-functions-and-wellfare/fd105541-e76b-4674-8225-bd25ba67d358

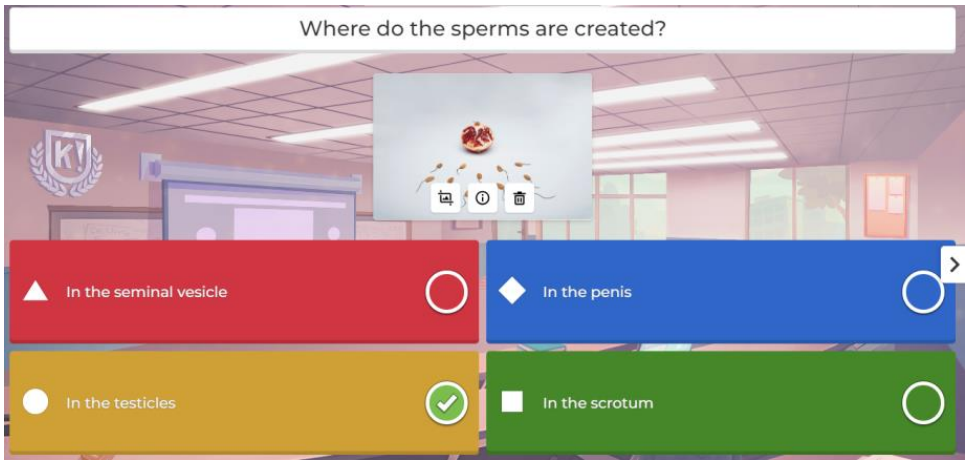


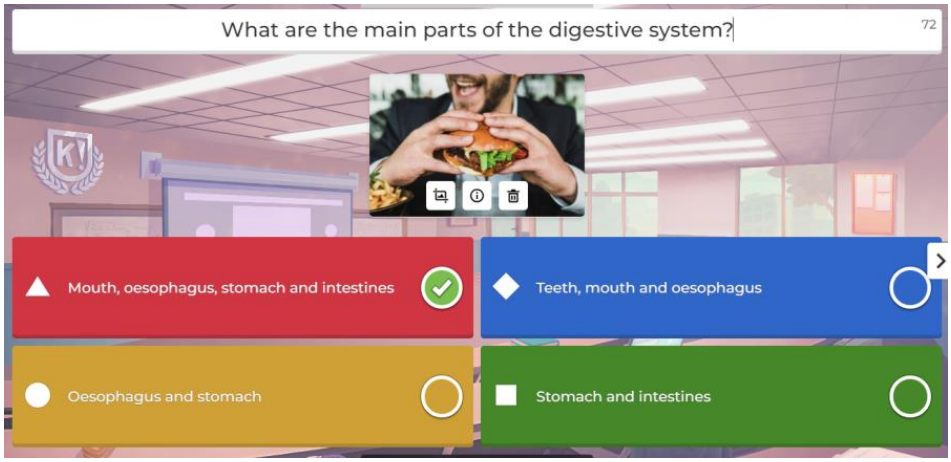


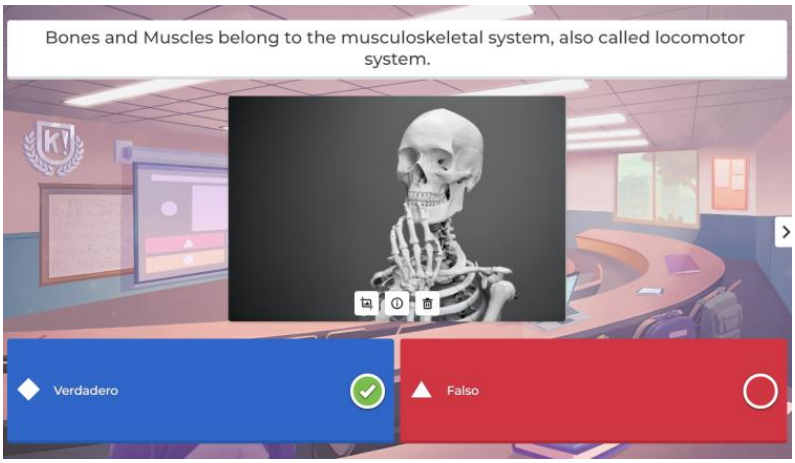


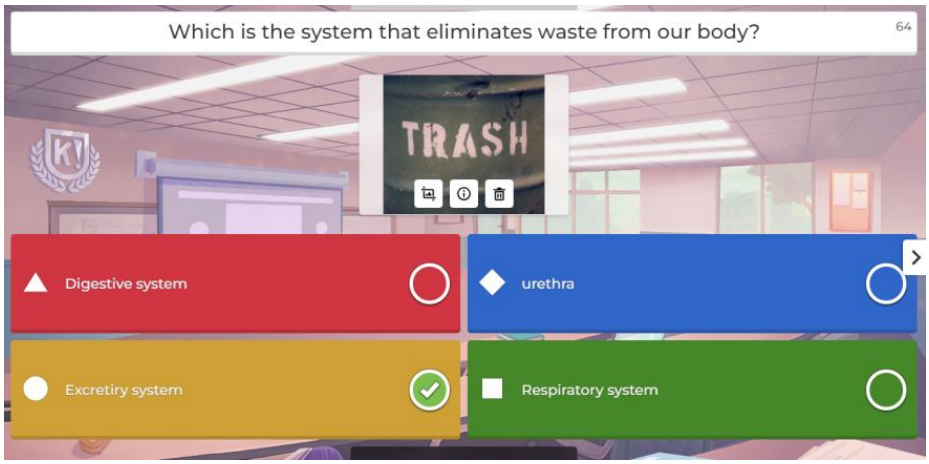
Which are the four systems that perform the vital function of nutrition?
Digestive, Respiratory, Circulatory and Excretory Systems.
Digestive, Respiratory, Circulatory and Reproductive Systems.
Digestive, Respiratory, Musculoskeletal and Excretory Systems.
Digestive, Nervous, Circulatory and Excretory Systems.

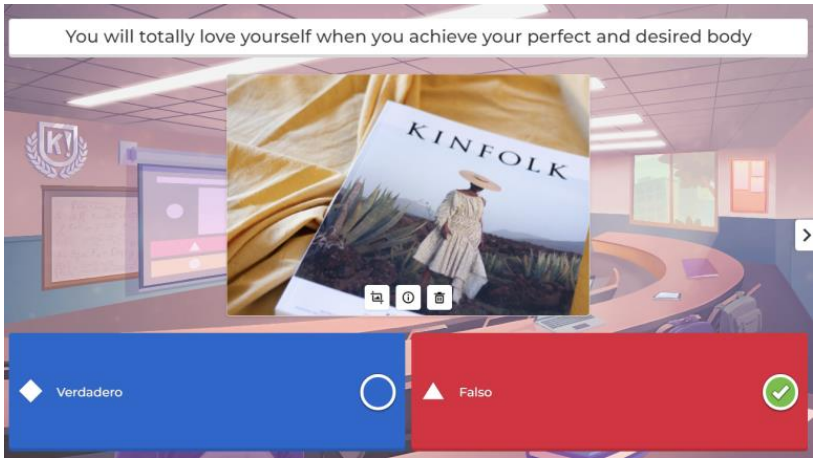

Which of these things you can control and so focus on
FOCUS
If others accept me
Choosing to be responsible for my actions
What others say about me
If others have a bad lifestyle

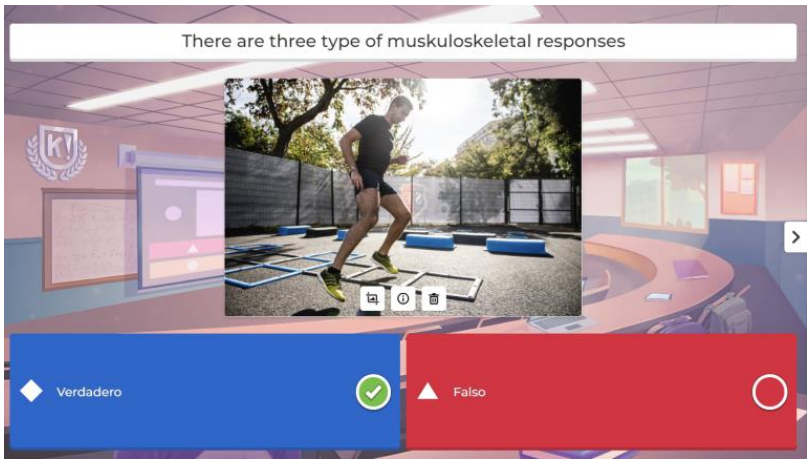

Where do the sperms are created?
In the seminal vesicle
In the penis
In the testicles
In the scrotum

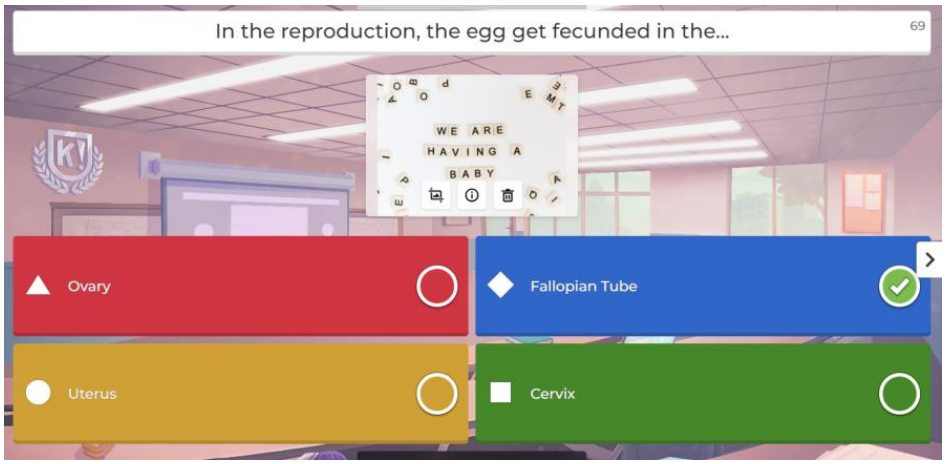

What are the main parts of the digestive system?
72
Mouth, oesophagus, stomach and intestines
Teeth, mouth and oesophagus
Oesophagus and stomach
Stomach and intestines

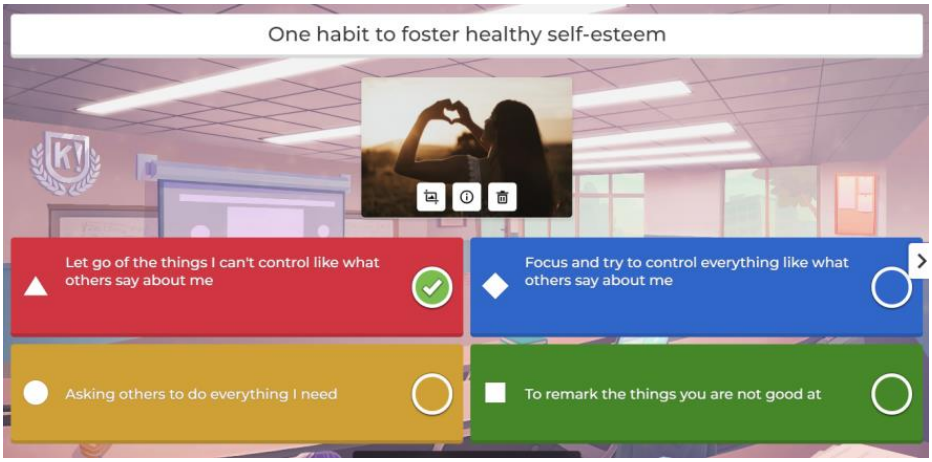

Bones and Muscles belong to the musculoskeletal system, also called locomotor system.
Verdadero
Falso

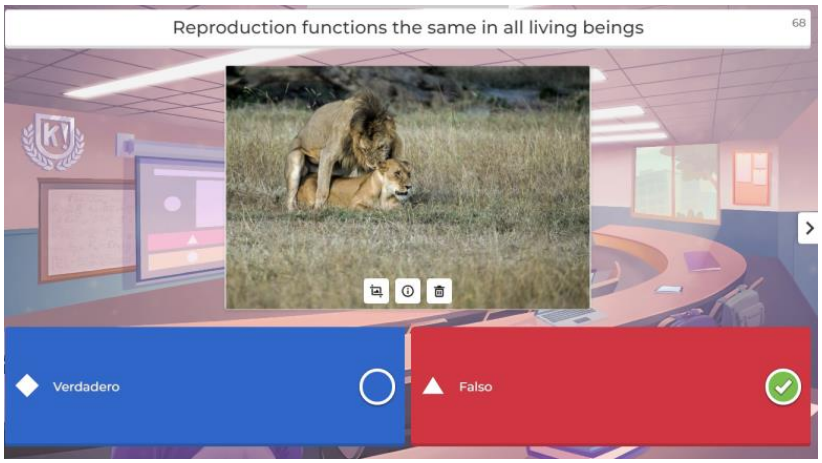

Which is the system that eliminates waste from our body?
64
TRASH
Digestive system
urethra
Excretiry system
Respiratory system

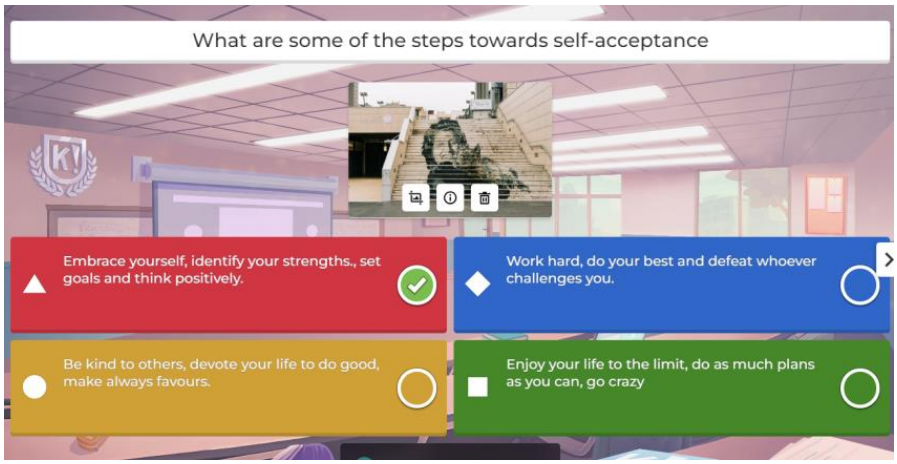

You will totally love yourself when you achieve your perfect and desired body
KINFOLK
Verdadero
Falso


There are three type of muskuloskeletal responses
Verdadero
Falso


In the reproduction, the egg get fecunded in the...
69
WE ARE HAVING A BABY
Ovary
Fallopian Tube
Uterus
Cervix


One habit to foster healthy self-esteem
Let go of the things I can't control like what others say about me
Focus and try to control everything like what others say about me
Asking others to do everything I need
To remark the things you are not good at


Reproduction functions the same in all living beings
68
Verdadero
Falso


What are some of the steps towards self-acceptance
Embrace yourself, identify your strengths., set goals and think positively.
Work hard, do your best and defeat whoever challenges you.
Be kind to others, devote your life to do good, make always favours.
Enjoy your life to the limit, do as much plans as you can, go crazy

6.20. Appendix 20. Group Assessment worksheet

6.21. Appendix 21. Individual Assessment worksheet