

Master's Dissertation/
Trabajo Fin de Máster

**DIDACTIC PROPOSAL TO WORK ON
SOCIAL SCIENCES THROUGH
COOPERATIVE LEARNING IN A CLIL
CLASSROOM**

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ABSTRACT

This master's dissertation presents a didactic proposal focussed on the teaching and learning of social sciences through cooperative learning in the Content and Language Integrated Learning (CLIL) classroom. Through a thorough review of the existing literature, it was evident that cooperative learning has numerous benefits for students, including developed social skills, or increased participation and engagement, among others. These advantages align closely with the goals of CLIL, which aims to integrate content and language learning in an authentic and meaningful way. The subject knowledge of the natural, social and cultural environment delimits this proposal in the context of social sciences didactics, bringing our students in the 5th year of Primary Education closer to a reality that will make them more aware of the importance of taking care of the environment. Following a task-based approach, the final task consists of creating an advertising campaign in which each group presents a series of environmentally-friendly measures which can help us to protect our environment, using one of the formats studied in class.

Keywords: CLIL, cooperative learning, social sciences.

RESUMEN

Este trabajo final de máster (TFM) presenta una propuesta didáctica centrada en la enseñanza y el aprendizaje de las ciencias sociales mediante el aprendizaje cooperativo en el aula de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE). A través de una revisión de la literatura existente, se hace evidente que el aprendizaje cooperativo tiene numerosos beneficios para el alumnado, incluyendo el desarrollo de habilidades sociales o el aumento de la participación y el compromiso, entre otras. Estas ventajas concuerdan estrechamente con los objetivos del AICLE, que pretende integrar el aprendizaje de contenidos y lenguas de manera auténtica y significativa. La asignatura de conocimiento del medio natural, social y cultural delimita esta propuesta en el contexto de la didáctica de las ciencias sociales, acercando a nuestros alumnos de 5º de Educación Primaria a una realidad que les hará más conscientes de la importancia de cuidar el medio ambiente. Siguiendo un enfoque basado en tareas, la tarea final consiste en la creación de una campaña publicitaria en la que cada grupo presenta una serie de medidas respetuosas con el medio ambiente que puedan ayudarnos a proteger nuestro entorno, utilizando uno de los formatos estudiados en clase.

Palabras clave: AICLE, trabajo cooperativo, ciencias sociales.

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1. INTRODUCTION

The present Master's Dissertation is the result of the learning process I have experienced during this Interuniversity Master's degree in Bilingual Teaching and Integrated Learning of Content and Foreign Languages. This dissertation presents a didactic proposal which aims at working on the area of social sciences through Cooperative Learning in the CLIL classroom, adopting a task-based approach. The chosen topic of study is the environment, which has an enormous relevance in current's global context characterised by environmental challenges and the need for sustainable development.

This proposal is addressed to the fifth grade of Primary Education in the academic year 2023/2024. It is though for the subject Knowledge of the natural, social and cultural environment (henceforth, KNSCE), the new subject specified by the LOMLOE, which encompasses natural sciences and social sciences. English will be the additional language used to teach subject contents in CLIL, promoting communication, participation and cooperation among students.

There are two main objectives that this dissertation seek to achieve:

1. To compose a theoretical framework to help me contextualise my didactic proposal according to recent literature. This will allow me to deepen my knowledge regarding the main key concepts of this dissertation.
2. To design a didactic unit which integrates language learning, subject contents acquisition and cooperative techniques and strategies in a CLIL framework, according to the theoretical review and my professional knowledge and experience.

Concerning the structure of this dissertation, first of all, I will justify the choice of the topic of this paper and its importance in today's society. After that, I will develop the theoretical framework through the literature review of CLIL, cooperative work and the subject KNSCE, including aspects such as origin and conceptualization of CLIL and particular features and methodological implications, conceptualization of cooperative learning and its main techniques, strategies, assists and pitfalls or why it is important to teach social sciences in a CLIL classroom, among others, according to the current regulations for 5th grade of primary education in the academic year 2023/2024. Once the theoretical framework is finished, I will present the didactic unit. This section will be divided into contextualisation, curriculum design, didactic transposition and evaluation. Next, I will make a conclusion to summarize the main points of this dissertation and provide potential implications for future research related to the

topics. Finally, I will conclude with the references and appendices which will complete this final assignment.

2. JUSTIFICATION

Since I began my training as an elementary school teacher and became acquainted with cooperative learning as an educational technique, it has sparked a great curiosity in me to continue learning about it. I believe that it offers numerous advantages for our students' learning and aligns with how human beings function in most areas: in groups. Through cooperative learning, our students will be able aware of the value of teamwork and how it benefits them. They will be capable to identify their strengths and weaknesses, as well as to fulfil specific roles, thus preparing them for the demands of real life outside the classroom and the professional world.

Now that I have got trained in CLIL teaching, I feel that it is very useful to combine cooperative work with bilingual education, so that I can give my student an holistic training which prepares them to thrive in today's society, in which the demands for language proficiency and teamwork skills are higher and higher.

Furthermore, cooperative work is justified in the LOMLOE, which proposes motivating activities and teamwork around projects related to their lives, as well as in the Royal Decree 157/2022, which includes carrying out cooperative projects which involves the development of skills such as argumentation, effective communication, shared decision-making or conflict management through dialogue, among others.

First of all, let's take a journey through the literature review of the three main concepts in this Master's Dissertation: CLIL, Cooperative Learning and the didactics of the subject KNSCE.

3. THEORETICAL FRAMEWORK

3.1. Content and Language Integrated Learning (CLIL)

3.1.1. Origin and conceptualisation

Giving young people a thorough education is the main objective of our educational system. Part of this education includes giving them the skills they may need to have the best chance of success when they become active citizens in the real world. Without a doubt, one of these tools is the mastery of other languages, which is a real necessity in a globalized and multilingual society such as ours.

From this need was born the term Content and Language Integrated Learning (henceforth, CLIL), the bilingual education approach which is followed in Europe (Pérez Cañado, 2022). Since it was conceived by David Marsh in 1994, the term CLIL has garnered significant attention from both practitioners and scholars. During the last twenty years, countless research has stated the advantages of a CLIL classroom (Kewara & Prabjandee, 2018). Several studies showed that students in CLIL programs achieved similar or better language proficiency outcomes than those in traditional language programs (Baker, 2011; Coyle et al., 2010).

It is defined by Mehisto et al. (2008) as “a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language” (p. 9), underscoring two main aims: on the one hand, the subject or topic, and on the other hand, the language in itself. In most cases, this additional language is not the one that is often spoken in the environment, being used as a vehicle through which a series of contents and subjects are acquired. As Kewara & Prabjandee (2018) state, the CLIL classroom could be considered as a hub where learners and teachers speak the same target language through content subjects.

3.1.2. Relation with other bilingual models and particular features

Nonetheless, there are numerous models of bilingual education nowadays, so I consider appropriate to mention the continuum of language and content integration created by Met (1999:7) (cf. Figure 1).

Content-Driven					Language-Driven
←-----→					
Total	Partial	Sheltered	Adjunct	Theme-Based	Language
Immersion	Immersion	Courses	Model	Courses	Classes
					with Frequent Use
					of Content for
					Language Practice

Figure 1. Continuum of language and content integration (Met 1999:7)

Due to its combination of language and content instruction, CLIL would be placed between the adjunct model and theme-based courses. Additionally, CLIL is also connected with the Interdisciplinary module approach and Content-enriched FL Instruction, as Pérez Cañado (2022) states. However, one of the features which differentiates CLIL from the other models is the 4 C's framework (cf. Figure 2), defined and explained by Coyle (2007), which considers the following elements:

- Content: it includes the specific aspects of the subject matter.
- Communication: elements related to the learning and use of the language, as well as the acquisition of the communicative competence.
- Culture: this design contemplates also cultural elements, through which students learn about other cultures and acquire a broad perspective of the world.
- Cognition: it considers also the thinking skills involved in the learning process.

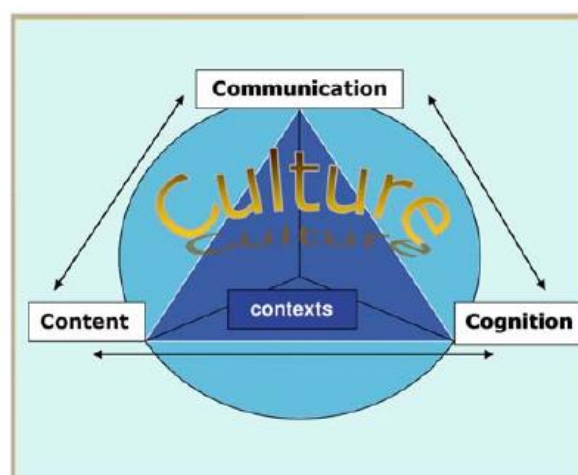
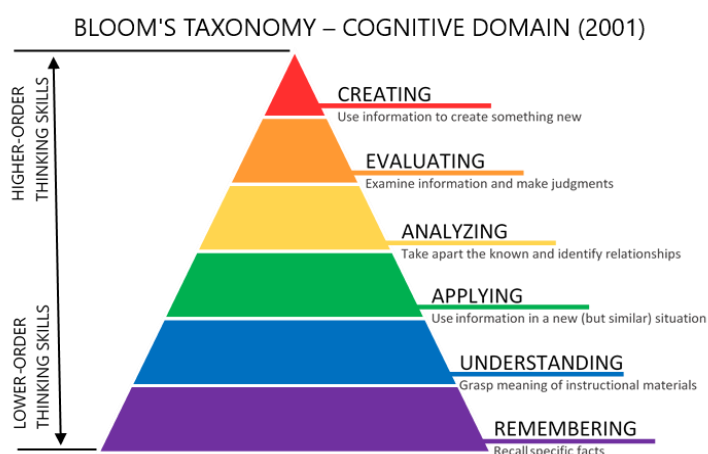


Figure 2. The 4Cs Framework for CLIL (Coyle 2007: 551)

Furthermore, as Pérez Cañado (2022) points out, CLIL is not a uniform idea in schooling. On the contrary, it has a wide spectrum of standard models and application choices (Dueñas, 2004: 75) and it lends itself to various situations and educational requirements. Due to this heterogeneity, it is possible to distinguish between hard or strong CLIL and soft or mild CLIL. According to Ikeda (2013: 32), hard or strong CLIL refers to a teaching model in which a language different from the L1 is used to teach the diverse educational areas, which implies a higher command of language immersion and integration. In other words, the language is not only a means of instruction but also a subject of study. On its part, soft or weak CLIL places less emphasis on language immersion and content integration, with language learning playing a more secondary role. The primary focus is on content teaching.

Additionally, another key feature of CLIL is that it prioritizes cognitive skills as the cornerstone of successful teaching practice, as noted by Navarro and Almagro (2022). Consequently, the cognitive skills developed and the learning outcomes achieved are highly influenced by the learning environment provided to our students. Following Bloom's taxonomy (cf. Fig. 3), there are six levels to measure a learner's cognitive competence. The three levels at the base of the pyramid are considered **LOTS** (lower-order thinking skills), whereas **HOTS** (Higher-order thinking skills) concern the three levels at the top.



Learners go through all these stages. A learner needs to have a knowledge base (knowledge) first, in order to understand (comprehension) as a whole, all the content. Furthermore, he/she has to apply it (application) in order to be able to analyse it (analysis) and, thus, develop a capacity for synthesis (synthesis) which will lead to self-evaluation or self-

assessment (self-evaluation). Students in CLIL classes should be able to use language to communicate and express their opinions about different aspects, which calls for the use of higher-order thinking skills. CLIL teachers should design lesson plans based on Bloom's Taxonomy, as it provides a framework for promoting these skills. (Prakash & Litoriya, 2022).

3.1.3. Learning and language theories

As for the theory of learning, the rise of constructivism has largely changed the perception of education, moving away from knowledge-transmission frameworks of learning towards knowledge-building ones (Brown, 2000; Crandall, 1999). This change in perspective has facilitated the emergence of a broad range of student-centred methodologies (henceforth, SCM). Nowadays, the learner takes an active role, which means that, on the one hand, individual differences among learners are taken into account, especially in personality, motivation and learning styles, and on the other hand, students are in charge of building their own learning. Willis (1996) claims that “the learners' learning styles and objective and subjective needs must be central to each teacher's planning processes” (p. 175) in order to fully take advantage of the learning situation. Students learn by doing, following the premises of constructivism. They become active participants and the focal point of the educational process, focusing on their needs, aspirations or personal choices. They act as interactors, organizers, investigators and creative thinkers, among other roles. Pérez Cañado (2022) states that “CLIL provides meaningful opportunities by building on the students, previous learning and calling on their prior knowledges, skills, attitudes, interests and experiences” (p. 9).

CLIL is a student-centred approach to learning (Navarro Pablo & Almagro Esteban, 2022). This change of focus organize the L2 teaching-learning process in accordance with the unique characteristics and requirements of the students in the classroom. Classes are dynamic and teachers encourage students to use the L2 as much as feasible both for speaking and writing (Sánchez Calvo, 2007). This author also mentions the association of student-centred methodologies with specific techniques such as pair and group work, as well as with communicative activities, in which the main goal is to immerse students in meaningful activities that aim to achieve authentic communication in the L2. These communicative activities promote interaction between learners and the use of the language as a tool for communicating concepts and ideas.

Regarding the role of the teacher, he/she changes from being essentially in charge of transmitting information to take on different roles. On the part of the teacher, as Navarro & Almagro (2022) state:

The teacher's main role is to put students in a learning situation in which they will have to use their skills to be able to solve a problem, create a product, come to agreements or conclusions and present the outcomes to others (p. 5).

Moreover, I would like to highlight the four key teachers' roles in language classrooms established by Tudor (1993):

- A controller, being in charge of guiding the classroom and the activities, provide instructions, maintains control and ensures the understanding of the activities and tasks.
- A prompter, encouraging students to get actively involved in the learning process and help them overcome communication obstacles.
- A resource, providing linguistic input, content subjects and feedback, clarifying language points.
- A participant, he/she actively engages in classroom activities alongside the students. He creates a collaborative and inclusive learning environment, encouraging student interaction and building a sense of community.

Nonetheless, it is also necessary to highlight that CLIL teachers must also consider other implications of working through this approach. Dalton-Puffer et al. (2010) claim that content teachers should be linguistically and culturally competent. Pérez Cañado (2022) and Coyle et al. (2010) agree that CLIL classrooms need competent teachers who possess both proficiency in the target language and subject-matter expertise, although they do not necessarily need a native-like command of the language. In addition, these authors point out that CLIL teachers should be trained in the theoretical and pedagogical facets of language learning, as well as be long-term and stable teachers in the school. Pérez Cañado (2022) also mentions certain attitudes the teacher should have, such as a willingness to innovate and improve the teaching practice, highly committed and enthusiastic. Hillyard (2011) establishes three interrelated competences which all CLIL teachers should possess and which are of crucial importance to success in the implementation of CLIL: competence in the target language, competence in the content subject and competence in the CLIL approach. Furthermore, one of the most important aspects when transforming a regular classroom into a CLIL one is, according to Kewara & Prabjandee (2018),

the teacher's attitude and willingness to develop additional teaching materials, to learn new things and to believe strongly in CLIL.

Regarding the theory of language, in CLIL classrooms the language is seen “as a resource for meaning rather than as a system of rules” (Pérez Cañado, 2022, p. 9). This puts the focus on communication, contributing to the development of the communicative competence, concept that was defined by Hymes (1972) as the knowledge a speaker must possess in order to communicate effectively in a speech community. In this sense, the Communicative Language Teaching (CLT) is an approach which is in line with these ideas and focuses on developing the communicative competence of our students through an interactive and authentic use of the language in various contexts. (Richards & Rodgers, 2014). Dalton-Puffer et al. (2014) claim that “CLIL does not happen instead of FL teaching but alongside it” (p. 215).

Cummins (1999) makes a distinction between BICS and CALP. On the one hand, the concept of BICS means Basic Interpersonal Communication Skills and it refers to the common language spoken in everyday situations. On the other hand, the term CALP means Cognitive Academic Language Proficiency and it is the academic language specific of each subject.

3.1.4. Methodological implications

Concerning the methodology followed in CLIL, it attempts to get rid of what Pérez Cañado (2012) defines as bulimic learning, in which students just reproduce what they have learned, bringing innovation into the classrooms using more modern pedagogical practices.

Related to the distinction of cognitive skills I have previously described, we could also mention the distinction between exercise, activities and tasks which characterises the Task Based Approach, one of the innovative methodologies more appropriate when implementing CLIL in our classroom. Ellis (2003) explains the difference between exercises, activities and tasks: exercises are used to acquire a skill or procedure, as well as to automate certain knowledges. They involve less cognitive but more mechanical processing. Activities are intended for the practice of certain procedures and the consolidation of concepts. However, they do not guarantee transfer to other situations nor work key competences directly. On their part, tasks aim to integrate the three types of knowledge (concepts, skills and attitudes) and they contribute directly to the development of key competences. It is for this reason that they are closely connected to the context and reality of the students. This approach highlights the importance of designing real-life projects to teach language and promotes the development of

communicative competence. Moreover, studies have shown that technology-enhanced tasks can be quite successful in encouraging language acquisition, as learners are engaged in authentic communication and receive immediate feedback (Ortega & Gonzalez-Lloret, 2014). In this approach, students will go from simple and concrete exercises to complex and more cognitively demanding tasks in which they have to put into practice the knowledge acquired, involving HOTS.

Furthermore, 4 types of teachers can be found in CLIL programs in Andalucía, as Pavón (2014) claims: language teachers, bilingual coordinators, content teachers (or non-linguistic teachers) and language assistants. All of them need to work in a cooperative way in order to guarantee the success of the CLIL program. Building communities of practice for teachers will facilitate different types of coordination in schools. The same author establishes a 3-level collaboration between these teachers: collaboration between language and content teachers, between content teachers and between language teachers.

The management team must work together and have a close knowledge of this methodological model for the correct guidance and for the dissemination among all the teachers in the school. The practical development of the functions of the management team is closely connected with a series of leadership strategies that they have to follow, in order to achieve successful results in the implementation of bilingual education (Casas, López & Martínez, 2022).

Another key aspect of CLIL is integration. For a CLIL classroom to be effectively integrated, we need to ensure a correct combination of language and content (Pérez Cañado, 2022). Drake (1993) states “Integration connects subject areas in ways that reflect the real world” (p. 2). In this sense, our students not only learn about the links between different disciplines, but also about how our brains work, which search for connections and patterns when creating meaning (Caine & Caine, 1991). Integration implies the transformation of the different elements that are incorporated into the syllabus, as it establishes Pring (1977). The proficiency of the teachers in integrating language and content contributes significantly to the success of a bilingual program. If they fail to do so effectively, the use of the L2 may become an obstacle which hinder the acquisition of content knowledge and language skills (Navarro & Almagro, 2022). In addition, to ensure integration, it is necessary to learn to collaborate with other content and language teachers (Casas Pedrosa et al., 2022) in order to plan and design activities and materials, as well as to identify the weak and strong points of our practice. Coyle

et al. (2010) consider that this collaboration involves constant communication, knowledge sharing, coordination in the selection and design of teaching materials and strategies and joint assessment and feedback on student progress.

This integration and collaboration between teachers also contributes to the interdisciplinarity of the teaching-learning process. According to Lenoir & Hasni (2004), interdisciplinarity in the field of education, from an European-francophone conceptual framework, refers to the connection between the different school subjects in a school context. D'Hainaut (1986) establishes that this interdisciplinarity implies a cooperation between various disciplines to achieve a common end and to build new common knowledge. Regarding what Coyle et al. (2010) highlight, interdisciplinary collaboration in the CLIL approach promotes the transfer of knowledge and skills between different subjects, which encourages more meaningful and connected learning. On their part, Meyer & Coyle (2017) point out that it can promote the authentic use of the L2 by involving students in tasks and projects that require the application of knowledge and skills from different subjects. I find quite interesting what Creese (2010) claims: "teachers need to collaborate in order to find multiple ways to assist students in accessing meaning while learning English at the same time" (p. 101).

Concerning CLIL materials, they ought to support language and subject matter acquisition in tandem. Nunan (1992) claims that "teaching materials are often the most important and visible components of pedagogy" (p 227). According to Tomlinson (2002:66), materials should prompt us to explore fresh approaches to education that offer language and subject experiences that stimulate curiosity and foster engagement and creativity. Tomlinson (2003) differentiates between 4 types of materials: informative and instructional, experiential, elicitive (which are particularly suited to CLIL as they stimulate language use by focusing on content, so that learners learn a language feature unconsciously) and exploratory, being the latter related to the discovery or language awareness approach. Based on Tomlinson (2003, 2008, 2012) and focusing on language acquisition in CLIL process, the selection and development of CLIL materials should meet the following criteria: introduce students to authentic language; provide opportunities for students to use language for communication purposes; awaken students' curiosity, interest and attention; promote interactive and intellectually demanding activities; increase cultural awareness; ask students to participate and be personalized according to the learner's interests and environment.

Once we have defined the CLIL concept, its main characteristics and its didactic implications, I will proceed to study the concept of Cooperative Learning in depth with the intention of studying its main characteristics and some of its main techniques and strategies, which I will then put into practice with the design of my didactic proposal.

3.2. Cooperative Learning

3.2.1. Why cooperative learning?

A very well-known approach within the new paradigm we have been describing in the previous section is cooperative learning, the topic on which we will focus in this paper. In order to carry out a fully CLIL methodology, we need to bear in mind that one of the main pillars on which CLIL is based is the implementation of student-centred methodologies, in which, as Navarro Pablo & Almagro Esteban (2022) claim, “the main focus is placed on what the student is able to do, what outcomes learners are able to achieve and what processes they are able to master”. In this sense, cooperative work is one these student-centred methodologies, which is usually combined with methodologies such as Task-based learning or Project-based learning.

3.2.2. Conceptualisation

Peña et al. (2010) define cooperative learning as a term that identifies a series of teams in the classroom in which its members have to work in a coordinated way in order to solve the academic activities suggested by the teacher and to deepen the learning process. Cooperative learning has its foundations in cognitive development theories. In this context, Piaget (1978) argues that intellectual development is a consequence of the reorganisation of existing cognitive structures as well as the integration of new ones. In this sense, cooperative work helps to bring about diverse and multiple interactions between learners. In this way, more rethinking of cognitive structures is encouraged, which will lead to greater progress in learning.

Furthermore, interaction is a succession of reciprocal support or scaffolding (Peña et al., 2010). This means that through discussion multiple ideas and approaches confront and complement each other, which results in the construction of individual reasoning through group work.

3.2.3. Cooperative techniques and strategies

In this section we will look at some effective techniques and strategies to implement cooperative learning in our classrooms according to some authors and experts in the field.

Johnson, Johnson, and Holubec (2013) suggest the following strategies for an effective start-up of cooperative learning in the classroom:

- To establish clear and specific objectives.
- To form heterogeneous groups of three to five students.
- To teach social and communicative skills to students.
- To assign roles. Each member of the group should have a specific role with a set of responsibilities, such as being in charge of saying out loud the group's ideas, making sure everything is in order, or keeping track of time. This will help us to make sure that all members of the group participate equally, as well as encourage collaboration. Examples of roles are the spokesperson, the referee, the secretary and the delivery person.
- To design activities to work on positive interdependence and mutual learning. As a team, students should learn to work together, to help each other and to collaborate in order to achieve the set goals. Therefore, activities should be designed in which students learn from each other, share ideas and make decisions together.
- To provide feedback, which is essential for cooperative learning. It is important to evaluate both group and individual performance. In addition, we must give students the opportunity to evaluate their own work and that of the group.

Slavin (2015) highlights some cooperative learning techniques such as the jigsaw, in which each member of the group has to deal with a specific aspect of a topic and then share the information with the whole group; research group, when each group researches or works on a topic and then share their findings with the rest of the class; and critical thinking puzzles, where students have to solve a complex problem in groups.

On his part, Kagan & Kagan (2009) propose some cooperation techniques such as interviewer-interviewee pairs, group brainstorming, group puzzles or pencils in the middle. This last one consists of the following: to solve a question or challenge, the students should put their pencils in the centre of the table when the teacher says “pencils in the centre!” They should talk to each other for a set amount of time about how to solve the problem and agree on a solution.

They can talk but not write. When the time is up, each student takes his or her pencil and writes down the solution. In this way, we are emphasising the importance of discussing with others, giving our opinion and actively listening to the opinion of others.

3.2.4. Assets and pitfalls

In order to analyse whether cooperative learning is really beneficial for our students, we need to know not only the advantages but also the disadvantages of its application. On the one hand, this technique has numerous advantages. According to Johnson & Johnson (1994), Slavin (1983) and Kagan (1985), we can mention the following ones:

- Cooperative learning encourages students' active participation and engagement in the learning process. Students become more engaged in the activities and feel responsible for the success of the group since they have the responsibility to play a specific role according to their personalities and strengths.
- It develops social skills, since students learn how to work in teams, which is something fundamental in today's society. They also learn to communicate ideas and feelings, respect other points of view, come to agreements together, as well as to build links with their peers. These social skills are important for their success in their personal and professional lives.
- It encourages critical thinking and creativity, as students must analyse and evaluate information together.
- It improves students' academic performance, as it has been shown by different researches.

On the other hand, it is important to be aware of the dangers associated with this educational strategy in order to maximise its effectiveness. Taking into account Sharan (1990), MacGregor (1990) and Webb (1994), we can mention:

- Inequality in participation: it is possible that not all the students participate the same. The groups might have internal imbalances that are difficult to compensate for and which may negatively affect the academic performance of the group as a whole. To mention an example, it is the case of those students who may be too dependent on the rest of the group and fail to develop individual skills.
- Interpersonal conflicts: interpersonal conflicts may arise between students during cooperative learning, which may negatively affect group dynamics.

- Difficulty in measuring individual performance: assessment of individual performance can be difficult in a cooperative learning environment, which can affect the accuracy of the overall assessment.
- Feeling of wasted time. In order for students to learn to work with this methodology, we need to spend time explaining how it works and resolving any conflicts that may arise, which at first may seem like a waste of time.

Knowing both the advantages and disadvantages of cooperation in the classroom will help us to put it into practice in our CLIL classroom, promoting its strengths and dealing with its weaknesses as challenges to work on, with the intention of obtaining the greatest possible benefit.

Now that we know what CLIL and cooperative learning are and how to implement them in the classroom, let's move on to the area of knowledge in which the teaching proposal will be contextualised: social sciences.

3.3. Knowledge of the natural, social and cultural environment

3.3.1. Justification of the bilingual teaching of this subject in accordance with current regulations

In this section I will explain which subject matter we will work on following CLIL. To do this, it is necessary to know the subjects that can be taught bilingually. For this, the order of June 28th 2011, which regulates bilingual education in educational centres in the Autonomous Community of Andalusia (BOJA 12-07-2011), establishes that “all bilingual schools must modify their educational project and include the Integrated Curriculum.” To do this, we must know the specific linguistic and content areas involved in the design of this integrated curriculum during the Primary Education stage in bilingual centres (Casas Pedrosa, López Gándara & Martínez Marín, 2022). The linguistic areas involves all the linguistic subjects, whereas content areas encompass knowledge of the environment (including social and natural sciences) in a compulsory way, and music, physical education (PE) and art, optionally.

Currently, it is the Royal Decree 157/2022 of 1st march which establishes that one of the areas to be worked on in Primary Education is the knowledge of the natural, social and cultural environment. Within this area, social sciences are considered an essential part of education as they enable students to understand and analyse the problems of their society and

the world in general, develop critical and thinking skills and become committed and participatory citizens.

The Order of 30th may 2023, in its annex 2, establishes the curricular developments for the different areas. Unlike the Order of 15th January 2021, natural and social sciences are united in only one subject, which is the focus of this didactic proposal.

3.3.2. Purpose of the subject

The fundamental objective of this area, following what the Order of 30th may 2023 establishes, is to form responsible citizens who respect the world in which they live. It also mentions the importance of acquiring a series of concepts, skills and attitudes at the end of the stage, that is to say, competences. The concept of key competence is defined by the Order ECD/65/2015 as the capacity to perform a variety of tasks appropriately and to react to complex demands, which requires a combination of a series of knowledges, procedures and attitudes that are achieved through the active participation in social practices, so that they can be developed in both formal and informal contexts.

The Order of 30th may 2023 also highlights the importance of using Information and Communication Technologies (ICTs) in a reliable and safe way and in relation to sustainable living habits and global citizenship. For this reason, my Didactic Proposal is designed to work on the topic of environmental care, with the aim of developing in my students a critical thinking to analyse how they treat the environment, the consequences of our actions on it and what measures we can take to correct them.

3.3.3. Didactics of Social Sciences following a CLIL approach

Pagès (1993) proposes a series of objectives that social science teachers should pursue in their teaching practice and research:

- To consider the goals of social science education.
- To specify, order and sequence the content we want to teach.
- To propose teaching methods and teaching strategies appropriate to this content according to the students' features and the context in which the subject is taught.
- To develop teaching materials and resources in line with these objectives, contents and methodologies.
- To evaluate the results of the teaching-learning process.

As social sciences teachers, it is our duty to reflect about the necessity to teach this discipline and what should be taught. Furthermore, we need to bear in mind that social sciences is an area that is constantly evolving and is closely related to a social world that is constantly changing. It is important that students also learn to critically analyse the information they receive and to contrast it with reliable means, seeking a neutral, autonomous, logical approach and constant progress (López et al., 2021).

The CLIL approach in Social Sciences typically involves the use of authentic materials, interactive activities and collaborative projects that engage students in active learning. Teachers design lessons that promote the integration of language and content, allowing students to apply language skills while exploring social science topics. This way, they gain subject content knowledge while improving their language proficiency and communication skills, both in the native and foreign languages. Additionally, this approach promotes the development of critical thinking, problem-solving skills and intercultural awareness. This prepares them to communicate effectively in real-world contexts. (Coyle et al., 2010. Mehisto, et al., 2008). García Acevedo (2020) says:

The role of social sciences in English language teaching is very interesting, because it serves to promote communication skills and at the same time build scientific knowledge (p. 10).

Taking all this into account, this bibliographical review will serve as a theoretical basis on which to develop a didactic proposal to work on these 3 concepts, bringing together all the knowledge acquired in this Master's degree and including my personal approach as a teacher.

4. DIDACTIC PROPOSAL

This didactic proposal concerns the fifth year of Primary Education, corresponding to the third cycle. It is designed to be implemented in the academic year 2023/2024. I will determine how to work on the Cooperative Learning strategies and techniques mentioned in the theoretical framework. As previously mentioned, the CLIL subject is KNSCE, focusing on the topic of the environment and its care.

4.1. Contextualization

4.1.1. Legislative framework

Firstly, I will specify the legal framework which will determine this didactic proposal:

- ❖ Organic Law of Modification of LOE 3/2020, LOMLOE, of 29th December, which is being applied in the academic year 2022/2023 for the odd years (1st, 3rd and 5th).
- ❖ Royal Decree 157/2022, of 1st March, which establishes the basic curriculum of Primary Education.
- ❖ Decree 101/2023, of 9th May, which establishes the organisation and curriculum of the Primary Education stage in the Autonomous Community of Andalusia (BOJA 15-05-2023).
- ❖ Order of 30th may 2023, which develops the curriculum for Primary Education in Andalucía.
- ❖ Order of 28th June 2011, which regulates bilingual education in Andalucía.

4.1.2. Group of students

The group of students is composed by 25 students of 11-12 years old. Students already have previous knowledge and experience when it comes to studying foreign languages, since they have learnt it in previous years. According to the psycho-pedagogical characteristics of Piaget, these students belong to the concrete operational stage in which they have features such as the understanding of abstract concepts, the vocabulary enrichment, the construction of more complex sentences, the development of empathy and self-esteem and more organized thinking but still linked to empirical reality.

It is an heterogeneous group which presents differences between its members in terms of personalities, learning paces, aptitudes, motivations, etc. Therefore, I will take advantage of

that by working in cooperative groups, fostering peer help, collaboration and personal strengths, as well as providing a variety of activities adapted to their learning styles and their willingness to participate in activities involving group dynamics.

4.2. Curriculum design

4.2.1. Key and specific competences

Our current educational model is characterized by a competence-based learning, which means that our students should acquire a series of competences at the end of Primary Education. This means that they should be able to transfer the knowledges, abilities and attitudes learnt to their real lives, responding to social demands in the current society.

The Royal Decree 157/2022 establishes 8 key competences. In this didactic proposal we will work on the following ones:

- Competence in linguistic communication (CCL), based on the development of communicative abilities.
- Multilingual Competence (CP). As it is a bilingual classroom, two languages coexist in the same space. Although the main flow of information is in the target language (English), the mother tongue will be used to reinforce the transmission of content, clarify key concepts, clarify doubts, or as a measure of attention to diversity for those pupils with a lower level in the FL.
- Digital competence (CD), making reference to the creative, critic and safe use of the information and communication technologies (ICTs) to search for information and elaborate a product (educational campaign using different formats such as videos or posters).
- Mathematical competence and competence in science, technology and engineering (STEM), which make reference to the knowledge and treatment of our environment.
- Personal, social and learning to learn competence (CPSAA). My students will reflect on their own knowledge and attitudes towards the environment, collaborate constructively, face changes during the process, contribute to physical well-being by promoting environmentally responsible practices and thinking about how individual and collective actions can have a lasting impact on the environment.

- Citizenship competence (CC), which implies the reflection about social phenomena in order to solve conflicts. In this case, my students will reflect and learn about pollution and the care of the environment.
- Entrepreneurial competence (EC), since my students have to study and understand environmental problems. They need to use their imagination, creativity and strategic thinking to generate new ideas, as well as to reflect critically on these problems and how to address them.

The LOMLOE also proposes specific competences in each area. Since is it a CLIL approach, specific competences are divided into Subject and language specific competences. They have been obtained from the Order of 30th May 2023. This didactic proposal will work on the following ones:

4.2.1.1. Subject specific competences:

1. Make responsible, safe and effective use of digital devices and resources to conduct information searches, communicate and collaborate in groups and in networks.
3. Produce a creative and innovative product in a cooperative way to respond to a specific need.
6. Reflect about the causes and consequences of human intervention in the environment, in order to implement sustainable lifestyles that are in line with the protection of our world.

4.2.1.2. Language specific competences:

1. Understand both general and specific information in short and simple texts, using various strategies.
2. Produce clear and structured texts to express brief messages.
3. Interact with others using everyday expressions, cooperation strategies and analogue or digital resources.

4.2.2. Didactic objectives

In order to acquire the previous competences, I will establish a series of objectives, which make reference to what we expect our students to be able to do at the end of the proposal. Following a CLIL approach, objectives are also divided into subject objectives and language

objectives. In this case, they are didactic objectives which I have designed in a personalized according to my didactic proposal.

4.2.2.1. Subject objectives:

- 1) To reflect about how human activity affects our environment (pollution).
- 2) To describe different ways of taking care of the environment.
- 3) To create an educative advertisement as a final project by using ICTs.
- 4) To get familiar with terms such as climate change, sustainable lifestyle, plastic pollution, “the Three R’s: Reduce, Reuse, Recycle”.
- 5) To work in teams to achieve a common objective.
- 6) To carry out a survey to know at group and whole class level to know about our environmental care habits.

4.2.2.2. Language objectives:

- 1) To recognize and use specific vocabulary related to environmental care and pollution. (CALP)
- 2) To recognise oral and written short messages about environmental issues.
- 3) To produce oral and written short messages to express measures to take care of the environment.
- 4) To learn the imperative in the affirmative and negative forms.
- 5) To interact with the classmates to carry out the survey “Environmental caretakers”.
- 6) To recognize and use the structures “Do you ? – Yes, I do/No, I don’t” to make questions and answer.

4.2.3. Basic knowledges

According to the Order of 30th May 2023, there are a series of basic knowledges to be worked in both areas. Next, I show an adapted list of those basic knowledges which will be dealt with in my didactic proposal.

4.2.3.1. Subject basic knowledges

- Responsibility towards the environment: how human activity affects the natural environment. Pollution.
- Plastic pollution: causes and consequences. Measures to reduce it.

- Sustainable lifestyle.
- The need to reduce, reuse and recycle materials (“the Three R’s”).
- Elements in an ad (title, body text, logo, slogan, visual elements)
- Difference between consumer and educative advertising.
- Responsible use of ICTs and KLTs.

4.2.3.2. Language basic knowledges

In this case, I will make a distinction between BICS and CALP, as Cummins (1999) proposes.

BICS (Basic Interpersonal Communication Skills):

- Everyday vocabulary related to the environment and sustainability.
- Basic descriptions of environmental issues and measures for their mitigation.
- Informal language and expressions for discussing and sharing ideas within groups.
- Reading the book “A planet full of plastic.”

CALP (Cognitive Academic Language Proficiency)

- Vocabulary related to environment: To contaminate, to destroy, to damage, garbage, pollution, global warming, climate change, endangered animals, deforestation, rubbish, the “3R”.
- Grammar: Present simple and imperative verbal forms in affirmative and negative. Questions with the structure “Do you ? – Yes, I do/No, I don’t”.
- Phonetics: Emphasis on correct pronunciation.
- Simple sentence structures and phrases used in communication.

4.2.4. Methodology

It consists on a didactic proposal based on Cooperative Learning and Task Based Approach (TBA), in which the final task will consist on the creation of an educative campaign to raise awareness of the importance to take care of the environment. We will organize a public tender for the Ministry of Education in which each group will be a company that will create an advertisement and we will decide which is the best proposal.

I will follow two more approaches: the Communicative Approach and the Learner-Centred Approach. My students are going to use the English language as a vehicle to

communicate ideas, feelings and opinions with others through communicative activities, in which the main focus is on communication and not on accuracy. As an example, my students will work on the imperative form unconsciously through communicative activities in which they will talk about what we can do to avoid pollution and damage our environment. For instance: turn off the lights, don't throw garbage to the ocean or to the ground. The fact that it is centred on the learner has two main implications: the active participation of the students in their own learning process and the consideration of their needs, characteristics and interests.

To structure the teaching-learning process, I will rely on task-based approach (TBA), in which the learning situations will revolve around a final task that will give meaning to the learning process. To complete the final task, they will need to use a combination of the knowledges, skills and attitudes that they have acquired throughout the process. This final task will be meaningful for them since it is related to a real problem in the real world outside the classroom. Another implication is that the work process is divided into exercises, activities and tasks, moving from mechanical and less cognitively demanding exercises to more complex activities which implies higher cognitive skills to carry out the final task. We will take into account the thinking skills in Bloom's taxonomy (cf. Fig. 3).

Regarding the 4 C's framework defined by Coyle (2007), we will work on:

- The specific contents of the subject matter.
- Aspects related to language learning and using and the development of the communicative competence.
- Specific cognitive skills in each one of the sessions.
- The understanding of a social concern at a global level which unites us with other cultures, contributing to global citizenship.

As Johnson, Johnson and Holubec (2013) suggest, to ensure an effective implementation of cooperative learning, I will explain my students what are the objectives they are expected to achieve at the beginning of the proposal. Groups will be formed by 5 students with different cognitive and linguistics levels, personalities and learning styles. They will be assigned with specific roles and responsibilities within the group. These roles are:

- a) Spokesperson. He/she presents the work of the team, asks questions to the teacher, answers aloud and speaks to other spokespersons.

- b) Miniprof: He/she solves small doubts to the group, helps in team decisions and checks that everyone has finished the task and ensures that everyone notes relevant information in the agenda.
- c) Delivery person. He/she provides material to the team, takes care of the materials and watches that everything is clean and tidied.
- d) Referee. He /she monitors the noise level of the team, resolves small conflicts and controls time.
- e) Secretary. He /she is in charge of writing down, filling documents and ensuring that written activities are clean and free of spelling errors.

Session number 1 is of great importance as the first step in the creation of teams. In this session we will form the groups and each group will choose a name, a badge and a greeting that characterises them. In addition, the roles and functions of each group will be assigned and explained. We will use the group's notebook, a document specific for each group in which all the activities will be compile. This document will be used as an assessment tool in the summative evaluation at the end of the learning process on the part of the teacher, as well as a co-evaluation in the last session. You can see this document on [appendix 1](#).

Another aspect to highlight is to provide my students with correct scaffolding, offering meaningful learning opportunities based on their personal cognitive and affective needs and characteristics. As some examples, I will:

- ask them constantly to check if they are keeping up with the pace of the class or understanding the different concepts and ideas
- adapt the pace of the class when necessary
- encourage them to participate
- allow them to speak in the native language if needed
- explain each activity until every student knows what to do
- repeat the questions with other words
- give the students individual worksheets to follow the exercises in whole class level activities
- show on the whiteboard at big scale photos or text
- use visual aids to facilitate the understanding of oral messages
- provide linguistic help when necessary

It is also important to establish effective collaboration between teachers at the 3 levels set out by Pavón (2014). To this end, I will meet regularly with content and language colleagues to promote consultation, advice, support with the teaching of specific contents of the English subject (sentence formation, use of the imperative, vocabulary, pronunciation...), materials development, research and external relations with administrations or other educational institutions.

The materials and resources will be varied and adapted to the students levels. Printed materials like worksheets or books; audio-visual materials, highlighting the use videos to provide content and linguistic input. Materials made by the students have an important role, not only to rise their motivation, but also to develop their creativity and imagination, as well as social skills. Students will also act as materials in themselves, talking about themselves and the own experiences.

The use of ICTs (Information and Communication Technologies) and KLTs (Knowledges and Learning Technologies) acquires special importance in the present proposal design, in an attempt to adjust the teaching-learning process to the reality of the classroom. Their use in the CLIL context is essential due to its multiple benefits (access to a wide variety of resources and information, communication, entertainment, research, motivation and time saving).

Regarding the roles of the teacher and the students, from a constructivist point of view, both have an active role. My roles as a teacher are a facilitator, a provider of guidance and support, an organiser, linguistic assistant, prompter and investigator, being this last one of crucial importance for the improvement of the teaching process, as we will see in the section “Assessment”. The students, on their part, will act as active participant, creative thinkers, organizers, discoverers and independent learners, among others.

In order to motivate my students, I am going to create a friendly and pleasant atmosphere of freedom and tolerance, using constant positive reinforcement and making lessons enjoyable, so that they can develop a positive attitude towards the learning process, fostering as well the right conditions for cooperative work.

The learning of the language is based on the acquisition and development of the four language skills, which are listening, speaking, reading and writing. They will be usually worked in an integrated way.

The temporalization of this didactic proposal is specified in the section “Didactic transposition”. Timing will be flexible and it will be modified according to the students’ rhythms, different circumstances or unexpected events. Activities will have a lengthy adapted to the students’ attention span.

The Decree 101/2023, in its article 7, establishes that we must work through learning situations. A learning situation consists in the implementation of a set of activities which seek to develop in our students the specific competences in a given context, integrating the different curricular elements. Each session in this proposal is a learning situation in which my students will carry out a series of interrelated activities in a certain context.

4.2.5. Interdisciplinarity and education in values

The order of June 28th 2011 establishes that all bilingual schools must include the Integrated Curriculum, specifying the linguistic and content areas involved in its design. In this case, the areas worked are a linguistic subject (Foreign Language: English) and a content subject (KNSCE), following the principle of interdisciplinarity. This means that both subjects work on common contents with common objectives, involving students in activities and tasks in which they have to apply knowledges, skills and attitudes from the two areas.

Other aspects of other subjects could be also considered, although they are not formally included in the integrated curriculum, such as maths, through the development of a survey and data processing, as well as art, by creating an advert.

Furthermore, the topic of taking care of the environment is connected with cross-curricular elements and education in values, which are contents that are not bound to any particular subject but affect the different areas in the curriculum, contributing to the holistic development of the students. In this case we will work on the following ones:

- Environmental education, for students to develop a strong and powerful ecological thinking, as well as to use it to understand what are the current environmental challenges and face them through participation and commitment, promoting sustainable development.
- Moral and civic education and education for peace, since students will develop conflict resolution techniques working in groups conducive to peace, enabling them to become active global citizens.

4.3. Didactic transposition

4.3.1. *Timing*

My didactic proposal will consist of 9 sessions of 60 and 30 minutes. (6 sessions of 60 minutes and 3 sessions of 30 minutes). According to the annex I of the Order of 30th may 2023, in the fifth year of Primary Education, there must be 2,5 hours of KNSCE per week, being a total of 8,5 hours (3 weeks).

Each session will have the following duration:

Session 1: 30'	Session 4: 30'	Session 7: 30'
Session 2: 60'	Session 5: 60'	Session 8: 60'
Session 3: 60'	Session 6: 60'	Session 9: 60'

In the following table I show you the didactic transposition of the previous curricular elements exposed, together with the cognitive skills worked in each one of them, materials and recourse needed, scenario and group organization.

Session	Sequencing of activities	Cognitive skills	Materials & resources	Scenarios	Group organization
1	Creation of teams. 20 min. Explanation of the final task and the objectives to be achieved. 10 mins.	Understand Create	Appendix 1 , Whiteboard, Writing materials	Classroom	Whole class level Groups
2	Introducing the topic. Brainstorming and discussion. 20 min. Reading “Pollution and environment” and comprehension questions. 25 min. Correcting. 15 min.	Remember Understand	Computer and projector, Whiteboard, Appendices 2 and 3 , Writing materials	Classroom	Individual work Pairs Groups Whole-class work
3	<u>Pre-reading activity</u> : Guessing from the title. 10 min. <u>While-reading</u> : Cooperative reading. 25 min. <u>Post-reading</u> : Problems and solutions. 10 min. Ideas-sharing. 15 min.	Remember Understand Apply	The book: “A planet full of Plastic” (appendix 4) (photocopies for each group), YouTube, Whiteboard, Computer and projector , Writing materials	Classroom	Groups Whole-class work

4	Types of advertising. 15 min. Elements in an advert. 15 min.	Remember Understand Apply	Appendix 5 , Appendix 6 , Computer and projector, YouTube, Whiteboard, Writing materials, Sheets	Classroom	Groups Whole-class work
5	Ways to take care of the environment. 10 min. W. Guided Reciprocal Peer Questioning 25 min. G. Survey: “Environmental caretakers” 25 min. W.	Understand Apply Analyse	Computer and projector, YouTube, Whiteboard, Appendix 7 , Writing materials	Classroom	Groups Whole-class work
6	How to create our advert. 30 min. W. Pass the envelope. 25 min. G. Do we agree? 5 min. G. W.	Analyse Evaluate Apply	Appendix 8 , Appendix 9 , Writing materials	Classroom	Groups Whole-class work

7	Decision-making. 10 min. G. Creation of the ad in groups. 20 min. G.	Apply Evaluate Create	Different resources as Canva and VivaVideo, Computer and projector, Whiteboard, sheets, Writing materials.	ICT room	Groups Whole-class work
8	Visualization of the advertisements. 20 min. G. Selecting the best advertisement. 15 min. W. Co-evaluation. 25 min. G.	Evaluate Apply	Computer and projector, whiteboard, Appendix 1 , writing materials	Classroom	Groups Whole-class level Individual work
9	Written test. 40 min. I. Evaluation of the teacher performance. 20 min. I.	Remember Apply Evaluate	Appendix 10 , Appendix 12 , writing materials	Classroom	Individual work Groups
W. : Whole-class level. G. : Groups. P. : Pairs. I. : Individual work					

Table 1: Didactic transposition relating curricular elements to the cognitive skills worked in each session, materials and recourse needed, scenario and group organization.

4.3.2. Description of activities

Session 1

Creation of teams. 20 min. W. G. In this first session the teacher will divide the class in heterogeneous groups, after a careful analysis of their features to fit in the different roles. Roles and responsibilities will be explained and assigned, depending on the different features of the students ([Appendix 1](#)).

Explanation of the final task and the objectives to be achieved. 10 min. W. G. The teacher will put students in context, explaining that the Ministry of Education is asking companies for proposals to make an educational campaign to raise awareness of the problem of pollution and offer ideas on how to take care of the environment. Each group will be a company that will create an advertisement. In the Group's notebook ([appendix 1](#)) each group will write the objectives they must achieve, so that they are clear about what is asked of them. The objectives are:

- To create an advertisement as an environmental education campaign.
- To work in teams, cooperating and helping others when necessary.
- To participate and carry out different activities that we will hand over in the Group's notebook.
- To use English to communicate as much as possible.

They will also invent a name for their company, a logo and a slogan, which can be a motivating phrase, a greeting or something that characterizes them.

Session 2

Introducing the topic. Brainstorming and discussion. 20 min. I. P. G. W. Different photos which reflect pollution will be shown to my students (see [appendix 2](#)). They have to think about what happens in each photo and what may be the causes and consequences. Following the technique 1-2-4, each student will take a few minutes to think about that. After that, they share and discuss in pairs and come up with a common answer and some key ideas. Then they do the same with the group and finally the whole-class tries to agree on the best possible answers and ideas. As the idea of this activity is to focus on content and not on language, the students can use the mother tongue to express their ideas, although the teacher will encourage them to speak as much as possible in English. The teacher will provide feedback of the language by noting down key concepts such as "air pollution", "plastics", "to damage", "climate change", "illnesses", among others.

Reading "Pollution and environment" and comprehension questions. 25 min. I. G. [Appendix 3](#). My students will read a text about "Environment and pollution" in which the ideas of the previous activities are developed. Students will read individually and then they are going to complete the comprehension questions (matching words with definitions, filling the gaps and

a true/false exercise) following the technique “pencils in the middle”: firstly, the teacher will read aloud each exercise and explain what they students have to do in English. In case there are doubts, it will be the colleagues who will resolve it. Each group reads the question and then they discuss the answer orally. While they are doing so, they put the pencils in the middle of the table. They cannot write while speaking. Once they know what to write, it is time to hold their pencils and answer the questions. Now, they cannot talk to their partners. This way, we are promoting group discussion, working on turn-taking and information retention, as well as fostering peer help. To provide a correct scaffolding, I will draw on students’ prior knowledge, pre-teach key vocabulary in the previous activity, I will explain problematic terms, highlight specific concepts and include key definitions in the text, as well as use visual aids to facilitate understanding.

Correcting. 15 min. W. The correction will be done on the part of the students. I will show the correct answers in the whiteboard and each group will correct the mistakes. Then, at whole class level with the teacher, we will discuss the correct answers and explain problematic aspects.

Session 3

Reading the book: “A planet full of plastic” (see [appendix 4](#)). This session is divided into pre-reading activities, while-reading activities and post-reading activities.

Pre-reading activity: Guessing from the title. 10 min. W. What is the name of our planet? Do you think that our planet is truly full of plastic? Where can we see plastic? Before starting reading, my students will answer the previous questions aloud at whole class level guessing from the cover or using their previous knowledge. This way, both they and I will know previous knowledges and the starting point of knowledge construction.

While-reading: Cooperative reading. 25 min. G. Students will read the book following the technique Cooperative reading. Each group will be reading specific pages of the book and working on them in the following way: each student in the group is in charge of a task: reading aloud, summarizing, representing with gestures, asking a question and answering to it. This is how they will work on the meaning of the text, coming to a series of main ideas which will serve them in the next activity. At the end, we will watch the storytelling of the book though a

video in the whiteboard. You can access the storytelling in the following link:
https://www.youtube.com/watch?v=-zfKrgS_H1Y

Post-reading: Problems and solutions. 10 min. G. After reading the book, students will discuss the main problems related to pollution and think on possible solutions to solve them. Ideas-sharing. 15 min. W. Ideas are shared with the rest of the class relating them to the “3R.” The whiteboard is divided into 3 columns (reduce, reuse and recycle) and we will write and classify the different ideas and discuss. As some examples:

- “Reduce the use of water when you brush your teeth.
- “Recycle glass, paper and plastic”.
- “Reuse plastic bottles and shopping bags”.

Session 4

The idea of this session is to learn about different types of advertising, to differentiate between educative and consumer advertising, how to make an advertisement and what elements it should have.

Types of advertising. 15 min. W. At whole-class level, the students will propose different ways of advertising, such as videos on TV, social media posts, posters on the street, radio spots (voice-recording), among others. We will see different examples of adverts ([appendix 5](#)). Moreover, we are going to talk about the difference between educative and consumer advertising. First I will ask my students to know if they know the difference or not, and then we will look at 2 examples on appendix 5 and discuss. I will show them the following three questions:

- a) What is the difference between educative advertising and consumer advertising?
- b) Can you give examples of ads you have seen in both cases?
- c) What do you think is the purpose of these two types of advertising?

We will visualise again the adverts on appendix 7. Each group think about the answers and then the spokesperson share their ideas with the rest of the group in order to reach a common agreement. They will use the following model to answer:

- a) I think that / In my opinion, consumer advertising wants to, while educative advertising wants to

- b) One example of consumer advertisement is An example of educative advertisement is.....
- c) The purpose of consumer advertising is to, while the purpose of educative advertising is to

The students will be given the opportunity to express themselves in Spanish if they need it, and the teacher will help them to express the idea in English. The whiteboard will be divided into two columns: on one column, information related to consumer advertising will be written down, and on the other one the information related to educative education. The teacher will write in English the main ideas and concepts that the students suggest.

Elements in an advert. 15 min. G. I. In this activity my students will learn about what elements an advertisement should have. Using the advertisements on appendix 5, each group will think about the elements that the different advertisements have in common and write them down. We will follow the technique: **Three stay, one stray**: They have 10 minutes to complete the task. The spokesperson of each group will act as a visiting reporter who will move to the other groups to check their answers and get ideas. Then, they return to their home groups and complete their ideas. After that, the groups share their findings with the whole class. To specify the elements appearing in an advertisement and consolidate the information, my students will complete individually the [appendix 6](#), which consists on labelling a picture of an advertisement with the different elements.

Session 5

Ways to take care of the environment. 10 min. W. Brainstorming as a review of the previous sessions. We make a list on the whiteboard. A some examples: don't throw garbage to the water, buy a fuel-efficient car or use public transport or walk whenever possible. The idea is that our students propose the ideas and the teacher acts as an organizer, assessor and language assistant, providing help when needed. We will see a video to add more ideas. You can access the video in the following link: https://www.youtube.com/watch?v=X2YgM1Zw4_E In this activity the students are using the imperative forms in affirmative and negative in an unconscious way, being the focus in communication.

Guided Reciprocal Peer Questioning 25 min. G. For this activity we will use [appendix 7](#). In groups, each student move around the group asking each other what of the previous actions they do to take care of the planet. They note the different answers in appendix 7. As it is an activity in which my students have to produce oral and written language, I will provide them with previous scaffolding, following the appendix. Firstly, I will exemplify what they have to do by working on the example “Turn off the shower tap while soaping up”. I will interact with some students to show them how to build the sentences using the structure “Do you + action?” They have to answer using “Yes, I do/No, I don’t”, and the student who asks must write down the answer using “Yes, he/she does / No, he/she doesn’t”, as it is showed on the annex. We will revise the personal pronouns using the chart in the worksheet. Once the activity begins, the teacher will move around the class listening to the students and providing the necessary correction and guidance when necessary. If my students have doubts, they will ask first the partners in the groups, benefiting from the help of their colleagues and teamwork. To help those pupils with the greatest needs, the members of each group will be responsible for helping them. In case none of them know the answer, they will ask the teacher.

Survey: “Environmental caretakers” 25 min. W. Each group counts how many students do each action and indicates the number in the right-hand column. The spokesperson of each group share the results with the rest of the class. The teacher writes down the data on the whiteboard. We count the number of students who do each action in order to carry out the survey. We analyse the data and the students note the results in the worksheet.

Session 6

This session is aimed at preparing the final task, providing my students with correct scaffolding and guided practice.

How to create our advertisement. 30 min. W. I will provide my students with the conventions of the type of the text they have to write, the lexicon to be used and the communicative functions. Each group will be given the following chart ([appendix 8](#)) to revise them when necessary. We are going to read it together. My role is to make sure they understand what features the text should have and how they should do it, giving them different examples.

The conventions of this type of text are:

- To include the different elements of an advertisement: title, slogan, visual elements, body text.
- To provide information about the problem of pollution using the present simple.
- Use of the imperative in affirmative and negative forms to describe the measures or initiatives that we can take.
- To use persuasive techniques, including emotional appeals, catchy slogans, storytelling, testimonials and visual elements to capture the receiver's attention.

Regarding the lexicon, we will use the vocabulary of the unit: air pollution, water pollution, climate change, global warming, plastics, to damage or to recycle, among others.

The communicative functions of this task are to inform about the main causes and/or consequences of pollution, to raise awareness about the importance of taking action to protect the environment and to persuade the audience to change their behaviours and adopt eco-friendly practices.

Pass the envelope. 25 min. G. With the intention that my students have guided practice to carry out the final task, we will do this activity to work on the different conventions of the type of text. There are 5 envelopes with a type of exercise in each one. Each envelope has 5 copies (one per team). See [appendix 9](#). Each exercise is addressed at working one specific aspect of the text:

- ❖ Exercise 1: To work the imperative in affirmative and negative forms. Students will be given a worksheet with initiatives and students must complete it with the imperative
- ❖ Exercise 2: To work on the different elements in an advertisement. The students have to invent an advertisement of a different topic in a poster format including the elements provided. I will provide each group with a template that includes spaces for the title, images, text, logo and slogan.
- ❖ Exercise 3: To work on initiatives and the measures to take. Each group will be given a series of images and they have to write a sentence for each one of them using the imperative.
- ❖ Exercise 4: To work on the problem of pollution. I will provide each group with an index card with a specific pollution problem, such as air pollution, water pollution or global warming. My students have to put the words in order to form sentences with the

present simple tense, in relation to what is happening in the picture. These sentences can then be used in the advertisement.

- ❖ Exercise 5: To think about ways to call the receiver's attention. The groups will think about how they would do it and write them down.

Do we agree? 5 min. G. W. To correct the previous exercises, the spokesperson of each group will share the results of the activities one by one with the other spokespersons. They have to check if all of them have the same answer and reach an agreement when there are discrepancies. The teacher will act as a guide, a controller and an assessor.

Session 7

In this session we will prepare the final task.

Decision-making. 10 min. G. After re-explaining what they have to do and reviewing what we did in the previous session, each group have to discuss and decide the following aspects:

- Which format they prefer.
- What app they are going to use (the teacher will provide them with different options according to the ICTs and KLTs they have at home, their level of knowledge of how to use them and so on. As an example, they can use Canva, VivaVideo, a post on Instagram, among others.).
- What environmental issues they want to include.
- What environmental care measures they will include.
- What persuasive techniques they will use.

These aspects are shown on the whiteboard and the students will think about them and write notes in a sheet.

Creation of the ad in groups. 20 min. G. Each group will create the draft of the advertisement in a sheet. The students will write the text according to the conventions seen in the previous session and the decisions they have made. The teacher will act as a facilitator and a guide. In case there is time enough, they will start to create the ad using the app suggested by the teacher. They can continue at home.

Session 8

This session is addressed at carrying out the public tender, visualising all the advertisements and voting for the best one. At the end, the students will do the co-evaluation.

Visualization of the advertisements. 20 min. G. Each group will show their final task to the rest of the class one by one. Those who has elaborated a video will reproduce it to the classmates. Those who has created a poster will show it and read it aloud. The rest of students can ask questions if they don't understand something. The teacher will give them feedback on the work done, both of the aspects they have done correctly and of what they should improve, including remedial work.

Selecting the best advertisement. 15 min. W. Development of the public tender. After the visualization of the ads, we will vote for the best proposal. One by one, each group will vote for their favourite ad (they cannot vote for themselves) and explain why (at least two reasons). Firstly the have to discuss in groups, think about the arguments they are going to give and then share them with the rest of the class. The group or the company which wins will receive a diploma.

Co-evaluation. 25 min. G. Will carry out a co-evaluation, since, as it has been studied in the theoretical framework, it is fundamental when it comes to cooperative learning. In groups, students will fill in the co-evaluation section in the group's notebook on [appendix 1](#).

Session 9

In this last session we will complete the assessment. In the previous session we carried out the co-evaluation and part of the evaluation of students' performance. Therefore, in this one we will complete the evaluation of the students and focus on the evaluation of the teacher performance.

Written test. 40 min. I. [See annex 12](#). A short test to evaluate the students' knowledges.

Evaluation of the teacher performance. 20 min. I. The students will complete [appendix 10](#). It is a questionnaire in Spanish that will be completed on the part of the students with the aim of assessing my teaching labour. It is in Spanish to facilitate the comprehension of the questionnaire to the students and that there are no doubts, since my intention is to know what they think about my teaching practice in the most sincere way possible. In this way I avoid language being an obstacle to knowing the real opinions.

4.4. Evaluation and assessment

The process of evaluation is of crucial importance in the field of education. Only by reflecting about the teaching-learning process and analysing the diverse components (students, methodologies, activities, materials and so on) will we be able to know the strong and weak points of our practice as CLIL teachers, thus seeking to improve the quality of education. Therefore, we do not only evaluate our students' competence level, but also our teaching performance.

From the didactic objectives previously set, I have designed a series of evaluation criteria divided into subject and language ones. I will base myself on the ones established by the Order of 30th May 2023, in its annex 2.

4.4.1. Subject evaluation criteria (The pupil...)

S.1. Carries out activities in which he/she reflects about how human activity affects our environment .

S.2. Describes different ways of taking care of the environment orally and in writing.

S.3. Elaborates an educative advertisement as a final task by using ICTs and KLTs.

S.4. Recognizes and uses correctly the key concepts of the unit: climate change, sustainable lifestyle, pollution, "the Three R's".

S.5. Works in teams to achieve to achieve a common objective.

S.6. Carries out a survey to know at group and whole class level to know about our environmental care habits.

4.4.2. Language evaluation criteria (The pupil...)

L.1. Recognizes and uses specific vocabulary related to pollution and environmental care.

L.2. Recognizes oral and written short texts talking about environmental issues.

L.3. Produces oral and written short texts talking about ways to take care of the environment.

L.4. Elaborates sentences using the affirmative and negative forms of the imperative.

L.5. Interacts with the classmates to carry out the survey “Environmental caretakers”

L.6. Recognizes and uses the structures “Do you.... ? – Yes, I do/No, I don’t” to make questions and answer.

I will now specify the formative assessment which is carried during the learning-process, and the summative assessment, which take place at the end of the unit.

Formative assessment: Throughout the unit the groups will compile all the activities carried out in the group’s notebook. Furthermore, one of the activities will be evaluated: Survey “Environmental caretakers” in the session 5.

Summative assessment: The purpose is to evaluate the acquisition and learning of contents at the end of the unit. To do so, I will use a rubric to evaluate the final task (see [appendix 11](#)) and a written test.

In the following table I show the relationship between the evaluation criteria to be assessed for each area and the assessment technique and instrument they are thought for:

EVALUATION CRITERIA		ASSESSMENT TECHNIQUE/INSTRUMENT	
Knowledges of the natural, social and cultural environment	Foreign language (English)		
S.1. Carries out activities in which he/she reflects about how human activity affects our environment .	L.5. Interacts with the classmates to carry out the survey “Environmental caretakers”	Student’s production analysis	GROUP’S NOTEBOOK
S.5. Works in teams to achieve to achieve a common objective.			
S.2. Describes different ways of taking care of the	L.3. Produces oral and written short texts talking	Practical display	RUBRIC

environment orally and in writing.	about ways to take care of the environment.		
S.3. Elaborates an educative advertisement as a final task by using ICTs and KLTs.	L.4. Elaborates sentences using the affirmative and negative forms of the imperative.	Practical display	RUBRIC
S.4. Recognizes and uses correctly the key concepts of the unit: climate change, sustainable lifestyle, pollution, “the Three R’s”.	L.1. Recognizes and uses specific vocabulary related to pollution and environmental care.	Student’s production analysis	WRITTEN TEST
	L.2. Recognizes oral and written short texts talking about environmental issues.		
S.6. Carries out a survey to know at group and whole class level to know about our environmental care habits.	L.6. Recognizes and uses the structures “Do you.... ? – Yes, I do/No, I don’t” to make questions and answer.	Analysis of the student’s performance	ACHIEVEMENT SCALE

Table 2: Relationship between evaluation criteria and assessment techniques and instruments

The criteria previously described will be evaluated through the following evaluation instruments, to which a percentage has been assigned to determine the final mark of the pupil.

Final task rubric	40 %
Group’s notebook	30 %
Achievement scale	10%
Written Test	20 %

5. CONCLUSION

This didactic proposal has great potential to improve the commitment of students, the acquisition of language and understanding of what happens in their environment, developing skills and aptitudes to take care of it. By adopting this approach, we are fostering a cooperative and inclusive learning environment, preparing students to become active citizens capable of improving the world around them.

The two objectives set at the beginning of this final dissertation have been reached with success. A theoretical framework has been developed, addressing the most important aspects of CLIL, cooperative learning and the didactics of social studies. We have found that the combination of cooperative work and CLIL offers a comprehensive approach that promotes active student engagement, language development and deep understanding of social science concepts. The didactic unit will serve me as a guide to put into practice all the learnings during this Master's degree and this final dissertation, creating meaningful and holistic learning experiences that prepare students for the challenges of today's society. The proposed learning situations provide a framework for implementing cooperative learning in the CLIL social sciences classroom. These learning situations involve cooperative activities, group discussions, problem-solving contexts, communicative activities and task-based learning, all designed to encourage students to actively build new knowledge, apply concepts to real situations outside the classroom and develop proficiency in the English language simultaneously.

Nonetheless, I must highlight that, in order to corroborate the effectiveness of this didactic proposal, it is of crucial importance to implement it in my classroom and evaluate its real results, analysing the real progress of the students regarding different aspects such as the learning of social sciences on the topic of the environment, the evolution in the proficiency of the target language, as well as the improvement of social skills and the ability to cooperate within a group. Therefore, the section evaluation and assessment is of vital relevance in this educational process and is a key aspect to determine the quality of my teaching practice.

In addition, I reckon the need for continuous professional development on the part of teachers is fundamental, keeping us up to date with the new developments in these areas and bringing them into our classrooms through continuous action-research. This way, I will discover what are the strengths and weaknesses of my didactic unit, analysing which aspects need to change and taking a series of measures to improve them, enhancing thus the quality of my teaching practice.

Further research is needed to explore the long-term effects of cooperative learning in the CLIL social sciences classroom. We must be aware of the benefits of this approach and address the difficulties it presents as didactic challenges to be overcome. This involves training in cooperative learning strategies, language scaffolding techniques and formative assessment practices. The search for constant training implies the search for quality in our teaching work, and therefore, to provide a quality education that benefits the real protagonists of this process: our students, whose well-being and development are essential for the progress of humanity. The learning of foreign languages, teamwork and knowledge of various social issues will contribute to their ability to make a positive contribution to the world around them.

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6.2. Webography:

<https://sites.google.com/a/emints.org/cooperative-learning-strategies/three-stay-one-stray>

<https://www.youtube.com/> <https://www.plickers.com/>

<https://www.canva.com/q/pro/>

<https://www.spreaker.com/>

https://filmora.wondershare.net/es/editor-de-video/ad-filmora.html?gclid=CjwKCAjwv8qkBhAnEiwAkY-ahsXNnDc_89biKJsVEC_sfCGqUVpvH7niS-i_Q_JSxlBnvWlylju29RoCQDcQAvD_BwE

7. APPENDICES

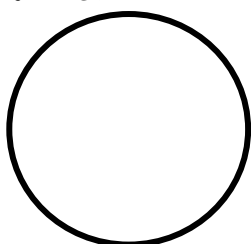
7.1. Appendix 1: Group's notebook

COOPERATIVE LEARNING

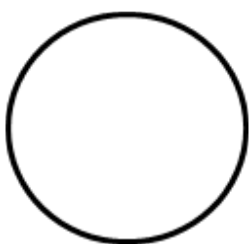
GROUP'S NOTEBOOK

NAME OF THE GROUP: _____

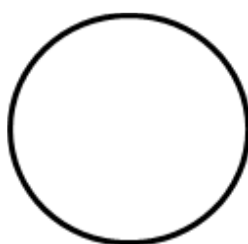
ROLES:



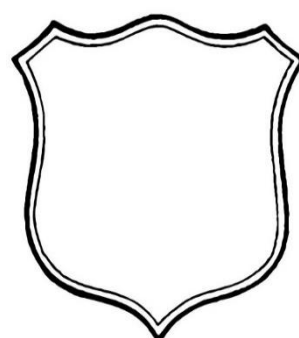
SPOKESPERSON



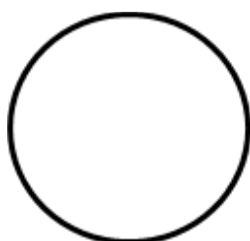
MINIPROF



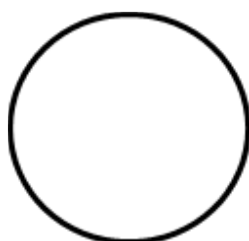
DELIVERY PERSON



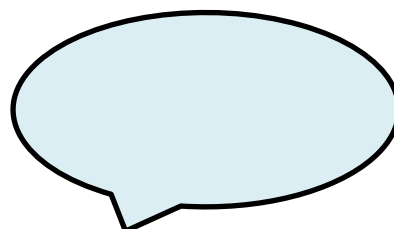
Team's badge



REFEREE



SECRETARY



Greeting

Functions:

- **Spokesperson.** He/she presents the work of the team, asks questions to the teacher, answers aloud and speaks to other spokespersons.
- **Miniprof:** He/she solves small doubts to the group, helps in team decisions and checks that everyone has finished the task and ensures that everyone notes relevant information in the agenda.
- **Delivery person.** He/she provides material to the team, takes care of the materials and watches that everything is clean and tidied.
- **Referee.** He /she monitors the noise level of the team, resolves small conflicts and controls time.
- **Secretary.** He /she is in charge of writing down, filling documents and ensuring that written activities are clean and free of spelling errors.

RULES:

- We respect the roles.
- We ask our classmates before the teacher.
- We ask for help when needed.
- We help our classmates when needed.
- We take advantage of working time.
- We respect the noise level indications.
- We support and respect our classmates.

GOALS

WHAT ARE OUR GOALS?

Team goals

- _____

- _____

- _____

- _____

Individual goals

Spokesperson: _____

Miniprof: _____

Delivery person: _____

Referee: _____

Secretary: _____

Co-evaluation

Have we reached the objectives set?

Team goals

	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊

Individual goals

	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊

Have we met the rules?

1 ♥ 2 ♥ 3 ♥ 4 ♥ 5 ♥ 6 ♥ 7 ♥

Roles:	Spokesperson	😊😊😊	Referee	😊😊😊
	Miniprof	😊😊😊	Secretary	😊😊😊
	Delivery person	😊😊😊		

we have succeeded in...

Weak points to improve:

7.2. Appendix 2: Photos.



<https://www.bbva.com/es/sostenibilidad/la-contaminacion-del-agua-descubre-las-causas-y-consecuencias/>



<https://www.ecologiaverde.com/smog-fotoquimico-que-es-causas-y-consecuencias-1672.html>



<https://www.bbc.com/mundo/noticias-57317830>

7.3. Appendix 3: Reading “Pollution and environment”.

Reading

Pollution and environment

There are lots of environmental problems nowadays, mainly because of **pollution**. Pollution is the process of making air, water or land dirty by **garbage**, **chemicals** and other **harmful** substances. It can be **air pollution**, **water pollution** and **land pollution**.



Some of the main causes of air pollution are **industrial emissions**, **wildfires** and the burning of **fossil fuels**. Fossil fuels are coal, oil and natural gas. Factories and automobiles burn these fossil fuels to obtain energy.

Air pollution may cause **illnesses**¹ such as cancer and asthma, and it contributes to **global warming**. Global warming is the increase in temperature of the earth's atmosphere. Air pollution also damages the **ozone layer**, a part of the atmosphere that protects Earth against harmful rays from the Sun.



Coal



Oil



Natural gas

Water pollution is caused from the garbage in rivers, lakes and oceans. One of the main causes is the use of plastic and **pesticides**². They can **damage** aquatic life and contaminate the water we use to drink.

Many governments, environmental groups and people are taking action to control pollution and avoid **climate change**. Climate change refers to the changes in the earth's weather, including changes in temperature, wind and rainfall.

It is up to us to stop damaging the environment!

Pollution, (s. f.), Britannica Kids, <https://kids.britannica.com/kids/article/pollution/353650>

Pollution -reading, iSL Collective, <https://en.islcollective.com/english-esl-worksheets/general-topic/environment/pollution-reading/68638/#aid=1&aid=1>

Oxford Learner's Dictionaries

¹Illness: the state of being physically or mentally ill.

²Pesticides: chemicals in farming that are used to protect crops from plagues.

COMPREHENSION QUESTIONS

Complete the following exercises according to the reading "Pollution and environment". Follow the technique **Pencils in the middle**.

1. Activity 1: Match the words on the left with their corresponding definitions on the right.

Water pollution	The process of making air, water, or land dirty with harmful substances.
Global warming	The increase in temperature of the earth's atmosphere.
Pollution	A part of the atmosphere that protects Earth against harmful rays from the Sun
Climate change	Climate change refers to the changes in the earth's weather, including changes in temperature, wind and rainfall.
Ozone layer	The contamination of rivers, lakes and oceans by garbage and chemicals.

2. Activity 2: Fill in the gaps with the appropriate words from the word bank.

illnesses, plastic, ozone layer, contaminate, pesticides

Air pollution is caused by the _____ in the air, such as garbage and chemicals. Burning fossil fuels, like coal and oil, releases harmful gases into the atmosphere. These gases contribute to global warming and damage the _____. This layer protects Earth from harmful rays from the Sun. In addition to global warming, air pollution can also lead to serious _____ such as cancer and asthma.

Water pollution is caused by the presence of _____ and _____ in rivers, lakes, and oceans. These substances can harm aquatic life and _____ the water we use for drinking and other purposes.

3. Activity 3: Determine whether the statements are true or false. If false, provide the correct information.

- ☐ Pollution can only occur in the air.

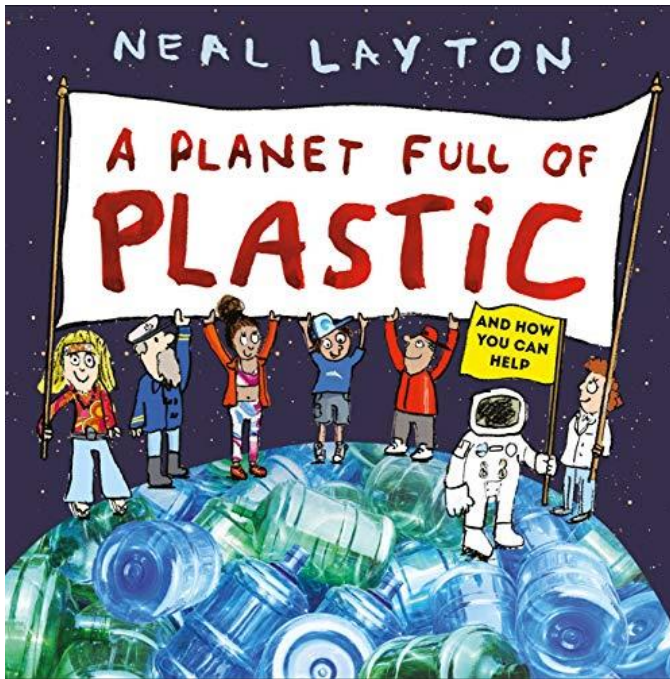
- ☐ Fossil fuels are coal, oil, and natural gas.

- ☐ Air pollution can cause diseases like cancer and asthma.

- ☐ Global warming refers to the decrease in temperature of the earth's atmosphere.

- ☐ Water pollution is caused by the use of plastic and pesticides.

7.4. Appendix 4: A planet full of plastic



<https://www.amazon.com/Plastic-Pollution-Neal-Layton/dp/1526361760>

Link to see the storytelling: https://www.youtube.com/watch?v=-zfKrgS_H1Y

7.5. Appendix 5: Examples of advertisements to analyse.

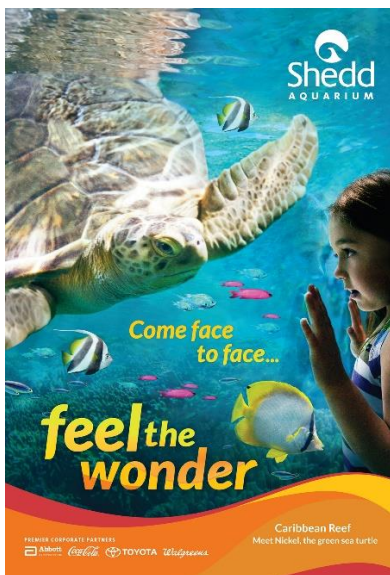
<https://www.youtube.com/watch?v=wp-MaqII0SO>

<https://www.youtube.com/watch?v=2EZ50wxosDg>

<https://www.youtube.com/watch?v=7VsbcAjMQMo>

<https://www.youtube.com/watch?v=zgjdhp7pf-E>

https://www.youtube.com/watch?v=KVTxV_9ZZUg



7.6. Appendix 6: Parts of an advertisement

Complete the following advertisement with the name of its elements:



HAZ EJERCICIO

**NADIE
SE RESISTE
A SU SABOR.**

Síguenos en:
facebook.com/PapasSabritas
@Papas_Sabritas

Sabritas

**A QUE NO PUEDES
COMER SÓLO UNA**

Title	Slogan	Logo	Visual elements
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7.7. Appendix 7: Survey “Environmental caretakers”

SURVEY: "ENVIRONMENTAL CARETAKERS"

Ask your partners if they take the following actions to care for the environment using the structure: **"Do you + action?"**. When they ask you, you must answer with **"Yes, I do / No, I don't"**. Write down the answer using **"Yes, he/she does"** if yes or **"No, he/she doesn't"** if not.

As an example: - "Do you turn off the shower tap while soaping up?"

- Yes, I do.

	Ways to take care of the environment	Student 1:	Student 2:	Student 3:	Student 4:	How many students do it?
Example	Turn off the shower tap while soaping up	Yes, he does.				
1						
2						
3						
4						
5						

Measures carried out by the largest number of pupils 

1	
2	
3	

Measure that is least carried out 

--

Personal pronouns



7.8. Appendix 8: Conventions of the type of text.

How to write our advertisement?

Rules:

- To include the different **elements of an advertisement**: title, slogan, visual elements, body text.
- To include **information about the problem of pollution** using the present simple (exercise 4 in the activity “Pass the envelope”).
- Use of the **imperative** in affirmative and negative forms to describe the measures or initiatives that we can take.
- To use **persuasive techniques**, including emotional appeals, catchy slogans, storytelling, testimonials and visual elements to capture the receiver’s attention.

We will use the vocabulary of the unit: climate change, global warming, air pollution, water pollution, to damage, harmful substances, to reduce, to reuse, to recycle, plastics, among others.

The communicative functions of this task are:

- To inform about the main causes and/or consequences of pollution.
- To raise awareness about the importance of taking action to protect the environment.
- To persuade the audience to change their behaviours and adopt eco-friendly practices.

7.9. Appendix 9: Pass the envelope

Pass the envelope

Exercise 1: Transform these sentences by changing the infinitive for the imperative:

INFINITIVE

To throw garbage to the sea.

To turn off the light when we don't use it.

To use public transport when necessary.

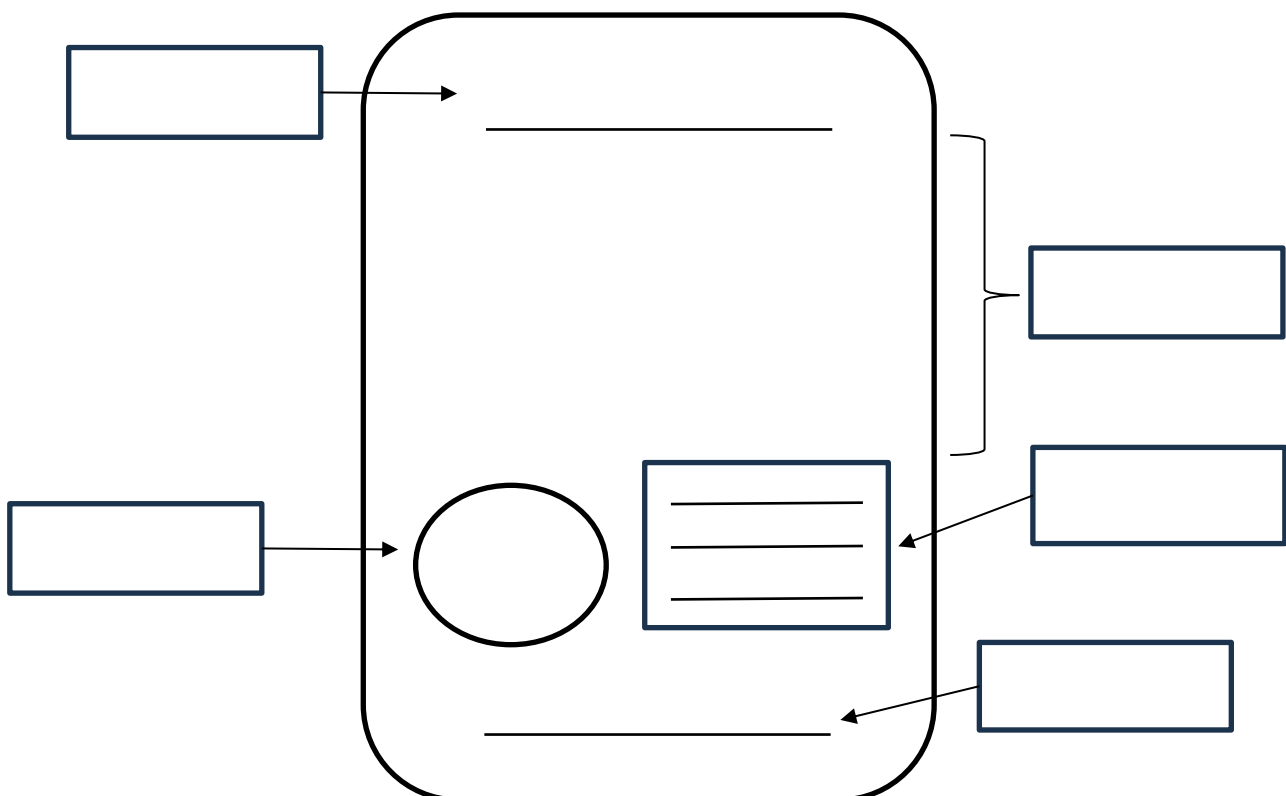
To recycle your waste materials.

To reduce the use of water by taking shorter showers.

To use pesticides or harmful chemicals

IMPERATIVE

Exercise 2: Invent an advertisement about the topic you prefer and complete the following template with its elements.



Exercise 3: Write a sentence for each one of these images using the imperative and the vocabulary studied in class.













Exercise 4: Put in order the words to form sentences with the present simple tense, in relation to what is happening in the pictures.

plastics / aquatic / Pesticides / and / damage / life.

Emissions / ozone / destroy / the / gasses / of / harmful / layer.

produce / and / pollution / water / Air / illnesses.

temperature / rises. / atmosphere's / The

against / climate / We / fight/ change. / must

Exercise 5: In an advertisement we have to capture the attention of the receiver, including eye-catching elements that arouse interest. Can you think of any ideas?

7.10. Appendix 10: Evaluation of the teacher's performance

ASSESSING THE TEACHER'S PERFORMANCE

Now it is your turn...

Completa el siguiente cuestionario siendo lo más sincero/a posible. Marca del 1 al 5, sabiendo que 1 es totalmente en desacuerdo y 5 totalmente de acuerdo

	1	2	3	4	5
1. ¿Se comunica bien el profesor en inglés durante las clases?					
2. ¿Encuentras útil lo que aprendemos en Inglés para usarlo en el aula de sociales?					
3. ¿Te ha resultado interesante el tema del medioambiente? ¿Crees que es importante aprender sobre su cuidado?					
4. ¿Te sientes cómodo y seguro para participar en el aula?					
5. ¿Hay un buen ambiente en el aula para aprender?					
6. ¿El profesor te ayuda cuando tienes una duda? ¿Te aconseja para poder mejorar?					
7. ¿Piensas que el profesor os enseña a valorar y entender diferentes puntos de vista en las clases?					
8. ¿Tu nivel en inglés es adecuado para seguir las clases o supone un obstáculo para ti?					
9. ¿Te gusta trabajar en grupo?					
10. ¿Te gusta cómo el profesor evalúa lo que estás aprendiendo en ciencias sociales y cómo usas el inglés para comunicarte?					

11. De los siguientes materiales usados en clase, ¿cuál es más adecuado para ti? Puedes marcar más de una opción.

☐ Fichas y otros materiales impresos ☐ TICs (ordenador, pantalla digital, altavoces...)

- ☐ Objetos reales ☐ Videos en YouTube y materiales interactivos
☐ Me gusta elaborar mis propios materiales.

12. ¿Cómo te gusta más trabajar?

- ☐ Trabajo individual ☐ Trabajo en parejas ☐ Trabajo en grupo ☐ Toda la clase

13. ¿Qué tipo de actividades te gustan más?

- ☐ Juegos ☐ Ejercicios ☐ Interactuar con el grupo ☐ Lecturas
☐ Actividades en las que tengamos que hablar ☐ Trabajar con el ordenador

14. ¿Cómo crees que el profesor nos ayuda a entender y escuchar mejor en el nuevo idioma durante las clases?

15. ¿Qué es lo que más te ha gustado hacer en esta unidad?

16. ¿Qué sugerencias o consejos le darías al profesor para mejorar las clases?

7.11. Appendix 11: Final task rubric

Learning standards (The pupil...)		Poor (1 point)	Developing (2 points)	Achieved (3 points)	Excellent (4 points)
Content social sciences	Includes accurate and relevant information about environmental care measures.	Information is irrelevant and inaccurate.	Some specific information is irrelevant and inaccurate.	Information is accurate and relevant.	Information is accurate, relevant and detailed.
	Demonstrates understanding of key social science concepts related to the environment.	Use of specific vocabulary is limited or incorrect.	The use of specific vocabulary is adequate, although with some errors.	Use of specific vocabulary is appropriate and accurate.	Use of specific vocabulary is accurate and varied.

	Ad includes all elements: title, logo, slogan, visual elements, body text.	The advertisement is missing one or more essential elements.	The advertisement includes most of the required elements, but some are missing or incomplete.	The advertisement includes all the required elements, but they may lack cohesion or effectiveness.	The advertisement includes all the required elements, and they are well-integrated, visually appealing, and effectively convey the intended message
Language	Can use the imperative appropriately to convey instructions and advice in the advertisement.	Use of the imperative is incorrect or inappropriate.	The use of the imperative is mostly adequate.	The use of the imperative is appropriate and effective.	The use of the imperative is precise and persuasive.
	Can use technical and unit specific vocabulary.	Technical and specific vocabulary is limited or inaccurate.	Technical and specific vocabulary is appropriate, although with some errors.	Technical and specific vocabulary is precise and varied.	Technical and specific vocabulary is precise, varied and enriches the message.
	Demonstrates fluency and clarity in oral or written communication.	Oral or written communication is not fluent and unclear.	Oral or written communication is understandable, but there may be some interruptions or inaccuracies.	Oral and written communication is mostly fluent and clear.	Oral or written communication is fluent, clear and engaging.
Creativity and	Present the advertisement in an original and attractive way using the chosen format (video, poster, presentation, etc.).	The presentation lacks originality and creativity.	The presentation shows some elements of originality and creativity.	The presentation is original and shows creativity in its design and approach.	The presentation is highly original, unique and creative.

	Show innovative ideas to convey the environmental care message.	The ideas presented are conventional and not very innovative.	The ideas presented are mostly conventional, with some attempts at innovation.	The ideas presented are innovative and show a fresh and creative approach.	The ideas presented are highly innovative, original and demonstrate a creative and unusual approach.
Teamwork	Collaborates effectively with other members of the group.	Does not collaborate or engage with the group.	Occasionally collaborates, but not consistently.	Collaborates effectively on most occasions.	Collaborates in an active and committed manner, encouraging participation from all members of the group.
	Participates actively in the planning, organisation and implementation of the announcement.	Not involved in the planning and implementation of the announcement.	Participates to a limited extent in the planning and implementation of the announcement.	Actively involved in the planning and implementation of the advertisement.	Participates proactively and contributes significantly to the planning and implementation of the announcement.
	Demonstrates respect and consideration for the ideas and opinions of others.	Does not show respect and consideration for the ideas and opinions of others.	Occasionally shows respect and consideration for the ideas and opinions of others.	Shows respect and consideration for the ideas and opinions of others in most situations.	Shows a consistently high level of respect and consideration for the ideas and opinions of others.
Presentation and	Presents information in a clear and structured way.	The information presented is confusing and disorganised.	The information presented is understandable but lacks structure.	The information is presented in a clear and well-structured manner.	Information is presented in a clear, organised manner and with a coherent and effective structure.
	Uses suprasegmental strategies such as eye contact, body language	Does not use suprasegmental strategies and	Limited use of some	Uses suprasegmental	Uses suprasegmental strategies exceptionally well,

	or visual aids to make communication effective.	communication is ineffective.	suprasegmental strategies.	strategies effectively in most situations.	significantly improving communication.
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7.12. Appendix 12. Written test.



Written TEST. Vocabulary: Pollution and environmental care.

Name: _____ Date: _____

1. The letters of the following words have been moved. Put them in order again to find out the word.

LOGAL ARWMNGI _____

LPLOUONI _____

CYCLCEER _____

CEOTMAINATN _____

NEDGREANDE NMAIALS _____

2. Complete the sentences with the vocabulary of the unit.

The _____ is the part of the atmosphere that protects Earth against harmful rays from the Sun. It is very important for our lives.

_____ refers to the changes in the earth's weather, including changes in temperature, wind and rainfall.

Air pollution can cause _____ such as cancer and asthma.

One of the main causes of air pollution is the burning of _____ such as coal, oil and natural gas.

The use of pesticides can _____ aquatic life and contaminate the water we use to drink.

Many governments, environmental groups and people are taking action to control pollution and avoid _____.

3. The titles of these pictures have been removed. Write a new title using the vocabulary from the unit.



4. You are going to listen to 3 kids explaining what they do to take care of the environment. According to what you understand, mark with a check (✓) the actions that each one of them do.

	Hannah	Robbie	Charlie
I don't throw garbage to the sea.	✓		✓
I turn off the light when I don't use it.			
I use public transport or walk instead of the car when possible.			
At home, I recycle waste materials (paper, glass, plastic, organic).			
I take shorter showers to reduce the use of water.			
I use reusable bags to do the shopping.			