

Master's Dissertation/
Trabajo Fin de Máster

CLIL IN RURAL SCHOOLS: A LEARNING SITUATION FOR THE FIRST CYCLE OF PRIMARY EDUCATION

Student: Taslimi Sequera, Sahman

Supervisor: Dr. Alberto Fernández Costales
Department: English Philology

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ABSTRACT

El presente Trabajo Fin de Máster ofrece una visión general del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) y un análisis de sus principales características. Así, comenzaremos por presentar los antecedentes y la definición de AICLE, además de analizar su relevancia en la etapa de Educación Primaria. En el contexto rural, la implementación de programas bilingües supone un gran cambio ya que permiten establecer conexiones con el entorno y promueve el aprendizaje significativo aportando nuevas perspectivas culturales a lo largo del proceso de enseñanza y aprendizaje. Por último, la propuesta didáctica diseñada en este trabajo fin de máster tendrá como referencia el contexto rural de un colegio de educación primaria y un análisis del proyecto bilingüe de dicho centro para la planificación de la situación de aprendizaje.

This Master's Dissertation offers an overview of the concept of Content and Language Integrated Learning (CLIL) and to analyse its main characteristics. Thus, we will begin by presenting the background and the definition of CLIL) in addition to its relevance in Primary Education. In rural schools, the implementation of bilingual programmes represents a great change since it allows the establishment of connections with the environment promoting meaningful learning and providing new cultural perspectives throughout the teaching and learning process. Finally, the didactic proposal designed in this Master's Dissertation will have the rural context of a primary school as reference and the analysis of the bilingual project of said school for the planning of the learning situation.

Palabras clave: AICLE, bilingüismo, colegio rural, contexto rural, propuesta didáctica.

Key words: CLIL, bilingualism, rural school, rural context, didactic proposal.

1. INTRODUCTION AND JUSTIFICATION

Our current reality is plurilingual and teachers must offer the necessary resources for children to grow appropriately in the world they live in. The present dissertation aims to analyse how Content and Language Integrated Learning (CLIL) is being applied in Andalusian rural areas by reviewing the current regulations and focusing on the educational stage of Primary Education, a didactic application will be developed specifically for first-year primary students who have their first contact with CLIL.

The purpose of this MA thesis is to critically examine the views of stakeholders on CLIL in relation to the enhancement of students' motivation and the promotion of active methodologies. The dissertation will analyse the setting up of a bilingual programme in the first cycle of primary education in the monolingual setting of Arquillos (Jaén).

The focus of the learning situation that is going to be developed for our group of learners in the first cycle of elementary school is of a participatory nature and focuses on the students. Besides, the pedagogical proposal included in this MA thesis is intended to promote learning by doing and making use of a variety of groupings, materials, open questions and peer teaching, thus, adjusting the procedures to the age and level of maturity of the target learners.

1.1. Rationale and motivation for the study

How can I work with my students as a CLIL teacher in a rural area? That was the question that came to my mind when I first thought about the topic of this paper. Language is the vehicle that allows us to achieve learning and, without language, there is no thought. Therefore, I would like to be a CLIL teacher who encourages Primary Education students to flourish oral and written skills and provide students with the necessary strategies to develop as individuals. It should be emphasised that the school is a reflection of the society in which they live and must train pupils to know how to communicate in this pluralistic society. In this same vein, it is crucial to keep in mind the definition of CLIL as a starting point in our study. CLIL is recognized as the European paradigm to bilingual education and is described as “a dual-focussed education approach in which an additional language is used for the learning and teaching of both content and language” (Marsh & Langé 2000, p.2). As claimed by

Marsh, “methodology is the hallmark of this educational approach, in which acquires decisive relevance and prominence” (Marsh, 2002, p. 66).

1.2. Purpose and scope of the study

The purpose of this Master’s Dissertation is to examine how content and language integration is implemented in rural areas of Andalusia. In this sense, we will analyse how CLIL is being developed in a rural school located in the region of Jaén and a Primary school has been chosen as a reference to analyse the bilingual programme. The focus is on Jaén province, particularly the Condado area, where we have selected the village of Arquillos as our school to showcase our thesis and demonstrate the application of CLIL. The CLIL programme was introduced in our school during the 2019-2020 academic year in response to a dedicated group of teachers concerned about language teaching. We will start from that objective and a literary review will also be carried out that will allow us to develop our didactic application for the first cycle. On this basis, we should specify the objectives that we want to reach with this thesis, which are:

1. Describe the CLIL methodology followed in a rural school located in the monolingual context of the province of Jaén.
2. Examine the CLIL project of the school to provide an accurate picture of the way CLIL is being implemented.
3. Develop a CLIL learning situation for students in the initial stage of primary education.

Due to the relevance of CLIL in this academic period, it has been interesting for me to choose how bilingual areas are developed in our school. In addition, today, we have a wide variety of educational resources and possibilities at our disposal –e.g., the school library, authentic materials, the language assistant, participation in school plans and projects, ICTs–, which allow us to motivate students and make them the true protagonists of our research. And what is interesting about all of this, is that we take into account the role of attention to diversity when carrying out the teaching-learning process, and also that we are aware of the acquisition of both oral and written skills in all the tasks and activities. This dissertation is structured into five chapters. Chapter one settles the CLIL context that has been chosen to carry out this thesis, which is framed within the rationale and scope of the study. Chapter two presents an outline of the

theoretical framework and CLIL background, in which the line of study established in our thesis, will be elaborated. This is followed by the importance of the CLIL approach and how this approach is implemented in the monolingual context of Andalusia and specifically in rural areas, providing details and basic aspects for the development of our study. In chapter three, we analyse the main principles and language used in a CLIL lesson focusing on the school syllabi and lesson planning, respectively. Chapter four focuses on the primary education stage from a pedagogical standpoint since there are numerous reasons why bilingual and CLIL programmes are recommended in this educational stage. As well as provides the didactic proposal of this thesis, proposing a learning situation in which all the curricular elements are included, in addition to the analysis of the rural school in which it has been carried out. Chapter five is focused on conclusions and illustrates some of the constraints, challenges and proposals for further research, and ends with a series of observations concerning the entire master's dissertation.

2. CLIL BACKGROUND: WHAT'S CLIL?

Once the introduction and justification of our topic have been presented as well as the objective, it is time to proceed to define the concept of CLIL. The acronym CLIL, AICLE in Spanish (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras), and EMILE in French (l'Enseignement de Matières par l'Intégration d'une Langue Étrangère) is a term coined in Europe in the early nineties "as a means of referring to situations where subjects or parts of subjects are taught through a foreign language" (Marsh, 1994) then in 1996 the denomination of CLIL was released by UNICOM, the University of Jyväskylä (Finland), but CLIL also can be described as "an educational approach in which a foreign language is used as the medium of instruction to teach content subjects for mainstream students" (Nikula et al., 2013, p.70). There are several definitions of CLIL which are important and necessary to develop the layout of our research CLIL promotes intercultural competence as a pedagogical objective. Based on the latest documents published by the Andalusian administration our classroom is a melting pot with students coming from different backgrounds and speaking different languages (Strategic Plan for the Development of Languages in Andalusia PEDLA, Horizon 2020). In the same token, multiple types of CLIL can be grouped within a framework characterized by two main approaches, according to Phil Ball (n.d., p.1):

Strong: also known as content-driven, the focus on the subject content would be major. The learning objective would be addressed to skills and subject concepts.

Weak: also known as language-driven, the basic objective would be the learning of the language. (Ball, n.d., p.1)

The curriculum establishes a logical sequence of the contents to be worked, but teachers have the pedagogical autonomy to adapt the contents taking into account the particular features and individual needs of the learners, as well as the context of the school. Therefore, the teaching staff of each school adapts CLIL in their teaching programmes. From this viewpoint, an emphasized aspect of CLIL is the integration of both language and content. Concerning this particular aspect, there is a distinction between “Basic Interpersonal Communicative Skills” (BICS) and “Cognitive Academic Language Proficiency” (CALP) (Cummins, 1979). The decisive point is how language and content are organized to create a suitable classroom atmosphere for our students to grasp knowledge.

2. 1. Why CLIL?

In addition to the previous definitions, it is essential to underline that more and more schools in Andalusia are adopting CLIL in their bilingual programs. According to the informative guide for bilingual education centres in Andalusia, published by the Andalusian Council of Education, “the number of centres that offer bilingual education has not stopped growing with the consequent educational and social impact that has come with it” (Informative guide for bilingual education centres in Andalusia, 2018, p.11). This educational approach promotes an active and participatory methodology, in which tasks and activities are promoted in which students combine their previous knowledge to create new knowledge. CLIL promotes cooperative learning, which is pivotal in education. Through CLIL, we can use a variety of cooperative techniques based on the learning requirements of the learners, thus attending to diversity.

Therefore, this attainment lies in a way of working with the contents in a motivating way, adopting the role of facilitator within the pedagogical process to enhance the communicative skills. In line with this, Cooperative Learning (CL) seems to be an adequate methodology to complement CLIL, as it develops social skills and promotes academic achievement (Johnson et al., 1999). In this methodology, content and language play a very important role, but it is a difficult task to integrate both of them.

For this reason, it is essential to consider the 4Cs framework (Coyle, 2006), which stands for Content, Communication, Cognition and Culture. When implementing these four dimensions in a lesson or CLIL unit, we as teachers must follow an effective and flexible methodology. The “4Cs” are included as follows (cited in Meyer, 2010; Ruiz De Zarobe, 2013):



Figure 1. The 4Cs Framework for CLIL (cited in Meyer, 2010; Ruiz De Zarobe, 2013)

As will be explained later, our school joined the project in the 2019-2020 academic year. Therefore, this is the fourth course in which it will take place. The implementation of CLIL in rural areas has been mostly overlooked in education. For this reason, it is important to put more emphasis on this kind of schools due to their specific characteristics.

We live in a time in which it is essential to stay updated in terms of cultural and linguistic competences and working life skills, in rural environments where it is not easy to work through a foreign language. Although it must be said that there are exceptions, studies have been carried out in recent times such as the research carried out by Víctor Pavón Vázquez in which the urban and rural context and all the variables involved are examined. The impacts of implementing the CLIL approach in primary education and compulsory secondary education centres were examined. According to his findings, “it cannot be stated that a different environment exerts a consistent influence in the behaviour of rural vs. urban students in CLIL programmes” (Pavón, 2018, p.23).

Due to the findings found in different research and studies carried out, we have solid arguments to continue implementing CLIL. Indeed, in many cases, the students do not

feel motivated or do not find the content they are learning useful. Hence, it is crucial to arrange a clear framework between teachers and families, as well as the inclusion of the 4Cs in our daily planning and practice. Europe is multilingual and CLIL has a methodology that covers the acquisition of skills that our primary education students must acquire throughout the stage, but we still have a long way to go in terms of teacher preparation and coordination, as well as preparation of materials adapted to the contents that are worked.

2.2. Aims and benefits of CLIL

CLIL opens a window to educational experiences rooted in the fusion of language acquisition and content assimilation. Taking into account the evolution of bilingualism in Andalusia, it is necessary to know that from 1998 to 2005 there was a stage of experimentation. Various studies and investigations have been carried out in recent decades, so we consider it important to include the most relevant aspects to offer a broad panorama on which to base our thesis. We could classify them into different branches, which are: language competences, cognitional development, motivation and meaningful context arrangement. First and foremost, language competence –receptive and productive skills, vocabulary, morphology and written creativity– is positively affected (Dalton-Puffer, 2007).

Secondly, CLIL gives the opportunity to put into practice the contents and the language learned in the classroom, in other contexts. Numerous studies conducted in countries like Finland, Sweden, France, and Italy have provided evidence of the advantageous effects of CLIL on young children's cognitive advancement. Likewise, positive achievements have been reached in mathematics and science in Finnish CLIL settings (Jäppinen, 2005). In addition, motivation and confidence towards learning languages can be boosted, “learner motivation in most of the literature on CLIL programmes has been shown to increase” (Corrales & Maloff, 2011, p.43). Therefore, choosing an engaging topic is crucial for student attention and communication development. In the CLIL classroom, providing a meaningful context and using authentic language are essential. This idea connects with Krashen's hypothesis on the affective filter, “the emotional state of the learner acts as a filter” (Krashen, 1985, p.98).

After reviewing different publications and articles to prepare this thesis, the definition of scaffolding is closely related to CLIL learning and based on Benson's research,

“scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler, not as a disabler” (Benson, 1997, p.126). The concept of scaffolding is related to the idea of Zone of Proximal Development (ZPD) which is a component of the third theory formulated by the psychologist and epistemologist Lev Vygotsky, is defined as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). Gamification, drama, and cooperative techniques are effective tools for classroom scaffolding. There are various techniques and resources available for this purpose, which will be further explored in the learning situation discussed in this thesis.

2.3. Challenges in CLIL

The main aims and benefits of CLIL have been developed, but it is also necessary to provide the possible challenges and difficulties that may appear when we put CLIL into practice. One of the main challenges is to know the needs of schools, taking into account various studies and articles reviewed to carry out this thesis, we can include that there is a general argument based on limited awareness or knowledge among educational administrations that leads to the teachers, as they are responsible for implementing CLIL programmes and using a legal framework as a reference, please for more details refer to Mehisto and Asser (2007), Mehisto (2008, p. 99-100) notes addressing issues in CLIL implementation. As previously mentioned, CLIL has a positive impact on education. However there are also challenges and limitations, as in any other approach. As highlighted by Marsh, et al. (2010):

The overall major challenge, in the development and implementation of a teacher education curriculum in CLIL, is its integrative nature. This is the case at all levels of education – primary, secondary, tertiary, vocational and adult. CLIL seeks to teach two subjects in one – a content subject and a language. Content subjects, such as mathematics and an additional language, are usually taught separately. (Marsh et al., 2010, p.5)

A key issue reported in Pavón and Rubio (2010) and Butler's (2005) study is the challenging problem that arises in this aspect. It suggests that teachers' limited content

and language knowledge affect CLIL success. Apart from that, other concerns need to be addressed without forgetting the Integrated Curriculum and the language used in the classroom and the coordination between teachers in order to create an appropriate CLIL learning atmosphere, according to them we need a shift in CLIL implementation, “these changes permit students to join in and take part in the process of teaching and learning in a more active way” (Pavón & Rubio, 2010, p.49). More recent studies have been published that shed light on the possible challenges of CLIL implementation, such as the research carried out by Darío Luis Banegas at the University of Edinburgh, Scotland, UK, according to his conclusions: “Any innovation presents both benefits and challenges. What is important in implementing CLIL as an innovation is that it should be part of a negotiated enterprise amongst administrators, curriculum planners, and teachers” (Banegas, 2012, p. 53). Special mention is made of the preparation of teachers, not only language proficiency but also the methodology and the adequacy of the didactic planning. As Banegas (2012) claims, “there is an urgent need to investigate the classroom practices that evidence what teachers do, from introducing new content and language topics until assessment is carried out, and what materials scaffold these processes” (Banegas, 2012, p. 48) in that respect CLIL aims to integrate language and content in a holistic manner.

2.4. Achievement of CLIL in Andalusia

This section focuses on CLIL teaching in Andalusia, providing a comprehensive overview of the methodology. CLIL has witnessed remarkable growth, accompanied by extensive research evaluating its successful implementation within Andalusian schools. According to Méndez García (2013), “the first experimental bilingual schools were set up in the late 1990s and have been a guiding light for the implementation of subsequent CLIL programmes in further schools thereafter” (Méndez García, 2013, p. 269). CLIL has evolved as an interdisciplinary method since the 1990s and is now widely implemented in bilingual programs worldwide. In Andalusia, our autonomous community, the Andalusian Plurilingualism Promotion Plan (APPP) was focused on enhancing language skills and promoting academic achievement among learners. Andalusia has undergone an education change in recent years. Initially, the Andalusian Plurilingualism Promotion Plan (APPP) was implemented from 2005 to 2008. Each province in Andalusia has an online platform containing relevant regulations and laws related to plurilingualism and bilingual programs. This plan was subsequently updated

with the Andalusian Strategic Plan for the Development of Languages (ASPDL). These documents aimed to enhance intercultural competence and address diverse classroom needs for lifelong language learning. Bilingual schools provide diverse learning opportunities and cooperative tasks, playing a crucial role in education. They play a crucial role in education today, with specific aims for developing communicative competence. Studies also highlight the advantages and implementation of bilingual programs, providing insights into teachers' opinions on CLIL implementation across various autonomous communities. This is the case of the 'Enseñanza bilingüe' Association, which collects relevant data in an informative manner and is available online (<https://www.ebspain.es/>). The regional government in Andalusia supported programmes to enhance foreign language proficiency among teachers. This included subsidized visits abroad and participation in international partnership programs like Erasmus+ and eTwinning. Focusing on the province of Jaén and researching the bilingual centres that are classified as bilingual according to the Plurilingualism Portal of Jaén, we consider of paramount importance to include the following informative chart elaborated by the Andalusian Ministry of Educational Development and Professional Training (cited in Junta de Andalucía: Guía de centros bilingües y datos del programa online website):

CENTROS BILINGÜES Y PLURILINGÜES CURSO 22/23									
PROVINCIA	TOTAL CENTROS	CEIP	IES	BILINGÜE INGLÉS	BILINGÜE FRANCÉS	BILINGÜE ALEMÁN	PLURI INGLÉS FRANCÉS	PLURI INGLÉS ALEMÁN	PLURI FRANCÉS INGLÉS
ALMERÍA	135	75	60	127	1	1	2	-	4
CÁDIZ	149	83	66	137	3	3	2	-	4
CÓRDOBA	125	71	54	112	5	2	3	-	3
GRANADA	172	102	70	163	1	-	3	1	4
HUELVA	96	57	39	91	2	-	-	-	3
JAÉN	134	78	56	128	2	-	-	-	4
MÁLAGA	184	104	80	168	7	3	2	-	4
SEVILLA	255	137	118	233	5	3	5	-	9
ANDALUCÍA	1250	707	543	1159	26	12	17	1	35

Figure 2. Junta de Andalucía: Guía de centros bilingües y datos del programa 2022-2023

According to the chart, there are 128 bilingual centres that use English as the foreign language, 2 bilingual centres that use French, and 4 multilingual centres that incorporate both languages in their programs. As specified by Méndez García (2013) “these schools, termed ‘bilingual’ by educational authorities and professionals, are responding to the social reality of a region where a high percentage of inhabitants are monolingual

Spanish speakers with scarce opportunities to practise foreign languages in their everyday life” (Méndez García, 2013, p. 269). In line with Ráez-Padilla “this new shift towards bilingual education aligns with the European Higher Education Area, which emphasizes innovative methods, student-centered pedagogies and lifelong learning ingrained in the very teaching process” (Ráez-Padilla, 2018, p.182). Furthermore, we can refer to research projects such as the MONCLIL project.

The MONCLIL project investigates the CLIL approach and its implementation in monolingual communities in Spain like: Andalusia, Extremadura, and the Canary Islands. Expert researchers and university professors involved in the project publish articles, books, book chapters, and present their findings at seminars and conferences. The University of Jaén’s professor Dr. María Luisa Pérez-Cañado is the principal investigator in this pioneering project, the members that make up this project are university professors who are concerned about CLIL teaching in our country, (see their website: <https://www.monclil.com/index>). In addition, attention to diversity is present in all classrooms, and the CLIL classroom is not going to be less.

Therefore, attention to the diversity of all educational needs, as well as cultural and ethnic diversity is essential. The ADiBE project focuses on addressing diversity in the CLIL classroom and involves multiple countries. Its main goal is to provide material resources and training for teachers. The project website offers four main outputs that are valuable resources for educators.

The University of Jaén demonstrates its commitment to bilingual education; our university provides an online interuniversity master's degree on bilingual education in collaboration with two Andalusian public universities, apart from that the research group HUM-1040 is focused on research and study in this matter, according to the article published by Diario Jaén in March 2020 “methodologically, a bank of materials, activities and training courses is designed and piloted to attend to diversity in the bilingual classroom” (Diario Jaén, 2020). Moreover, the University of Jaén hosted the III International Congress on Bilingual Teaching in Educational Centers (CIEB 2022) in October 2022 published: Friday, October 14, 2022 (Europa Press); our university is committed to bilingual education and educational inclusion. Methodologically, a bank of materials, activities, and training courses is developed to address diversity in the bilingual classroom.

2.4.1. CLIL in rural areas

It is necessary to determine and contextualize what is meant by a rural school within the educational system, for that reason we will include the definition according to the regulations in this regard on current rural public schools. Following the Order of April 15, 1988, which develops decree 29/1988, of February 10, on the establishment of rural public schools in Andalusia (BOJA dated 4/26/1988), rural schools are defined as “the one that is unique in the locality and has more than one level per teacher and classroom. Unitary schools and small incomplete graduate schools are framed within this definition, fundamentally those of one to four units, located in small population centres”. Each school has its own context, organizational model, and didactic approach. In the rural school under study in our thesis, CLIL influences the context and reality by incorporating content from various learning areas. CLIL is considered a beneficial methodology for learning in bilingual rural schools, as indicated by researchers. The main asset of CLIL methodologies is that they improve students’ attitudes towards learning English (Calderón & Morilla, 2018).

The success of bilingual education in Arquillos is attributed to the CLIL methodology and bilingual system, guaranteeing effective learning. Due to limited language exposure, students in Arquillos need to go to Linares or Vilches for better access to English. Bilingual education has been in place in Arquillos since 2019, with active involvement from families. However, there is no external contact with the foreign language, leading some students to take private lessons in Linares or Vilches. As a teacher at the school, I participate twice a week in a reinforcement program covering language, math, and English. CLIL enables us to explore other cultures and establish connections with the rural environment where students grow both academically and personally. As Marsh and Langé (2000) indicate:

This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive ‘can do’ attitude towards themselves as language learners. (Marsh & Langé, 2000, p.2)

In addition to cultural aspects, CLIL enables us to engage students meaningfully and showcase our projects and educational tasks. Each term, we prepare a project that attracts students and their families, encouraging their active participation. We

incorporate the village's traditions and typical activities, deeply rooted in popular culture, into our projects and tasks. In a CLIL program at a bilingual rural school, acquiring Plurilingual and Pluricultural competences is crucial due to the close connection between rural culture and language. Our rural school follows a cooperative and active learning methodology, focused on projects and engaging tasks. After the pandemic, we have reintroduced cooperative techniques in every lesson. Although certain rules remain, the CLIL methodology in a rural school is closely connected to the use of cooperative techniques. Johnson, Johnson and Holubec (1999) thus explain what cooperative learning is:

Learning is something that students do, not something that is done to them. Learning is not a sporting event that one can attend as a spectator. It requires the direct and active participation of the students. Like mountain climbers, students climb the heights of learning more easily when they do so as part of a cooperative team.

Cooperation is about working together to achieve common goals. In a cooperative situation, individuals seek to obtain results that are beneficial to themselves and all other members of the group. Cooperative learning is the didactic use of small groups in which students work together to maximize their own learning and that of others. (Holubec et al., 1999, p.14)

Addressing diverse intelligences in our rural classroom is crucial. As such, the following quote holds paramount importance in this section of the thesis “When we are teaching another subject through a foreign language it is likely that we will draw on more of the intelligences and this is likely to be helpful for our learners” (Deller & Price 2007, p.7). Considering the words of María Luisa Pérez Cañado “while some studies have detected differences in favour of urban CLIL learners, others have revealed setting (urban vs. rural) to be insignificant in accounting for variability in attainment in CLIL programmes” (Pérez Cañado 2020, p.7). The mentioned study is focused on verbal intelligence, motivation, and English language proficiency as key areas of investigation. The experimental variables included English language competence, socioeconomic status, educational context, and type of school (state-funded or private).

The conclusion of the study according to María Luisa Pérez-Cañado is that “CLIL programmes appear to be working successfully in both public and private contexts alike” (Pérez-Cañado 2020, p.12). Regarding the above argument, “the rural educational reality in Spain is diverse” (Boix & Bustos 2016, p.31) therefore, the implementation of the bilingual programme must be adapted to the context and individual needs of the

learners. In rural schools with fewer students enrolled, working on significant tasks and projects is motivating, so the CLIL approach gives us that opportunity to deal with learning needs and attention to diversity so according to Kay Bentley (2010):

When we have learners who are more able or less able than others in the class, we need to differentiate teaching and learning as these learners have different needs. We need to address these learners' needs and strengths by giving strategies for learning, and sometimes strategies to help them socially as well. Differentiation is particularly important in CLIL because learners' language skills may be at a different stage of development from their subject skills. Some learners may be excellent mathematicians but find reading maths problems hard. Other learners may have high language levels but find understanding scientific concepts in a non-native language very challenging. (Bentley, 2010, p.79)

CLIL materials can be customized from original resources or created with the help of Information and Communication Technologies (ICT). However, this process is time-consuming. A major challenge is that teachers often lack sufficient time to prepare materials. Additionally, finding suitable materials and resources is difficult, and textbooks are often not useful. In the same vein Pérez Ferra, García Martínez, & Quijano López (2018), state that:

It is verified that the motivation for the teaching practice in this type of context is scarce, since it does not entail economic incentives; it does not favour the promotion of professionals and requires a greater investment of time since there are no specific resources and materials to develop the teaching work. (Pérez et al., 2018, p.154)

In this section, the current legislation in relation to rural schools has been taken as a reference, as well as the most current studies and research on the subject have been reviewed. We conducted an analysis of the context, connecting CLIL with cultural heritage, plurilingual and pluricultural competences, learner interaction, methodology, multiple intelligences, and material preparation and adaptation in the rural setting of the chosen bilingual school for this thesis.

3. CLIL PRINCIPLES FOR LESSON PREPARATION

The following section is devoted to explain the fundamental principles and language for CLIL lesson planning. Planning a CLIL lesson can be challenging but rewarding at the

same time, as involves some key principles necessary to consider. As Deller & Price (2007) point out:

It is clear that in CLIL we have to include more strategies to support understanding and learning. One such strategy would be to use visuals such as pictures, charts and diagrams. Another is to plan lessons to support the language and learning needs. (Deller & Price, 2007, p.9)

Additionally, careful planning and consideration of student needs are essential when preparing activities for a CLIL lesson. The key point when planning activities and tasks for a CLIL lesson is to “analyze your lesson and identify the language functions your students will need to be able to express and understand in English, for example, predicting, classifying, hypothesizing, showing cause and effect, defining, comparing and concluding” (Deller & Price ,2007, p. 78). A carefully planned lesson ensures that content and language goals are reached and that students are engaged towards learning, and following Bentley 2010:

CLIL classrooms are places where learners can develop speaking and writing skills as well as become knowledgeable about subjects from the curriculum. The CLIL classroom should provide opportunities for interaction between teacher and learners as well as between learners and other learners. Learners therefore need to understand and to produce a wide range of language early in CLIL programmes. Teachers need to think about the language they use and think about how to help develop the spoken and written language of their learners. (Bentley, 2010, p.64)

In this chapter, we will discuss integrated language curriculum, school syllabi, and principles for lesson planning. Effective language use is vital for teachers and students in the CLIL classroom, and being mindful of our communication is crucial. Consonantly, according to Bentley 2010:

We can help learners if we are aware of the purpose of our classroom language and if we repeat the language during lessons. Learners then become familiar with the functional language so it is easier for them to focus on subject content and tasks. (Bentley, 2010, p.64)

Considering previous sections, it's time to emphasize the importance of integrating CLIL into primary school syllabi. The following subsections will address this task.

3.1. Integrating CLIL in school syllabi

The relevance of CLIL in primary education is evident; CLIL teaching involves implementing a completely new teaching path in nowadays society as stated by Bentley 2010:

CLIL gives learners opportunities to develop linguistic abilities during lessons, and this includes acquisition of vocabulary and grammar. However, the focus of a CLIL lesson is on understanding subject content, not on grammatical structures. Research in CLIL classrooms shows that most teachers do not teach grammar during content teaching because content and language are integrated. As vocabulary and grammar are interdependent, it is useful to focus on them as chunks rather than separately. (Bentley, 2010, p.11)

As previously mentioned, CLIL is versatile and allows common principles and objectives to be adopted with certain didactic methodologies based on learner development, and considering the learners as the protagonists of the teaching and learning journey, “it is highly relevant to examine the pedagogical designs of entire CLIL lessons to understand what kinds of task-based learning are at all likely” (Nikula et al., 2013, p.79) that involves considering the content for each learning area, the communicative abilities to be developed and the evaluation methods (co-evaluation, self-evaluation, and evaluation of teaching practice.

Considering the limited availability of specific resources, teachers collaborate to create engaging activities and tasks. This ensures a variety of learning experiences in the CLIL classroom, “teachers should develop different kind of activities and materials in order to promote the proper acquisition of both content and language” (Sánchez & Salaberri, 2018, p.11). To develop this section, various publications and studies have been reviewed and studied to provide relevant and updated content, so this integration of CLIL into the school syllabi involves creating materials that are adapted to the language and content to be worked with the students, which is the same “to truly realize the added value of CLIL, teachers need to embrace a new paradigm of teaching and learning and they need tools and templates that help them plan their lessons and create/adapt their materials” (Meyer, 2010, p.13).

The aforementioned points are closely related to the Integrated Language Curriculum (CIL), which is of great significance. This curriculum aims to achieve specific

objectives and is defined by the Pedagogical Coordination Team (2019) composed by María Dolores Jiménez Jiménez, América Pérez Invernón, Rosario Reyes Márquez, and Pilar Torres Caño, with revisions by Santiago Fabregat Barrios and published by the General Directorate of Innovation, Ministry of Education in Andalusia. According to Jiménez et al. (2019):

The Integrated Curriculum of the Languages taught in a centre is, in essence, a common programming document that the teaching team prepares and that serves as a roadmap for the work to be carried out with respect to the languages present teaching activity of the centre. It is, therefore, a working document that sustains and gives stability, solidity and continuity to the coordinated effort and activity of the teaching team, both in bilingual or multilingual centres and in non-bilingual centres. (Jiménez et al., 2019, p.1)

In our rural school C.P.R Puerta del Condado the Integrated Language Curriculum aims to cover language learning in an integrated and interdisciplinary way, a project that is developed in all areas of the curriculum and at all levels. Our School Linguistic Project –*Proyecto Lingüístico de Centro* or PLC in Spanish–, is planned and agreed upon by all teachers in the school. The goal is to enhance linguistic competence and improve academic performance, in this way, a line of work based on teaching coordination is maintained, thereby “the Integrated Language Curriculum constitutes a document of enormous relevance for the School Linguistic Project of an educational centre” (Jiménez et al., 2019, p.2). This project promotes a functional-communicative approach in our rural school, integrating curriculum areas using the communicative approach for language and content learning.

3.2. Principles for planning lessons

When preparing a CLIL lesson, we require a structure that facilitates student learning and our teaching work. Mainly, we must consider the 4Cs framework (Coyle, 2006), which stands for Content, Communication, Cognition and Culture, which has been previously mentioned. In addition to the above, one of the most important strategies according to Meyer is to provide rich input and has to be “meaningful, challenging and authentic” (Meyer, 2010, p.13). To provide that input, CLIL educators should use a diverse range of classroom resources:

Video clips, flash animations, web-quests, pod-casts or other interactive materials on English websites combine motivating and illustrative materials with authentic language

input. They constitute a rich source for designing challenging tasks that foster creative thinking and create opportunities for meaningful language output. (Meyer, 2010, p.14)

Using a wide variety of materials will allow us to attend to different learning rhythms in the classroom, as stated by Rodríguez & Varela (2004) “learning should be significant and should take into account the previous lessons with an initial evaluation. Attention should be individualized on many occasions, attending to diversity” (Rodríguez & Varela, 2004, p.172). Besides, an element that becomes relevant is the CLIL pyramid elaborated by Oliver Meyer, which is a prominent author within the CLIL field, as reported by Meyer (2010) “the CLIL-Pyramid is based on the 4Cs-Framework and was developed as an integrative planning tool for material writers and lesson planners” (Meyer, 2010, p.13). This model follows an order that is suitable for primary education; hence these are the phases that integrate Meyer's CLIL pyramid when planning CLIL lessons and material elaboration.

1. Planning a CLIL unit starts with content selection. The specific needs of the content subject are at the heart of every CLIL lesson and the starting point for material construction.
2. Providing multimodal input and distributing it evenly across the new CLIL unit produces highly differentiated materials which accommodate different learning styles and activate various language skills. Multimodal input also facilitates the development of new literacies.
3. The nature of the selected input (i.e. texts, charts, maps, video clips, etc.) determines how much and what kind of input-scaffolding is needed. It also indicates which subject-specific study skills need to be practised with the students so they can successfully cope with that input.
4. Tasks need to be designed to trigger both higher-order thinking skills and lead to authentic communication/interaction in different interactive formats (solo work, pair work, group work, etc.).
5. The nature of the desired output (poster, interview, presentation, map, etc.) determines how much and what kind of output-scaffolding is necessary. (Meyer, 2010, p.23-24)

In this section, I return to the question I asked myself at the beginning of this thesis and the answer is already taking shape, in consonance with the previous principles

mentioned before it is the right stage of the study to include the key concepts provided by Bentley 2010:

When planning, we also need to consider the following questions:

- What are my teaching aims?
- What will the learners know and be able to do at the end of the lesson that they didn't know or couldn't do before the lesson?
- What subject content will the learners revisit and what will be new?
- What communication will take place?
- Which thinking and learning skills will be developed?
- What tasks will learners do?
- What language support will be needed for communication of content, thinking and learning?
- Which materials and resources will be provided to present the content and support any tasks?
- Are there cross-curricular links and Internet links?
- How will learning be evaluated? (Bentley, 2010, p.31)

Continuing with useful strategies within planning in CLIL teaching, once again scaffolding becomes relevant and as reported by Meyer “questions and tasks have to be designed in such a way that students can easily understand the gist of what is being said even though they do not have a complete understanding of the text” (Meyer, 2010, p.15). CLIL planning is not an easy task; it is a very demanding task that involves using the appropriate material, rich language in the classroom context and time to schedule the content to be worked with the learners, according to Bentley “we need knowledge of how to plan effective CLIL lessons so that input (what we teach) is comprehensible and output (what the learners produce) is possible” (Bentley, 2010, p.34). As has been expressed throughout this thesis, CLIL is related to various methodologies, such as Task-Based Language Teaching which is a suitable methodology for primary education students as authentic learning takes place because they use the language in communicative contexts in which the learners apply skills and cognitive domains and

according to Meyer “Task-Based Language Teaching (TBLT) offers a wide range of methodological opportunities for EFL teaching and, in addition, they illustrate why this approach should be an integral part of CLIL teaching ” (Meyer, 2010, p.17), thus using this methodology enables rich interaction between learners, therefore a fundamental principle when planning a CLIL lesson. By the same token, the cultural factor cannot be forgotten among the principles to consider when we work on a bilingual programme; there is a wide variety of materials and resources to promote cultural awareness and understanding, such as videos, flashcards, realia, among others, that encourage learners to share their cultural heritage and experiences. By embedding culture in CLIL, teachers can support students better understand the content and language, and build the desired intercultural competence and communicative abilities. Hence, that cultural factor is considered by Meyer 2010 as crucial in CLIL teaching:

Looking at various topics from different cultural angles, and realizing that other cultures tend to see things differently, and have different values and beliefs, is one of the most valuable experiences that CLIL may offer. Studies comparing various CLIL textbooks have shown that the cultural dimension has not been properly exploited yet (Meyer, 2010, p.20)

Another key principle to consider when planning CLIL lessons is our role as facilitators throughout the learning experience. As stated by Meyer 2010:

In CLIL, sustainable teaching and learning is of great importance since teachers have to facilitate both the learning of the specific content and the learning/acquisition of a foreign language. In addition to that, they have to find ways of making sure that the students can talk about the respective topics in both their L1 and their L2. (Meyer, 2010, p.22)

Given the relevance that CLIL is gaining in the curriculum, teachers must have adequate proficiency in both content and language to support students effectively. Consequently, our responsibility in a CLIL lesson should revolve around facilitating student learning.

3.3. Integrated planning of CLIL in Primary Education

CLIL opens the door to new learning experiences integrating not only language and content, but thinking and learning skills as stated by Bentley “it gives learners a different learning experience compared with most foreign language teaching because, in a CLIL classroom, the curricular subject and new language are taught together.

Thinking and learning skills are integrated too” (Bentley 2010, p.5). Over the years, the concept of CLIL has evolved and various definitions have emerged. Educational research has played a significant role in providing a broader understanding of CLIL, including its benefits and potential challenges. The chart below illustrates the evolution of the CLIL concept:

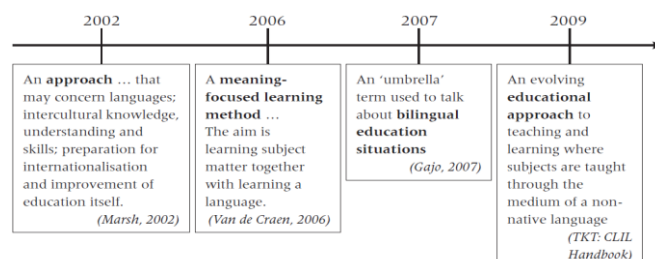


Figure 3. The CLIL concept evolution (Bentley, 2010, p.5) retrieved from The TKT Teaching Knowledge Test Course: CLIL Module. Cambridge: Cambridge University Press.

To carry out an integrated approach in CLIL learning we, as teachers, have to inspire our learners to share their knowledge with others, as Deller & Price (2007) highlight:

The more we encourage our students to research their information and share it with each other, the more independent they will become. Using visuals and technical equipment adds another dimension to our teaching and appeals to different learning styles. We need to encourage our students to go to more than one source of information. (Deller & Price, 2007, p.113)

Following the previous ideas, the main elements that we have as a reference in this section of the thesis, which are: input, output, scaffolding and tasks, are organized by Oliver Meyer 2010 as follows:

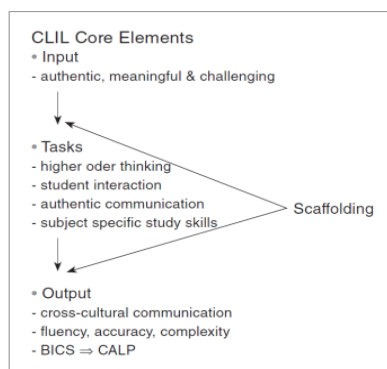


Figure 4. CLIL Core Elements (Meyer, 2010) retrieved from Towards quality-CLIL: successful planning and teaching strategies

This thesis focuses on inclusive CLIL, addressing attention to diversity by adapting to students' needs and the rural context. Adaptations are made to activities, tasks, projects, and games to ensure attention to diversity. Following the study carried out by Madrid & Pérez-Cañado 2018, “research has explored how CLIL is working in diverse social contexts, socioeconomic levels, and types of school, evincing great variability in terms of these intervening variables” (Madrid & Pérez-Cañado, 2018, p.244). In essence, we attend to diversity when we can make our classrooms places that are appealing and relevant to students' age, maturity, and abilities.

4. DIDACTIC PROPOSAL: LEARNING SITUATION FOR THE FIRST CYCLE OF PRIMARY EDUCATION

The main purpose of this section is to integrate the elements discussed in previous chapters of this thesis. It includes a learning situation for learners in Year 1 of primary education and an analysis of the bilingual project in the rural school where I teach. Designing a CLIL teaching program addresses key questions: why to teach (goals), what to teach (language and content), and how to teach (methodology). Teaching is a challenging and rewarding profession. As CLIL teachers, it is important for us to reflect on our motivations. Planning our teaching considering the current legislation and contextual factors, especially in a rural setting, is crucial. The legal framework for the learning situation is established by Spanish education regulations (Royal Decrees, Decrees, and Orders) and the Common European Framework of Reference for Languages. By following a clear structure while remaining flexible, we can effectively teach CLIL.

4.1. Analysis of the school context

The school C.P.R. Puerta Del Condado is a state bilingual primary school located in Arquillos, a small village, which is located in the province of Jaén, and it's one of the seven towns of 'El Condado'. In Arquillos there is only one school but there is one more school in Guadalén which depends on the main school located in Arquillos. This rural school provides a bilingual programme. In the region of El Condado there is good access to roads and other towns such as Linares.

In relation to the sociocultural and socioeconomic level, the olive oil industry is the most important source of employment in the area. This small village has a population core of around 1,722 inhabitants, and the socioeconomic level of families who attend

this school is medium-low. In particular, families have an average of two to three children, and the level of education of the families is medium-low.

4.2. Characteristics of the school

The school where I implement the didactic proposal is the C.P.R. Puerta del Condado, composed of Arquillos and Guadalén centres. In total, there are 178 students enrolled. The staff comprises 22 teachers, mostly in permanent positions, while some have provisional or temporary status. Overall, the teaching staff demonstrates positive attitudes and a commitment to improvement. They actively seek resources and methodological strategies to effectively engage students and implement appropriate measures for addressing diversity. They also seek guidance and coordination from the Teaching Orientation Team. Our educational centre is divided into two schools. The school has 12 units: 3 for Infant Education, 6 for Primary Education, 2 for Secondary Education, 1 for Support, and 1 for AL (hearing and language). We have a total of 167 students enrolled, aged between 3 and 15 years, from Arquillos and El Porrosillo: Infant Education (47 learners), Primary education (87 learners) and Secondary Education (33 learners). Among the characteristics that the students present, it should be highlighted that they present a middle school motivation. The school consists of two buildings. The ground floor of the primary education building houses administrative offices, classrooms for 1st and 2nd grades, 1st-year ESO classroom, teachers' room, Hearing and Language classroom, library, reinforcement classroom/morning classroom, and the school canteen. On the second floor, there is a support classroom and classrooms for 3rd to 6th grades of Primary Education and 2nd-year ESO. The school also has several patios, including a large one for recess, a backyard for the first cycle courses, a playground for children, and two school gardens.

4.3. Contextualization. Characteristics of Year 1 students

My CLIL lesson is designed for Year 1 students in the first stage of Primary Education aged 6 to 7. They have a natural curiosity and enjoy hands-on learning. In my group, there are 14 students with diverse needs. One student has ADHD and another student is an Iranian with limited Spanish proficiency. However, both students actively participate in CLIL classes. I have implemented specific strategies to address their individual needs, which are detailed in the attention to diversity section. The class is

heterogeneous, with students of varying abilities, interests, and learning styles, requiring different teaching methods and classroom approaches.

4.4.Introduction and justification

With the given learning situation, the objective is to implement the core principles of CLIL, as we will be using English to learn Sciences, in this case, “The Human Body”. We will be using the language in order to understand and communicate, giving priority to fluency and not so much to grammatical and linguistic accuracy.

For this learning situation, I have chosen the popular story *Funny Bones* written by Janet and Allan Ahlberg which will be used to build lexical input, structures, and socio-affective issues. The story is long, so I will simplify it and focus on the part where the big and small skeletons assemble the dog skeleton and sing songs. The story and the students' bodies will be the main sources of motivation. By learning about bones and joints, students will understand their movements and the importance of self-care.

4.5. Legal framework and levels of curricular concretion

To design the learning situation, we refer to the legal framework, which is crucial for CLIL planning. It provides the necessary structure and guidance to ensure successful CLIL implementation. These are the essential components:

European level:

- Council of Europe (2001a). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.

Levels of curricular concretion: state-level laws:

- Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education. Official State Bulletin, 340, of December 30, 2020, 122868-122953. <https://www.boe.es/boe/dias/2020/12/30/pdfs/BOE-A-2020-17264.pdf>
- Royal Decree 157/2022, of March 1, which establishes the organization and minimum teaching of Primary Education.

- Royal Decree 984/2021, of November 16, regulates evaluation and promotion in Primary Education, as well as evaluation, promotion and qualification in Compulsory Secondary Education, Baccalaureate and Vocational Training.

Levels of curricular concretion: regional laws:

- Decree 101/2023, of May 9, establishes the organization and curriculum of the Primary Education stage in the Autonomous Community of Andalusia. (For the next school year 2023-2024).
- Instruction 12/2022, of June 23, of the General Directorate of Educational Planning and Evaluation, which establishes aspects of organization and operation for centres that provide primary education for the 2022/2023 academic year.
- Instructions 8th March 2017. Protocol for detection and identification of pupils with special needs and organization of the educational response.
- Ministry of Education. Junta de Andalucía. (2016). *Strategic Plan for the Development of Languages in Andalusia. Horizon 2020.*
- Order 25th July 2008, which regulates the attention to diversity.

4.6. Curricular concretion

Title	The way we are		Learning area	Science and English.
Stage	Year 1 of Primary Education		Final product	Body parts lapbook.
Timing	8 th may- 26 th may 2023	School projects	Health Plan, Bilingual Plan	
Cross-curricular topics & Interdisciplinary topics		Healthy habits, ICT, Maths, Science, Music, Arts and Crafts.		
Problem-situation		The students do not know how to identify body parts.		
Context and spaces		This learning situation will be developed in the classroom.		
Transversal contents and connection with other learning areas				
This learning situation combines Science, Foreign Language, and Artistic Education. It focuses on developing both oral and written skills, encouraging students to effectively communicate information and ideas with coherence. Students also explore self-				

expression through activities such as creating drawings for their personal lapbook.	
Key aspects considered in this learning situation	
With this learning situation, students will get to know their own bodies, the ways to prevent and avoid diseases, the importance of hygiene and adopting healthy lifestyles. A key aspect of student learning is to recognize and understand both their own emotions and those of others. Additionally, they will learn to identify actions that contribute to promoting emotional and social well-being.	
Curricular elements	
	Primary Education Stage objectives
	According to the Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education these are the curricular elements:
	a) Know and appreciate the values and rules of coexistence, learn to act in accordance with them in an empathetic way, prepare for the active exercise of citizenship and respect human rights, as well as the pluralism typical of a democratic society.
	b) Develop individual and team work habits, effort and responsibility in the study, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit.
	d) Know, understand and respect different cultures and differences between people, equal rights and opportunities for men and women and non-discrimination of people based on ethnicity, sexual orientation or identity, religion or belief, disability or other conditions.
	k) Value hygiene and health; accept one's own body and that of others, respect differences and use physical education, sports and nutrition as means to promote self-esteem. Personal and social development.
	Specific competences from the curriculum
	Specific competence 1
	Use devices and resources to secure digital responsibility and efficiently look for

information, communicate and work individually, as a team and network, and to rework and create digital content according to the needs context of digital education. This specific competence is connected with the following profile descriptors output: CCL3, STEM4, CD1, CD2, CD3, CD4, CD5, and CCEC4.

Specific competence 2

Ask and answer simple scientific questions, using different techniques, instruments and models typical of scientific thought, to interpret and explain facts and phenomena that occur in the natural, social and cultural environment. This specific competence is connected with the following Profile descriptors: CCL1, CCL2, CCL3, STEM2, STEM4, CD1, CD2, CC4.

Specific competence 4

Know and become aware of the body itself, as well as emotions and feelings own and others, applying the scientific knowledge, to develop healthy habits and to achieve physical, emotional and social well-being. This specific competence is connected with the following profile descriptors output: STEM5, CPSAA1, CPSAA2, CPSAA3, CC3

Specific competence 7

Observe, understand and interpret continuities and changes in the social environment culture, analyzing relationships of causality, simultaneity and succession, to explain and assess the relationships between different elements and events. This specific competence is connected with the following profile descriptors output: CCL3, STEM4, CPSAA4, CC1, CC3, CE2, CEC1

Specific competence 8

Recognize and value the diversity and equality gender, showing empathy and respect for other cultures and reflecting on ethical issues, to contribute to well-being individual and collective society in continuous transformation and the achievement of values. This specific competence is connect with the following profile descriptors output: CP3, CPSAA3, CC1, CC2, CC3, CCEC1

Specific competence 9

Participate in the environment and social life effectively and constructively from respect to democratic values, human rights and childhood and the beginnings and values of the Spanish constitution and the European Union, valuing the function of the state and its institutions' peacekeeping and comprehensive security citizen, to generate respectful interactions and equitable and promote peaceful and negotiated resolution of conflicts. This specific competence is connect with the following profile descriptors output: CCL5, CPSAA1, CC1, CC2, CC3, CEC1

Key Competences abbreviations

CCL: Competence in linguistic communication; PC: Multilingual competence; STEM: Mathematical proficiency and proficiency in science, technology, and engineering; CD: Digital competence; CPSAA: Personal, social and learning to learn competence; CC: Citizen competence; CE: Entrepreneurial competence; CCEC: Competence in cultural awareness and expression.

Evaluation criteria

1.1 Use devices and secure digital resources according to the needs of the educational context.

2.1 Show curiosity about nearby objects, events and phenomena, asking questions and making predictions.

2.2 Find simple information from different secure sources and reliable in a guided way, using it in research related to the natural environment social and culture.

2.3 Participate in experiments guided or guided, when the investigation requires it, using simple techniques of inquiry, using form safe instruments and recording the observations in a clear way.

2.4 Propose answers to the questions raised, comparing information and results obtained with the predictions made.

2.5 Communicate orally or graph the result of the investigations, explaining the steps followed with the help of a script.

B. Technology and digitization

1. Digitization of the personal environment of learning. Devices and resources of the digital environment of learning according to the needs of the educational context.

A. Scientific culture

1. Initiation in scientific activity. A proper inquiry procedure to research needs (observation over time, identification and classification, search for patterns...).

Appropriate instruments and devices to make observations and measurements according to the needs of the different investigations.

Related Basic Science vocabulary with different investigations. Curiosity and initiative in the realization of the different research professions related to science and technology from a gender perspective.

A. Scientific culture

2. Life on our planet healthy habits related to the physical well-being of the human being: hygiene, varied and balanced diet sustainable, physical exercise, contact with nature, rest and care of the body as a means to prevent possible diseases. Healthy habits related to emotional and social well-being: strategies identifying one's own emotions and respect for others. Sensitivity and acceptance of the diversity present in the classroom and in society. Affective-sexual education.

C. Companies and territories

3. Civic literacy. Identity and cultural diversity: existence of different realities and approaches to the different ethnic cultures. Living with others and rejection of attitudes discriminatory. Culture of peace and not violence.

C. Society and territories

3. Civic literacy. Gender equality and non-sexist conduct.

C. Society and territories

3. Civic literacy. Life in community. The family. Family diversity. Commitments, co-responsibility, participation and rules in the family environment, neighbourhood and school. Prevention, management and resolution dialogue of conflicts. Occupation and work. Identification of the main professional activities and employment of women and men in the around.

Contribution to the English area specific competences

With this learning situation, we will contribute to the following specific foreign language (English) competences within the curriculum previously mentioned, which are summarized as follows:

- Comprehend the overall meaning and specific details of short and simple texts.
- Create coherent and understandable simple texts.
- Communicate with others using common expressions.
- Act as a mediator in predictable situations.
- Identify and utilize personal language skills in different languages.
- Value and respect linguistic, cultural, and artistic diversity in the foreign language.

Objectives within this learning situation

To ensure student success, this CLIL lesson plan includes specific objectives. The main objective is to demonstrate that language does not hinder knowledge acquisition and creation. This learning situation follows CLIL principles by using language to understand and communicate while learning content. Additionally, this lesson plan incorporates personalized education by incorporating cooperative work, Bloom's taxonomy, and Gardner's theory of multiple intelligences, diversity is effectively addressed. In terms of Content Objectives, the learners will have the ability to:

- To grasp the ideas and recognize basic structures from the story “Funny bones”.
- To know the functions of the skeleton.
- To name the main bones and joints.

- To foster a sense of self-awareness and embrace one's own body, acknowledging its potential and limitations.
- To develop interest for the development of their own identity and personal autonomy.

In terms of Language Objectives, the students will be able to:

- To use the modal verb “can”
- To join in brief conversations and simple dialogues through games.
- To work in groups in order to complete their final task: a lapbook in which they present the main bones in the human body and the movements.

For Language Skills, students will develop Basic Interpersonal Communication Skills (BICS). The students will have the ability to:

- Discuss which movements their bones allow them to do.
- Ask the meaning of words in English.
- Say please and thank you in communication exchanges.

Cognitive Academic Language Proficiency (CALP). The students will be able to master:

- Content-specific language: vocabulary related to bones and articulations: elbow, wrist, hit, throw, jump, etc.
- General academic Language: use opinion words in order to discuss their final product (body parts lap book).

Methodological orientations

Our CLIL lesson follows the 4Cs framework (Coyle, Hood and Marsh, 2010), as it is a widely adopted theoretical framework for designing CLIL sessions:

- **Communication:** In this unit, we will focus on human bones and joints, using the modal verb "can" to express the movements our bones enable us to perform (e.g., I can kick a ball with my leg bones).
- **Cognition:** Given that this learning situation is being designed for a 1st year of Primary Education most activities will be literal and inferential

(LOTS, Low Order Thinking Skills) although the final product will demand a more conscious cognitive effort (HOTS, High Order Thinking Skills). For this reason, I will support their work through the use of Bloom's Taxonomy (1956) as it is used as a tool to know the skills and knowledge that my students are acquiring in each task.

- **Content:** Students will focus on the topic "Human Body" with a specific emphasis on the major bones and joints of the skeleton. To support their learning, we will provide scaffolding through flashcards presented in a PowerPoint, a song, and multimedia materials featuring relevant vocabulary.
- **Culture:** a popular story is incorporated from English-speaking culture into the CLIL lesson plan.

Attention to diversity: general measures

Classroom management, cooperative work and graded activities will be considered as general measures to attend the different learning rhythms. CLIL activities based on students' proficiency levels, providing more challenging tasks for stronger students, moderate tasks for average students, and simplified tasks for weaker students. The main aim is to create a positive learning environment and personalize learning whenever possible.

Children with specific educational needs in my Year 1 classroom

In my Year 1 classroom, we have a student diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). The learner faces challenges in social and emotional skills, affecting peer relationships. To support this student, I will implement the following strategies:

- Creating a structured environment, including the use of calm down bottle.
- Providing clear instructions for each task and offering guidance to identify and correct mistakes.
- Using mime-guessing games, action songs, and TPR (Total Physical Response) games to engage the student.
- Emphasizing positive reinforcement and praise for desired behaviours.

For the Iranian student, no additional measures are required as their English proficiency is sufficient for the grade level. I will ensure their comfort in the classroom and incorporate elements of their culture when appropriate to foster identification and motivation to participate.

Assessment and evaluation

During assessment, it is important to balance the evaluation of subject matter and second language acquisition. The initial assessment in the Seneca application program will include activities, tasks, questions, games, worksheets, and dramas to evaluate language skills and content knowledge.

- Global assessment: Techniques like direct observation, analysis of written and oral work, and evaluation of group and pair work to obtain a comprehensive view of student performance and achievement will be used.
- Formative assessment: Involves actively observing students' daily activities, analysing their work (written texts and verbal interactions), and evaluating their group collaborations and presentations.
- Assessment will be continuous, and educational support measures will be implemented whenever a student's progress is insufficient. These measures can be implemented at any point during the academic term upon identifying difficulties and determining their causes.
- Self-evaluation: the self-assessment process will be carried out through the Language Portfolio.
- Co- evaluation: This evaluation occurs when working in groups.
- Evaluation of the teaching practice: self-reflection and enhancing teaching approaches.

Didactic materials and resources

The didactic materials and resources used in our CLIL classroom fall into four main categories:

- Realia: Are valuable for teaching vocabulary and promoting oral and written interaction. Activities include following instructions, object guessing, classification, and "find someone who." They enhance

	creativity and encourage participation. - Audiovisual materials: Flashcards, worksheets, pictures, and storybooks form the basis for daily practice and games in learning situations. Wall charts, murals, and visual resources are used in the reading and CLIL corner. Additionally, tools such as LCD projectors, Promethean Activboard, laptops, music system, and blackboard are included. - Digital tools are implemented through interactive games. We use laptops from the school's trolleys, which also promote digital competence. Through my online web, I will have the opportunity to offer interactive activities and games for my students
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4.7. Step -by- step planning

Lesson 1 Pre-Task	Group: Year 1 of Primary Education	Timing: 60'
Objectives		
Content objectives: -To grasp the ideas and recognize basic structures from the story “Funny bones”. Language objectives: - To join in brief conversations and simple dialogues through games. Basic Interpersonal Communication Skills (BICS): - Ask the meaning of words in English. Cognitive Academic Language Proficiency (CALP): -General Academic Language: use opinion words in order to discuss their final product (body parts lap book).		
Attention to diversity		
Heterogeneous groups, monitoring and collaborative techniques.		
Tasks and activities		Group

Classroom routine: the focus will be on the classroom routine and warm-up activities (the weather and sharing feelings).	
Stage 1. Check prior knowledge cooperative technique. (15')	Groups
Stage 2. Make flashcards and play a memory game (body parts). (15')	Pairs
Stage 3. Storytelling. Introducing chant funny bones. (15')	Whole
Stage 4. Listen and circle different parts of the body. (15')	One
Materials and resources	
Paper, flashcards, storybook and worksheet.	
Skills	
Oral skills: listening and speaking.	
Cognitive domains	
Knowledge and comprehension.	

Lesson 2 Task Vocabulary	Group: Year 1 of Primary Education	Timing: 60'
Objectives		
Content objectives: -To know the functions of the skeleton. Language objectives: -To work in groups in order to complete their final task: a lapbook in which they present the main bones in the human body and the movements. Basic Interpersonal Communication Skills (BICS): - Discuss which movements their bones allow them to do. Cognitive Academic Language Proficiency (CALP): -Content-specific language: vocabulary related to bones and articulations: elbow, wrist,		

hit, throw, jump, etc.	
Attention to diversity	
ADHD student: He will be sat away from distractions and next to positive role model students, and close to the teacher.	
Tasks and activities	Group
Classroom routine: the focus will be on the classroom routine and warm-up activities (the weather and sharing feelings).	
Stage 1. The human body. Revision with flashcards. Jazz chant. (10')	Whole
Stage 2. Storytelling: Funny bones. (20')	Whole
Stage 3. Preparation of final product: lapbook. (15')	Groups
Stage 4. Game: name the body parts with flashcards and Play Dough. (15')	Pairs
Materials and resources	
Flashcards, storybook, play dough and flashcards.	
Skills	
Oral skills: listening.	
Written skills: reading.	
Cognitive domains	
Knowledge, comprehension and application.	

Lesson 3 Task Grammar	Group: Year 1 of Primary Education	Timing: 60'
Objectives		
Content objectives:		

-To name the main bones and joints. Language objectives: -To use the modal verb “can” Basic Interpersonal Communication Skills (BICS): -Say please or thank you in communication exchanges. Cognitive Academic Language Proficiency (CALP): -Revision of content-specific language: vocabulary related to bones and articulations: elbow, wrist, hit, throw, jump, etc.	
Attention to diversity	
Reinforcement and extension activities, for weaker and stronger pupils. Cooperative techniques.	
Tasks and activities	Group
Classroom routine: the focus will be on the classroom routine and warm-up activities (the weather and sharing feelings).	Whole Groups Whole Groups
Stage 1. Game: verb can with questions (ball game) to revise grammar. (5’)	
Stage 2. Review of the previously learned body parts: I can... (20’)	
Stage 3. Songs and rhymes related to the human body. (5’)	
Stage 4. Drawing the body outline and labelling the parts. (30’)	
Materials and resources	
Ball, flashcards, song, blu tack and cardboard.	
Skills	
Oral skills: speaking.	
Written skills: writing.	

Cognitive domains
Comprehension and application.

Lesson 4 Task Grammar	Group: Year 1 of Primary Education	Timing: 60'
Objectives		
Content objectives: - To foster a sense of self-awareness and embrace one's own body, acknowledging its potential and limitations. Language objectives: -To use the modal verb “can” Basic Interpersonal Communication Skills (BICS): - Ask the meaning of words in English. Cognitive Academic Language Proficiency (CALP): - General Academic Language: use opinion words in order to discuss their final product (body parts lap book).		
Attention to diversity		
Graded activities, heterogeneous groupings, individualization and monitoring.		
Tasks and activities		Group
Classroom routine: the focus will be on the classroom routine and warm-up activities (the weather and sharing feelings).		Whole
Stage 1. Circle time: importance of exercise with images. (15')		Groups
Stage 2. Movement and actions of the body (mime game). (10')		Whole
Stage 3. Review of the body parts with class poster. Kahoot game. (15')		Groups

Stage 4. Final product preparation (lapbook) (20')	
Materials and resources	
Images about body parts, flashcards, paper and poster.	
Skills	
Oral skills: listening. Written skills: writing.	
Cognitive domains	
Comprehension, application and analysis.	

Lesson 5 Writing	Group: Year 1 of Primary Education	Timing: 60'
Objectives		
Content objectives: -To develop curiosity for the development of their own identity and personal autonomy. Language objectives: - To join in brief conversations and simple dialogues through games. Basic Interpersonal Communication Skills (BICS): - Say please and thank you in communication exchanges. Cognitive Academic Language Proficiency (CALP): -Content-specific language: vocabulary related to bones and articulations: elbow, wrist, hit, throw, jump, etc.		
Attention to diversity		

Classroom management: praise, encouragement and interaction through cooperative techniques and individualization.	
Tasks and activities	Group
Classroom routine: the focus will be on the classroom routine and warm-up activities (the weather and sharing feelings).	
Stage 1. Cooperative technique. Body map. (15')	Groups
Stage 2. Language assistant reads story. (15')	Whole
Stage 3. Picture dictionary about body parts. (15')	Groups
Stage 4. Final product. Lapbook preparation about body parts.(15')	Groups
Materials and resources	
Worksheet, storybook, flashcards and cardboard.	
Skills	
Oral skills: listening.	
Written skills: reading.	
Cognitive domains	
Comprehension, application and analysis.	

Lesson 6 Practice	Group: Year 1 of Primary Education	Timing: 60'
Objectives		
Content objectives: -To know the functions of the skeleton. -To name the main bones and joints. Language objectives:		

-To use the modal verb “can” - To join in brief conversations and simple dialogues through games. Basic Interpersonal Communication Skills (BICS): - Say please and thank you in communication exchanges. - Discuss which movements their bones allow them to do. Cognitive Academic Language Proficiency (CALP): -General academic Language: use opinion words in order to discuss their final product (body parts lap book). -Content-specific language: vocabulary related to bones and articulations: elbow, wrist.	
Attention to diversity	
Graded activities, heterogeneous groupings, individualization, monitoring and cooperative techniques.	
Tasks and activities	Group
Classroom routine: the focus will be on the classroom routine and warm-up activities (the weather and sharing feelings).	
Stage 1. Review of the previously learned body parts and actions. (10')	Groups
Stage 2. Special talk with a nurse (healthy habits plan). (25')	Whole
Stage 3. Listen and point in cooperative groups (10')	Groups
Stage 4. Final product. Lapbook preparation. (15')	Groups
Materials and resources	
Song, storybook, flashcards and cardboard.	
Skills	
Oral skills: listening.	

Written skills: reading.
Cognitive domains
Comprehension, application and analysis.

Lesson 7 Closure	Group: Year 1 of Primary Education	Timing: 60'
Objectives		
Content objectives: - To foster a sense of self-awareness and embrace one's own body, acknowledging its potential and limitations. - To develop interest for the development of their own identity and personal autonomy. Language objectives: - To join in brief conversations and simple dialogues through games. -To work in groups in order to complete their final task: a poster in which they present the main bones in the human body and the movements that such bones and allow us to do. Basic Interpersonal Communication Skills (BICS): - Say please and thank you in communication exchanges. -Discuss which movements their bones allow them to do. Cognitive Academic Language Proficiency (CALP): -General academic Language: use opinion words in order to discuss their final product (body parts lap book). -Content-specific language: vocabulary related to bones and articulations: elbow, wrist, hit, throw, jump, etc.		
Attention to diversity		
Reinforcement and extension activities, for weaker and stronger pupils. Cooperative		

techniques.	
Tasks and activities	Group
Classroom routine: the focus will be on the classroom routine and warm-up activities (the weather and sharing feelings).	
Stage 1. Assessment activity: question and answer game. (15')	Groups
Stage 2. Rehearsing of the final product presentation. (15')	Whole
Stage 3. Presentation of the Final product. (15')	Groups
Stage 4. Final reflection. Language portfolio. Co-evaluation sheet. (15')	Groups
Materials and resources	
Song, storybook, flashcards and cardboard.	
Skills	
Oral skills: listening.	
Written skills: reading.	
Cognitive domains	
Comprehension, application and analysis.	
Universal Design for Learning of the learning situation	
Provides multiple forms of representation:	Provides multiple forms of action and expression:
- Presentation of texts with audio.	- Alternatives to the use the school supplies
- Transcription of the audios.	- Provide opportunities to practice.
- Definition of key concepts and ideas.	- Creation of a final product (lapbook).
- Evocation of previous vocabulary.	
Provides multiple forms of engagement:	
- Work individually, in pairs and in cooperative groups.	
- Find various ways to overcome challenges.	

4.8. Reinforcement and extension activities: CLIL corner

To address diverse learning paces, I have created a CLIL corner. This dedicated space provides additional materials for reinforcement and extension. It serves as an area for students to showcase their projects and helps me organize resources. The CLIL corner is theme-based, decorated with posters, graphs, maps, and relevant images.

In addition to the above, we have a vocabulary wall, authentic materials, such as magazines, leaflets, and realia. This exposure to real-world language and content enhances comprehension and language proficiency. On the other hand, I intend to promote autonomous learning and for them we will have bilingual dictionaries so that students can consult them if necessary. In short, the main aim of our CLIL corner is to create an engaging setting where language and content fully combine together.

5. CONCLUSIONS

This MA thesis has underlined how CLIL plays a significant role in students' learning process. This is even more noteworthy in rural schools that are sometimes constrained by the geographical situation in which they are located. The elaboration of a bilingual project entails a commitment that must be carried out by the entire educational community. Based on the characteristics of the students and the educational context of a rural school, a learning situation has been developed considering the CLIL principles and the different learning rhythms and skills present in the classroom.

A CLIL classroom comprises learners with diverse abilities, interests and types of intelligences. In this sense, CLIL is related to the development of multiple intelligences, as mentioned by Armstrong (2009):

The theory of multiple intelligences functions not only as a specific remedy to one-sidedness in teaching but also as a “metamodel” for organizing and synthesizing all the educational innovations that have sought to break out of this narrowly confined approach to learning (Armstrong, 2009, p.55)

The primary focus of this master's dissertation was to analyse and comprehend the progression of CLIL in primary education, and to know the repercussion of CLIL on the learning process of young students. For that reason, “understanding language learning and use in the classroom is and should continue to be a major objective in CLIL research” (Nikula et al., 2013, p.86) the connection between language and learning

theories has been taken into account while developing the didactic proposal, “as CLIL classrooms are simultaneously sites for language use, language learning conceptual development and social conduct” (Nikula et al., 2013, p.91). This thesis has approached CLIL from an inclusive perspective regarding attention to diversity: first, we have tried to fine-tune the learning situation to the needs of the learners; second, we have adapted it to the rural context. Attention to diversity has been carried out through the adaptations of activities, tasks, projects and games. In this master's dissertation, CLIL has been viewed as a gateway to new learning experiences integrating not only language and content but thinking and learning skills as stated by Bentley “it gives learners a different learning experience compared with most foreign language teaching because, in a CLIL classroom, the curricular subject and new language are taught together. Thinking and learning skills are integrated too” (Bentley 2010, p.5).

Considering the scope of the objectives proposed in this thesis we could say that all objectives have been reached. First, the methodology followed in a rural school located in the monolingual context of the province of Jaén has been described. Second, a comprehensive evaluation of the bilingual (CLIL) project implemented at the chosen school has been presented.

Concerning the third and last objective set in our thesis, we have presented a didactic proposal for learners in year one of Primary Education emphasizing the role of motivation and the use of innovative resources. It is necessary, however, to consider the limitations of the MA thesis. A crucial aspect is that the school where the didactic proposal has been implemented is rural, which does not mean that it does not have the necessary resources, but sociocultural factors are worth considering since students do not normally feel motivated. Concerning the main obstacles faced when implementing CLIL in rural settings, we need to acknowledge that a significant number of parents lack fluency in the English language. For this, individualized tutorials have been carried out regularly in which families are given guidelines to be able to reinforce at home the contents learned at school. This shift in focus poses a challenge for families to grasp. However, we must adapt and navigate through it. The significance of CLIL in rural schools has been underlined in this MA dissertation. For this reason, it should be the object of study for future lines of research and study to continue investigating, and in this way, continue emphasizing the recognition that bilingual programmes deserve in Andalusia.

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7. ANNEXES

7.1. Assessment rubric

“THE WAY WE ARE” ASSESSMENT RUBRIC			ADVANCED	MEDIUM		INITIATED	MARK	
CATEGORY			EXCELLENT	GOOD	AVERAGE	POOR	%	
CONTENT	LAPBOOK	Shows that the students have learnt the main parts of the body.						25%
		Shows how we can look after our body.						
		Summarizes the information seen in class.						
	LAYOUT	The layout of the lapbook is well organized.						
		Students have included relevant images or pictures.						
LANGUAGE	Language used: students make use of the grammar seen in the unit (verb can).							25%
	Vocabulary used: students are making use of the right terms as seen in the unit -parts of the body.							

	The student works in groups to complete their final task: presentation of the lapbook.						
BICS	The student is able to discuss how to look after the body.						25%
	The student asks the meaning of words in English.						
	The student is polite in communication exchanges.						
CALP	Content-specific language: the student uses vocabulary (parts of the body).						25%
	General academic language: the learners use opinion words in order to discuss their final product.						

Figure 5. Assessment rubric. Source: own elaboration

7.2. Evaluation of the teaching practice rubric

Evaluation of the teaching practice		Never	Rarely	Usually	Always
Planning	I have a detailed plan for the year that is closely aligned with the evaluation criteria.				
	I develop strategies and approaches based on what I learned based on experiences and research.				
	I keep up with new knowledge and technology.				
	I use strategies for the identification and intervention of students with educational needs.				
	I design relevant and motivating CLIL lessons to engage students in active learning.				
Accomplishment	I design each CLIL lesson with clear, measurable and achievable objectives closely aligned with the criteria and with the competences.				
	I encourage the students to participate.				
	I create varied CLIL activities to accommodate different learning styles and abilities of students.				
	I use technology and varied learning materials in class.				
	I give effective instructions to the learners.				
Assessment	I carry out different types of assessment tasks.				
	I involve learners in self-evaluation activities.				
	I communicate the student progress.				
	I monitor student progress and learning.				

Figure 6. Evaluation of the teaching practice rubric. Source: own elaboration

7.3. Co-evaluation sheet

Co-evaluation sheet					
Green	Yellow	Blue	Red		
					
		Always	Usually	Hardly ever	Never
					
Groupwork 					
Helpful 					
Respectful 					
Materials 					
Participates 					

Figure 7. Co-evaluation sheet. Source: own elaboration. Pictures downloaded from flaticon.es

7.4. Portfolio sheet

MY CLIL PORTFOLIO				
SELF-ASSESSMENT GRID	ALWAYS	USUALLY	HARDLY EVER	NEVER
Listening: I can understand the vocabulary I have learned in this unit.				
Speaking: I can use brief sentences to talk about our organs and how to look after them.				
Oral interaction: I can interact in simple conversations.				
Reading: I can understand vocabulary we have learned in the unit.				
Writing: I am able to write words to describe our organs and how to look after them.				

Figure 8. Portfolio sheet. Source: own elaboration

7.5. Classroom seating arrangement and didactic proposal final products



Figure 9. Classroom seating arrangement. Source: own elaboration



Figure 10. Classroom seating arrangement. Source: own elaboration



Figure 11. Didactic proposal final products. Source: own elaboration

7.6. Revision of the school CLIL project

The Bilingualism Programme was implemented in our school in the 2019-2020 school year as a result of a small group of teachers concerned about language teaching and improving the image of the school in the village. In this school year we only have four bilingual courses (1st, 2nd, 3rd and 4th of Primary Education). Within our bilingual program, we started teaching Sciences (social and natural). Regarding the contents, the contents will be specific to each subject and specified in the curriculum. In other words, each area will have its own content specified in said curriculum and the textbooks that the school has approved through its School Council, as well as the corresponding classroom schedules. The same contents will be taught in English and Spanish, without leaving content behind and for future academic courses.

For this, and given the complexity of doing it in a language that is not their own, it is recommended that at least 50% of the classes be spent teaching them in English and 50% teaching them in Spanish (since this is their mother tongue, being able to acquire them also at home without the help of the teacher and committing families to their daily study in Spanish). For this reason, we will try to dedicate as much time as possible to teaching in English in class. Regarding school organization, we will organize 4 sessions of Sciences that will be taught in each of the bilingual courses. It is proposed to explain a Natural Science topic and once finished and evaluated; a new Social Science topic will

be started and so on. We believe that it is easier for the students and their families, since the students will be focused on the same unit for 2 or 3 weeks, they will be able to work on it, study it and reinforce it much better and it will be easier for them to carry out their project, work or bilingual exhibition at the end of each term.

To conclude, with the development of the current project, it is possible to update the Bilingualism Project and adapt it to the School Plan. The different agreements adopted at school level throughout these years and the Andalusian legal framework has been taken into account. Modifications may be suggested to the same that must be approved by the faculty within their powers. It is our most valued project, our hallmark, our reference to follow and our flag. We should engage the whole school community; to make them aware of its importance this CLIL project and thus, among all of us, believe that another type of bilingualism is possible based on inclusion and hard work.