

Master's Dissertation/
Trabajo Fin de Máster

SERVICE-LEARNING IN CLIL: A DIDACTIC PROPOSAL FOR NATURAL SCIENCES.

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ABSTRACT

At European level, there is a growing urgency to improve the English language skills of pupils and to create links between school and society. This master's dissertation has the main aim of developing a didactic proposal that combines both Service-Learning and CLIL. To achieve it, we are going to show a literature review that collects information on both approaches and their compatibility. Subsequently, the different elements of the didactic proposal will be exposed. The project is targeted at 6th-grade students of primary education, particularly for natural sciences. They will learn about different aspects related to the functioning of an animal shelter through collaboration between the school and the organization. Finally, learners will design different Instagram posts to raise awareness about the animal shelter's work at the same time they promote adoptions. Afterward, the conclusions will be drawn which lead to the analysis of future lines of research.

Keywords: CLIL, Service-learning, second language, community, social media, cooperative work.

RESUMEN

A nivel europeo existe una creciente urgencia por mejorar el nivel de inglés de los alumnos y crear vínculos entre el colegio y la sociedad. Este trabajo de fin de máster tiene como objetivo principal desarrollar una propuesta didáctica que combine tanto el Aprendizaje-Servicio como AICLE. Para lograrlo, se va a mostrar una revisión bibliográfica que recoge información sobre ambos enfoques y su compatibilidad, proporcionando así una base sólida para el diseño y desarrollo de la propuesta. Posteriormente, se expondrán los diferentes elementos de la propuesta didáctica. Esta está dirigida a alumnos de 6º curso de Educación Primaria, para la asignatura de Ciencias Naturales. Llevarán a cabo el aprendizaje de diferentes aspectos relacionados con el funcionamiento de un refugio de animales a través de una colaboración entre el centro escolar y la organización. Después, los alumnos diseñarán diferentes posts en Instagram para dar a conocer la labor del refugio de animales promoviendo las adopciones. Finalmente, se extraerán las conclusiones de todo el proceso de elaboración de la tesis que conduzcan al análisis de futuras líneas de investigación.

Palabras clave: AICLE, Aprendizaje-Servicio, segunda lengua, comunidad, medios sociales, trabajo cooperativo.

1. INTRODUCTION

There is a strong relationship between school and the society in which we live. Consequently, instead of remaining unaware of what is happening outside, it is necessary to adapt the teaching-learning process to an approach that responds to the actual demands bearing in mind current research and laws (Watters, 2015).

On the one hand, due to the impact of globalization, there is a need to upgrade Foreign Language (FL) proficiency in Europe because knowing just one language is considered the new illiteracy of this century. For that reason, the European Commission's White Paper on Teaching and Learning. Towards the Learning Society (1995) determines the urgency to learn at least three European languages. Hence, approaches such as Content and Language Integrated Learning (CLIL), have recently emerged integrating both languages and content.

On the other hand, a school is a place where students learn contents that will help them in the future to become competent citizens. However, as Zafra (2021) claims, the Spanish educational system generally focuses on skills such as memorizing instead of problem-solving, critical thinking, and engagement with social issues. For that reason, one of the best ways to bring the reality of the outside world into the classroom, as well as all the aforementioned skills, is through a Service-Learning (SL). This methodology responds to the current school challenges (Mendía, 2016) which also contributes to the integral development of a person to become thoroughly competent.

In light of the above, in order to ensure a better adaptation of the teaching-learning process to the current society's demands, this dissertation aims to cover the implementation of both CLIL and service-learning in a didactic proposal. It consists of twelve lessons in which it is going to be implemented a sequence of activities to work on the theme of animals and their relation with human beings. Concerning the reason behind this choice, it will be explained in depth in the justification session. Secondly, it is crucial to know which objectives will be achieved, thus they will be exposed in this proposal.

To guarantee an evidence-based view, the theoretical framework session will gather detailed information on the key concepts in this didactic proposal such as CLIL, SL and its compatibility with SL as a Student-Centered Methodology (SCM).

Once the above-mentioned aspects have been raised, we will focus on the didactic proposal in which not only curricular elements such as objectives, contents, competencies,

timing, or assessment will be developed, but also the sequence of activities. In this unit calls "Paws to action" sessions, CLIL in natural sciences will be combined with service-learning in an animal shelter. Afterward, conclusions will be drawn and analyzed, which will allow the establishment of future lines of research.

2. JUSTIFICATION

In this day and age, it is no longer enough to learn to do something in a particular context, society requires people who know how to apply this knowledge, namely, learning to live and learn to live together (Rodrigues, 2021). However, it is difficult to develop these competencies without the creation of links with society.

In order to ensure not only the presence of society at school but also the acquisition of key competencies such as social and civic one established in the Order ECD/65/2015, of 21 January, which describes the relationships between competencies, contents and assessment criteria of primary education, compulsory secondary education, and baccalaureate, this educational initiative proposes learning from outside and inside educational institutions through SL.

Regarding the choice of the subject matter, to clarify the relationship between animals and humans, as we have commented in the previous section, it is crucial to bear in mind the social changes and recently, the Spanish government approved the Law 7/2023, of 28 March, on the protection of the rights and welfare of animals so that throughout the sessions students can learn more about certain aspects that it raises. A clear example could be the learning of the Trap-Neuter-Return (TNR) method, to control the overpopulation of feral cats.

In other words, this proposal integrates different methodologies to ensure the maintenance of links between the outside world and the school in order to achieve meaningful learning for students, enabling them to become competent citizens of the future. At the same time, they will adopt an active role during the teaching-learning process.

3. OBJECTIVES

The main objective of this Master's Dissertation is to design a didactical proposal about animals and human impact combining CLIL strategies and service-learning in a local animal shelter. To fulfill this aim, it is vital to keep in view the following specific objectives:

- To analyze the compatibility between CLIL and service learning in a literature review.

- To elaborate a sequence of activities that approaches the students to the importance of proper pet care and measuring the urban animal population.

4. THEORETICAL FRAMEWORK

In this session, key aspects such as learning approaches and their compatibility will be exposed to constitute the theoretical framework of this paper. To this aim, those concepts will be analyzed and studied in depth.

4.1 Content and language integrated learning (CLIL)

4.1.1 The Origins of CLIL

We are living in a complex situation in the current educational field, which is considered a period of disjuncture (Mehisto et al., 2008) since there have been changes that confront the old approaches with those that have emerged recently as a response to the current social demands. One of the characteristics of this new order is the impact of globalization which created the need to improve Europeans' language level to ensure better communication among people from different backgrounds and cultures (Coyle et al., 2010).

As a consequence of this new demand, the Council declared in 1989 that it was urgent to promote the development of different foreign language approaches to improve students' proficiency (European Commission, 2006). Furthermore, it would contribute to reducing the delivery gap between the FL curricula and outcomes regarding students' performances which do not take into account competencies in the FL.

These measures were especially relevant in Spain where, according to Pérez Cañado (2013), Spanish people are illiterate in language learning as the teaching of those who are different from their mother tongue has been traditionally a failure. As a matter of fact, in the Eurobarometer carried out by the European Commission (2012), Spain presented a deficient situation due to the fact that only 18% of the population felt able to maintain a conversation in a foreign language (Lasagabaster, & Sierra, 2009).

In the early 2000s, the European Commission (2003) encouraged the learning of languages in Europe. As a consequence, it led to the appearance of approaches such as CLIL which was fundamental to accomplish the Union's objectives of learning languages collected in the Action plan about language learning and linguistic diversity 2004-2006 (European

Commission, 2006). Due to the aforementioned scenario, CLIL has become a “European solution to a European need” (Marsh, 2002, p.11).

Considering the aforementioned information, as Coyle et al. (2010) claim, there have been different factors, reactive and proactive, that explain CLIL’s widespread position in Europe. On the one hand, the former refers to the fact that it answers to a low FL competence scenario in which Europe was. On the other hand, the latest concerns the appearance of measures to improve multilingualism in Europe.

4.1.2 Concept

Once it has been explained the origin of this approach, it is essential to know in depth this term. Before being coined, the concept was created by a group of experts from the European Commission to enhance the target language communication in 1976 (Richard, & Rodgers, 2014). However, it was not launched until 1996 by the UNICOM, the University of Jyväskylä and the European Platform for Dutch education, becoming a key concept used in pedagogy research.

Despite the existence of different definitions in the scientific literature, one of them summarizes briefly its essence which is that CLIL refers to pedagogical scenarios in which a content area, either totally or partially, they are being taught using a foreign language with dual-focused aims, namely both the learning of content and the target language (Marsh, 1994).

At first sight, it could be believed that it is mostly based on changing the language of instruction. Nevertheless, this approach requires more than the use of a different language than the mother tongue according to Marsh et al. (1999), in fact, it can be also distinct from other bilingual education initiatives thanks to its four C’s framework integration: content, communication, cognition, and culture as it can be observed in Figure 1 (Coyle et al., 2010, p.11).

-Figure 1:

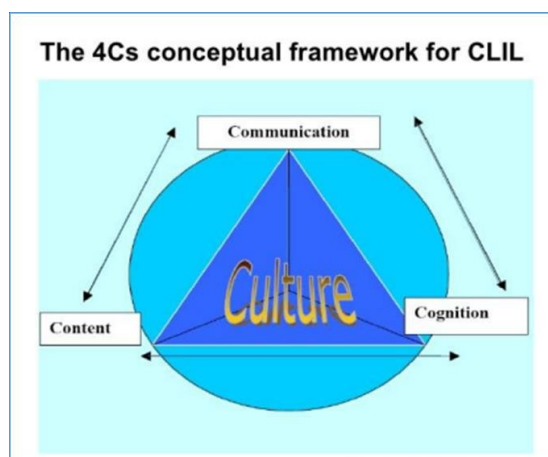


Figure 1: The 4Cs conceptual framework for CLIL (Coyle 2007, p. 551)

As far as content is concerned, its definition cannot be limited to acquiring knowledge since according to Meyer (2010). It involves the learning of area content and the development of skills by the students, in other words, personalized learning. Hence, to guarantee students' independence in the process, teachers must include scaffolding techniques considering the difficulty of linguistic terms. In addition, there is a variety of content since they can be thematic, transversal, interdisciplinary, or a current topic. All of them must follow the School Bilingual Project and the guidelines of national and autonomous legislation.

Another point to consider is communication, in CLIL the main focus is on the acquisition of the language instead of the learning, thus providing authentic interaction is key in order to acquire communication skills during the lessons (Savignon & Roithmeier, 2004). In spite of the fact that fluency is more important in CLIL to a lesser extent, it is also vital to include a minimum of correct grammar.

In the context of this matter, it should be underlined the presence of the two dimensions of language which are tackled in CLIL. On the one hand, the first one is Basic Interpersonal Communication Skills (BICS) which refers to an informal language applied in everyday situations. On the other hand, Cognitive Language Proficiency (CALP), also denominated as academic language, it requires higher-order thinking skills. Hence, students need a longer time to develop it (Cummins, 1979).

Regarding what was exposed above, communication is a complex process in CLIL since it acts as a medium, not as an aim. For that reason, to simplify this element three types of language learning have been fostered in CLIL: language of learning, language for learning, and language through languages (Coyle et al., 2010). The former implies the provision of

basic vocabulary related to the topic. Language for learning refers to the development of strategies such as asking or evaluating. Finally, the latter tackles the personal learning of each student in relation to knowledge or skills that they acquire during the teaching-learning process.

On a different note, it is necessary to consider cognition, thus students can create a personal interpretation of the contents through thinking processes to communicate the contents and acquire them (Meyer, 2010). Cognition is especially relevant since a good CLIL practice should be directed by cognitive development (Mehisto et al., 2008). Therefore, in CLIL planning, Bloom's taxonomy should be taken into account.

Even though Bloom's taxonomy was created by Bloom (1956), it was revised by Anderson and Krathwohl who changed the names of the cognitive processes using verbs that express action because they claimed that thinking involves involvement (Anderson, & Krathwohl, 2001). Hence, this taxonomy can be divided into Lower Order Thinking Skills (LOTS) as remember, understand, and apply, and Higher Order Thinking Skills (HOTS) analyze, evaluate, and create as can be observed in Figure 2.

-Figure 2:



Figure 2: Revised Bloom's Taxonomy (IOWA State University, n.d.)

The last C that makes up CLIL is culture. Its presence is ensured in the classroom and the development of intercultural competence, which refers to the ability to understand otherness better (Beacco et al., 2016). To guarantee that it is correctly applied in the lessons, it is crucial to distinguish between the Big C and the little C which makes it possible for us to communicate both, verbally and non-verbally. The former refers to the achievement culture.

A clear example is i.e. literature, music, political figures, etc. While the latest, also called behavior culture, is made up of lesser-known aspects such as the use of personal space or dress (Peterson, 2004).

These factors mentioned above can be included in the didactic proposal if we ask students not only to demonstrate what they know about food in different countries but also about certain gestures or actions typical for eating in different countries. Consequently, pupils will be able to adapt much better to a different culture from a tolerant perspective (Meyer, 2010), which is very important as it helps to incorporate cultural awareness and expression competence as it is established in the Order ECD/65/2015, of 21 January.

Bearing in mind the aforementioned 4Cs, although they have been analyzed individually, it is incorrect to perceive them as separate elements due to the importance of their interrelation. Hence, teachers must face the challenge of incorporating them according to the particular context where it would be applied keeping in view the relevance of the 3-level collaboration: language teachers and content teachers; between content teachers and between language teachers (Pavón, 2014).

In relation to CLIL's application, it is essential to cover how it adapts to several scenarios thanks to its diversity of prototypical models and application choices according to Dueñas (2004). Since there are various CLIL archetypes, we can adapt more successfully to the context. A clear example of this is that it is impossible to teach a foreign language in the same way in traditionally bilingual regions such as Catalonia or the Basque Country as we do in monolingual areas such as Andalusia. As a matter of fact, CLIL involves a series of factors (Coyle et al., 2010) due to this heterogeneity.

Firstly, it can be found operating aspects which are related to teachers' availability, ways of integrating the language and the content at the same time, or even, the possibility of participation in projects to collaborate with other countries through Etwinning because they can be beneficial for the educational environment (Başaran et al., 2020).

Secondly, environmental parameters such as the linguistic situation or the choice of subjects, as well as, the criteria population segments, what is to say, age, groups, families' cultural backgrounds, etc. Furthermore, according to recent research, thanks to its heterogeneity, CLIL is not only for the elite but also for both monolingual and bilingual contexts of a diverse socioeconomic level (Pérez Cañado, 2019).

On the other hand, in spite of its flexibility to adapt, certain factors tend to be similar in CLIL settings across Europe. It can be illustrated by the presence of a teacher with a B2/C1 level, English is commonly observed, and less than 50% of the curriculum is taught in L2. Moreover, assessment is mostly carried out regarding the mastery of the content. For that reason, language projects are developed to foster L2 skills (Escobar, 2019).

Despite the common aspects that can be found in Europe, it is difficult to create a unique archetype owing to the integration of different factors and parameters (Pérez Cañado, 2016). However, according to Ball (2016) it can be divided into hard or weak CLIL whose difference lies in the combination of language and content teaching. The former refers to the teaching of content subjects in L2 focusing on contents. While the latter focuses mainly on linguistic competence.

4.1.3 Teachers' roles

Having analyzed the concept of CLIL and the characteristics that bring along with it, it is essential to know how it is implemented in a classroom. To begin with, we will address teachers and learners' roles to have a better comprehension of which types of methodologies are more suitable for CLIL.

The figure of the teacher is not the center of the teaching-learning process anymore, they adopt the role of a guide instead (Pérez Cañado, 2016). Moreover, their work alone is not enough, it is essential to incorporate collaboration with tandem teaching, in other words, language and content teachers (Taña, 2018), as well as, integrating the content areas and language involved while they are considering national and autonomous current legislation.

Regarding the teachers' roles, they act as guides and facilitators of learning. As a consequence, they have to select, design, and adapt materials to make them suitable to the learners' needs. However, in a CLIL context that is not enough, they should dominate not only the content but also the language to command (Pérez Cañado, 2016). As a matter of fact, according to a recent study, those teachers who were considered professionals and involved were also aware of the value of CLIL (Hofstadler et al., 2021).

Considering that CLIL integrates several areas, it is imperative to address the relevance of collaboration between teachers, which is vital despite the lack of time teachers find to meet (Pérez Cañado, 2017). Despite these drawbacks, this interaction can be improved by establishing common goals for all stakeholders by ensuring mutual support for them

(Pavón, & Ellison, 2013). This cooperation can be illustrated by placating the weaknesses of one with the skills of the whole, i.e. if a content teacher does not know certain specific terms in the L2, the language teacher can help them, or if the language teacher does not know the material to work on the content area, the content teacher can provide it.

4.1.4 Assets and Pitfalls

Once we have exposed the concepts of CLIL, as well as, its characteristics and methodology. It is crucial to consider the advantages and disadvantages of this approach in order to make the most of those strengths at the same time that the weaknesses are attenuated. Pérez Cañado (2013) establishes a taxonomy of 9 dimensions to cover the advantages of this approach which will be exposed below:

To begin with the linguistic dimension, CLIL increases the exposure time in the target language which is a major predictor of L2 learning success (Escobar, 2019). Indeed, Cenoz et al. (2014) underline that CLIL has given relevance to a foreign language that it has never had throughout Europe. Furthermore, according to Pérez Cañado (2018), it does not affect the acquisition of the native language, as both are documented during the lessons.

Secondly, it can be observed that content knowledge is not affected by CLIL. The findings show that students within bilingual education programmes perform as well as or even better than their counterparts in non-bilingual education (Pérez Cañado, 2018).

In relation to the learning dimension, CLIL facilitates incidental learning due to the relevance of communication in the classroom, as well as acquiring content useful for lifelong learning. In fact, students find the language meaningful since they need to understand the content of the subject (Maza, 2012). As a consequence, the quality of the interaction in the target language increases owing to the use of language as a means (Escobar, 2019).

This aspect connects with the cognitive dimension as CLIL provides opportunities to engage students cognitively. Through interactional scaffolding, they acquire concepts being taught through that language (Escobar, 2019). Therefore, learners develop a wide range of skills such as problem-solving, risk-taking, and interpersonal abilities.

CLIL affects both teachers and students. On the teaching front, they have the opportunities to refresh their knowledge and competencies. On the other hand, the students

socially have the same opportunities since this approach adapts not only to the elite but also to students from different socioeconomic levels.

As regards the volitional terms, CLIL learners show a high motivation towards learning since the combination of active methodologies and participation in school projects such as Etwinning contributes to a positive attitude towards learning. Furthermore, the alteration of the language is perceived as a challenge in a positive way (Gučec, 2019).

Moreover, CLIL prepares students for the future. On the one hand, they develop intercultural competence and tolerance to otherness since CLIL brings the outside world into the class. On the other hand, at a pragmatic level, teachers create a community of learners in which collaboration and support are essential to learning (Escobar, 2019).

Furthermore, a potentially large downside to CLIL can be exposed. It not only affects the stakeholders but also the curriculum itself, what is to say, evaluation, collaboration among teachers, syllabus, etc. Firstly, it should be highlighted the barriers that teachers find to implementing CLIL at schools. They have a lack of knowledge, thus their previous personal experience and intuition lead them in their practice which can generate fears and insecurities in relation to their performance (Pérez Cañado, 2013). In fact, according to Pérez Cañado (2017), teachers with a B2 feel more insecure than others with a higher level. However, there are limited resources to guide teachers in this aspect (Meyer, 2010).

As far as the students are concerned, the L1 that is less used in class demotivates them since they will find content more difficult if the lingua vehicular is a foreign one (Escobar, 2019). Moreover, it is also related to how the syllabus is affected, the unbalanced treatment of content and language, makes its application difficult since it requires exhaustive planning and the use of new methods and materials (Escobar, 2019).

Regarding materials, it is hard to find suitable resources due to their poor development. However, teachers can design their own materials. Consequently, they can be beneficial since they are better adapted to the class' needs (Pérez Cañado, 2013). Materials are also a reflection of the methodology, for teachers, it is difficult to put into practice something that they have not experienced as students, and in some cases, they even have not learned about it in their university formation.

Eventually, concerning the students' evaluation, it is difficult for teachers to integrate language and content. Nevertheless, several models can be followed even if they are not

sufficiently popular. It can be illustrated by the application of Systemic Functional Linguistics (SFL) which is focused on linguistic functions (Otto, 2018).

4.2 Service-learning

4.2.1 Conceptual analysis of service-learning

The concept of SL has been defined by several authors and institutions, thus the definitions are diverse focusing on different aspects. Despite it, the Centre Promotor d'Aprenentatge Servei (2019) provides one considering its essential elements, according to it, this term is an educational methodology that combines both teaching-learning processes and community service activities covering a social need. Consequently, it reinforces the sense of community due to the participation of social and educational agents converging in common spaces (Batllé, 2013).

Although this type of methodology has been mostly included recently in education, it was created a long time earlier. As a matter of fact, in the 1980s the combination of social service regarding learning theories was carried out by some universities programmes (Bringle, & Hatcher, 1996) leading to the current conception we have of service-based learning.

It is known that SL is increasingly present in education, in fact even at higher educational levels such as universities whose offer has increased (Álvarez et al., 2017). However, the concept is still widely confused with others related to community service or voluntary work. The main difference between the two terms is the lack of educational purpose in volunteer work, whereas in service-learning education is present and students are aware of it. As Kaye (2014) states, students can observe how what they learn in class can be applied in service.

All in all, Service-Learning appeared to combine learning with intervention in social issues. Hence, it is linked to solidarity service but keeping in view an educational purpose, thus both aspects are enhanced and involucrated (Rubio et al, 2015). After having concretized the term, it is essential to analyze in-depth how to implement it as it is going to be presented in the following session.

4.2.2 Service-learning implementation.

In order to properly implement SL taking into account all its characteristics many authors have devised different stages to follow. An example of which is the one proposed by Nieves et al. (2013) which is divided into 5 different phases: motivation, diagnosis, design, execution, and closure of the project.

Firstly, before implementing this methodology it is essential to follow three of the steps outlined above. For phase 1, i.e. motivation, it is necessary to show the characteristics of SL not only to the stakeholders of the project but also to the students, being essential that the latest know the importance of their protagonism.

Concerning phase 2, we have to identify the needs and challenges of the target community to determine if the proposal is feasible. Thirdly, the project is planned by establishing elements such as objectives, contents, time, settings, and resources as long as the plan is internally coherent.

Once it has been planned, it is time for execution (phase 4). First of all, we establish relationships with the institutions we are going to work with through partnerships and agreements. Then we implement the project while teaching the learning content. Finally, the intervention is reflected upon and evaluated.

After the implementation, a multifocal evaluation is carried out, we evaluate the students and the project to check if the proposed objectives have been achieved, we give recognition to the protagonists and we make the necessary changes for future projects. Another aspect to highlight is the usefulness of keeping in view the students' perspectives, i.e. their opinions and experiences during the project.

4.2.3 Benefits of service learning.

Once we have exposed the phases to develop Service-Learning in education, it is crucial to analyze which benefits and drawbacks can be found before we have already implemented it. We will start covering the advantages for the students, then, the teachers' ones, and finally the consequences which it has in educational learning.

Concerning the benefits that SL brings along to the students, it is worth mentioning that it facilitates the development of social and civic competence which is established in the Order ECD/65/2015, of 21 January which ensures an active role of the learner. Hence, they

can use their voice in the whole learning process, and at the same time, they imply themselves in a social issue (Freese, 1998).

Moreover, SL not only provides an implication with a community but also improves students' participation and behavior in class (Guo et al., 2016). As they have an active role, it is easy for them to be more motivated showing a bigger effort and critical thinking in social matters. As a consequence, we can claim that combining both an active methodology with community service considerably intensifies the benefits (Mendía, 2012).

Apart from the students, other stakeholders also acquire skills and knowledge from the application of this methodology, one of them is the teachers. Thanks to involving themselves in the execution of the plan, they not only feel more motivated but also feel in charge of their students' learning. Furthermore, they employ innovative pedagogical tools to develop active learning improving their relationship with the students (Beltrán Berrio, 2021).

In terms of learning, SL enhances reflective practices making all the stakeholders aware of their power to transform society, while the relationship between school and community is improved (Mendía, 2012). As a matter of fact, both of the aforementioned agents benefited from their interconnection. The school acquires meaningful knowledge for the students who adopt civic values and critical reflection. On the other hand, society receives a free service that can have longer durability if the students decide to continue it after the intervention (Beltrán, 2021).

On the other side of the coin, there can be found weaknesses when we apply service-learning, especially in terms of space and time. Regarding space, it is difficult to find an association, place, etc. where an intervention is relatively close to the school, so students can develop it in the school schedule time agreed with the rest of the teachers. In addition, concerning time even if it has always been a limiting factor in traditional teaching when this methodology is carried out it can be worse since there are more agents involved that can delay the time of the project (Beltrán, 2021).

4.3 Compatibility between CLIL and service-learning

CLIL and service-learning focus on completely different aspects. The former is related to the integration of content and language while the latest implicates participation in a social matter with a pedagogical purpose. However, both of them have some principles in common: the active role of the learner, the provision of a meaningful context, and adequate final results.

Regarding the role of the learner, according to Rodríguez-Gallego (2014), they are the center of the learning since they acquire new knowledge through experiences in an active way in SL. Moreover, the same principle applies to CLIL which is known for the application of student-centered methodologies such as task-based or cooperative learning.

Another aspect it is common is that both provide a meaningful context to learn. On the one hand, according to Aguas (2013) in SL thanks to the connection with reality the students have the opportunity to apply the contents outside the classroom empowering them to question the status quo. In terms of CLIL, this approach tries to provide a meaningful scenario in which students can learn the area contents using the languages (Caballero, 2021).

As far as the student's performance is concerned, there are not many studies that analyze the impacts of SL in CLIL (Grassi et al., 2004). Nevertheless, according to those authors, there is a relationship between L2 learners and an increase in motivation. As a matter of fact, FL learners who carry out a service-learning project show more participation, self-confidence, and involvement in the service.

In light of the above, the combination among them is compatible and the student can take advantage of it not only to interact with the community around them but also to apply the L2 outside the classroom. For that reason, the following didactic proposal will integrate both of them to make the teaching-learning process unique and meaningful to the learner.

5. DIDACTIC PROPOSAL

5.1 Justification

Having analyzed the characteristics, benefits, and compatibility of CLIL and SL, both will be combined in a didactic proposal entitled "Paws to action" for sixth grade in the Natural Sciences class. The unit deals with the relationship of humans with urban fauna and domestic animals which is especially relevant nowadays due to the consequences of the COVID pandemic together with the lack of knowledge of the new measures established in Law 7/2023, of 28 March, on the protection of the rights and welfare of animals.

As for the consequences of COVID, according to the Affinity Foundation (2020), adoptions during the pandemic increased by 15% and 31% of the people who adopted animals said they did so because they had more time to care for them. However, according to De Antonio (2020) after the lockdown, the number of abandoned animals has increased by 25%

as many animal owners do not have time to care for them or cannot afford to keep them due to the economic crisis.

In relation to the new Law 7/2023 of 28 March on the protection of the rights and welfare of animals, approved in Spain, it has brought changes not only for domestic animals but also for animal colonies in urban areas. However, due to the short time it has been in force, many people are not aware of the measures and changes it brings with it.

Given these points, to address this situation, students will learn to develop empathy for animals, how to care for them, and develop an awareness of responsible pet ownership. They will also get directly involved in social problems through collaboration with a shelter and understand the balance between animals in the urban environment.

5.2 Contextualisation

As regard the context in which this proposal has been planned, it is located in a public school in the province of Cádiz, particularly in the city of Algeciras which has 122 368 inhabitants. Due to its proximity to Gibraltar, a big part of the population is British making the learning of English more meaningful for the students' environment.

In relation to the school, it is a public institution that offers a bilingual itinerary. In this academic course, the school has an admission of around 250 students. For that reason, there is just one class per level except for the third grade which has two classes. The ratio of students per class is approximately 25 students in both preschool and primary education.

Talking about parents' economic level, 60% of the families whose children attend this school have a medium level of studies and 40% have university degrees. Hence, the socioeconomic and sociocultural status of the families is really heterogeneous but it prevails families with a lower cultural and economic level. Another factor to consider is the big diversity of cultures since there apart from Spanish students, there can be found learners with Moroccan and British origins.

The planning is targeted at the sixth-grade class composed of 20 pupils -11 girls and 9 boys- and it will be developed in the Natural Science lessons. This didactic planning consists of 12 sessions of fifty minutes each. They are expected to work with activities that require an A2 level according to the Common European Framework of Reference for Languages (CEFR). However, it is necessary to adapt it to students' different learning paces.

Consequently, slow learners will have more scaffolding and reinforcement measures, while the ones with higher abilities will receive cognitively demanding activities and fast-finished dynamics.

5.3 Objectives

After exposing the context where this proposal would be carried out, it is vital to establish what is its purpose. For that reason, it is going to be selected for different types of objectives. They will be in line with the ones of this proposal and they are going to be classified in stage, area, and language objectives as we are dealing with a CLIL context.

5.3.1 Didactic Objectives

This proposal's main aim is to create an Instagram post and a reel to disseminate aspects related to animal shelters' work and animals' care. In this way, students will be able to reflect on what they have learned through social networks. As this task is complex, it is crucial to set more specific learning objectives to better measure their acquisition:

- To name key vocabulary and expressions related to animals in the proposed activities.
- To identify the rights of animals and the obligations of humans towards them.
- To implement modal verbs to express the obligations of pet owners under the law.
- To distinguish between the functions of an animal shelter and a kennel.
- To appraise the importance of our actions on other living beings and their habitat.
- To design an Instagram account to spread what they have learned.

5.3.2 Stage objectives

Once the didactic objectives have been established, it is crucial to select objectives that complement them according to the legislation in force. To begin with, it will be named the ones which will be acquired by the student at the end of primary education. In this didactic proposal, students will develop the following ones which are established on the basic curriculum of primary education, as it is established in Table 1 (RD 126/2014, of 28 February 2014, num. 52,p.7).

Stage Objectives
“f) To acquire in at least one foreign language the basic communicative competence that will enable them to express and understand simple messages and to cope with everyday

situations.”
“h) Know the fundamental aspects of natural sciences, social sciences, geography, history and culture.”
“i) To develop basic technological competencies and to start using them for learning purposes, developing a critical spirit towards their functioning and the messages they receive and elaborate.”
“j) To use different artistic representations and expressions and to initiate in the construction of visual and audiovisual proposals.”

Table 1. Stage objectives.(RD 126/2014, of 28 February 2014, num. 52,p.7)

5.3.3 Area Objectives

Having analyzed the stage objectives, it is crucial to expose the ones related to the Natural Sciences area, as it can be observed in Table 2. They are particularly targeted to the third Cycle of Primary Education by the Order of 15 January 2021, which develops the curriculum corresponding to the Primary Education stage in the Autonomous Community of Andalusia, regulates certain aspects of attention to diversity, establishes the organization of the assessment of the student learning process and determines the process of transition between different educational stages.

Area Objectives
4. Interpret and recognize the main components of ecosystems [...] analyzing their organization, their characteristics and their interdependent relationships, [...] proposing solutions and acquiring behaviors in [...] recovery of the ecological balance [...], respect and solidarity with the sustainability of the environment.
6. Participate in work groups putting into practice values and attitudes of scientific thought, [...], developing their own sensitivity and responsibility towards individual and collective experiences.
8 . To use information and communication technologies to obtain information, as a learning tool and to share knowledge and value their contribution to the improvement of living conditions for all people.

Table 2. Area objectives. (Order 15th January 2021, Annex II, p.33).

5.3.4 Language objectives

As this proposal will be carried out in a CLIL context, it is crucial to consider which are the aims to achieve in relation to the linguistic field. Consequently, language objectives will be identified in Table 3 regarding the Order 15th January 2021:

Language Objectives
1. To listen and understand messages in verbal varied interactions, using the transmitted information to carry out different specific tasks related to their experience.
3. To write texts with varied purposes about issues previously addressed in the classroom and with the help of models.
4. To read comprehensively different texts, related to his experiences and interests, to extract general and specific information with a previous goal.
5. To learn to use all the means at its disposal, including new technologies with progressive autonomy to obtain information and to communicate in a foreign language.

Table 3. Language Objectives. (Order 15th January 2021, p.164)

5.4 Key competencies

Beyond the knowledge that pupils can develop through the acquisition of the objectives mentioned above, it is necessary to prepare them for life's challenges. Hence, it is important to align the objectives with the key competencies in order to ensure the integral development of pupils, i.e. personal, social and professional. The key competencies worked on through the above objectives are the following according to Article 2 of the Order ECD/65/2015

- Linguistic competence. Students will express themselves both orally and in writing in L1 and L2 in a multitude of modalities, formats, and supports through the proposed activities.
- Digital competence. In this proposal, learners will use social networks in a creative, safe, and critical way in order to disseminate information about what they have learned.
- Learning to learn competence. Through techniques such as KWL charts or scaffolding, students will become aware of their learning, allowing them to be more autonomous.

- Social and civic competence. Through this proposal, we try to intervene in problems that affect the environment around them, especially issues such as the proper care of pets or control of urban wildlife.
- Sense of initiative and entrepreneurship competence. In this didactic unit, students are going to propose different proposals to raise funds for the animal shelter. Therefore, they will work on their planning and decision-making skills.
- Cultural awareness and expression competence. Students will learn about the relationship between animals and humans in different cultures from a tolerant and respectful perspective.

5.5 Contents

In order to meet the aforementioned objectives and competencies, it is essential to establish a series of contents according to the Order 15th January 2021. As it is presented in Table 4 and Table 5 in which there is a distinction between area contents and linguistic contents.

5.5.1 Area contents

-Table 4:

Area contents (Order 15th January, 2021)
A.C 1.4. Develop skills in the use of information and communication technologies to search for, select information, record data, evaluate conclusions about TNR method and animal shelters. A.C 1.12. Curiosity for working cooperatively in a team, valuing dialogue and consensus as essential instruments. Development of empathy towards each other and animals. A.C 3.1. Observation of different forms of life. Classification and identification of the components of an ecosystem. A.C 3.5. Identification of the relationships that are established between living beings (food chains, populations, communities and ecosystems), which ensure the species and balance ecosystems, especially in urban ones. A.C 3.12. Develop habits of respect and care for living beings and their habitat. A.C 3.13. Development of values of defence and recovery of the ecological balance. A.C 3.15 Communicate orally and in writing, using different media, the process and results obtained in the tasks and work carried out about animal shelters.

Table 4. Area contents. (Order 15th January 2021, pp.40-42)

5.5.2 Language contents

Table 5:

Linguistic objectives (Order 15th January 2021)	
Language <i>of</i> learning	L.C 2.5. Planning and production of messages with clarity and coherence, identifying the idea or main ideas and adjusting correctly to the models and formulas of each type of text.
Language <i>for</i> learning	L.C 4.7. Use of linguistic resources in a clear way in their productions following a given model to create an animal care decalogue. L.C 3.3. Identification and understanding of different types of texts and their communicative intention in digital or paper format
Language <i>through</i> learning	L.C 1.2. Use of comprehension strategies adapting it from oral texts: mobilization of prior information about the type of task and topic, identification and understanding of the textual type, distinction of types of understanding [...], formulation of hypotheses regarding content and context [...].

Table 5: Language contents. (Order 15th January 2021, pp.168-171)

5.5.3 Cross-cutting issues

According to the Order of 15 January 2021, this didactic unit covers cross-cutting issues such as the natural and physical environment and the human impact on it. Since the students are going to know in depth the importance of persevering urban fauna and its ecosystem as well as the consequences on the environment and the animals due to human activity.

5.6 Timing

After having determined the main curricular elements, it is vital to design a timing that the proposal is going to follow so as to ensure a suitable development of the sessions. As we are applying Service-Learning, we are going to follow the five stages of SL application

according to Kaye's approach (2014): investigation, preparation, action, reflection, and celebration. Before the didactic unit begins, the teacher and the school will have already been in contact with the animal shelter to guarantee effective coordination. There are a total of 12 sessions of 50 minutes each except for 2 sessions that are going to be developed outside the school on it to push their learning forward. In Table 6, it can be observed a brief summary of the sessions taking into account aspects such as the SL stage, activities, and duration.

- Table 6:

SL Process	Session	Activities	Timing
<u>Investigation</u> What do we know about animal shelters and SL?	1	E: Activate students' prior knowledge through a brainstorming.	10'
		S: Presentation and introduction of the project.	30'
		A: Solving a mindmap on the functioning of animal shelter and resolving doubts.	10'
<u>Preparation</u> Pets and their relationship with humans.	2	E: Learning keywords through Quizlet.	10'
		S: Listen and answer to question through a video in Edpuzzle	25'
		A: Create an Instagram post that includes what they have learned in class.	15'
	3	Trip to the animal shelter. Use of KWL chart. E: Fill in the "What do you know?"	10'
		S: Fill in the "What do you want to know? Complete the travel notebook	35'
		A: Fill in the part:"What do you want to learn?"	5'
	4	E: Watch video on animal abandonment	10'
		S: Webquest on needs and benefits of owning an animal	30'
		A: Information sharing and group reflection	10'

	5	E: Assign an animal from the animal shelter	5'
		S: Show an example of a decalogue to promote responsible adoption	10''
		A: Create a decalogue individually	35'
<u>Preparation</u> Urban wildlife and human action	6	E: Chain brainstorming technique to find out what students know about ecosystems.	10'
		S: Introduce concepts of urban fauna and food chain through a PowerPoint Genially	15'
		A: Carry out cooperative group activities on the food chain, ecosystems, and human intervention in the environment.	25'
	7	E: Watch a video on cat sterilization. Identify problems and solutions.	5'
		S: Analyse situations with animals in different cultures and how to solve them.	15'
		A: Make a photo display of animal news. Identify problems and propose solutions in cooperative groups.	25'
	8	Trip to the animal shelter's cat colony Use of KWL chart to reflect on the TNR method E: Fill in the "What do you know?"	10'
		S: Fill in the "What do you want to know? Complete the travel notebook	20'
		A: Fill in the part "What do you want to learn?"	20'
<u>Action:</u> Prepare web pages and	9	The teacher will teach examples and tips for the final assignment. Students will start designing their Instagram page and the oral presentation.	50'

presentation	10	Prepare their presentation and design their Instagram page	50'
<u>Action:</u> Let's search what we have learned	11	Present what they have learnt and their Instagram information dissemination pages to the rest of the educational community, family, and volunteers of the shelter.	50'
Reflection	12	Students carry out a group swot analysis using the Think-Pair-Share technique. Students will celebrate how they have made the animal shelter visible in terms of new adoptions, new supporters according to the data provided by the organization.	50'
Celebration			

Table 6: SL stages in relation to sessions, activities and timing. Own elaboration

5.7 Methodology

Once it has been analyzed the distribution of time of this proposal, it is essential to know how it is going to be implemented, what is to say, which methodological principles are going to be followed. Firstly, this didactic proposal combines mainly both CLIL and SL within the context of designing a social media account to spread information about an animal shelter's work. To guarantee suitable coordination between the organization and the school, it will be considered different stages -investigation, preparation, action, reflection, and celebration- applied in the aforementioned section.

In CLIL terms, to ensure its correct functioning, 4C's framework must be covered. As far as content is concerned, the current legislation for even courses in Primary Education, namely, the Order of 15th of January has been borne in mind regarding both area and language content (see section 5).

In relation to cognition, the sections will follow Bloom's taxonomy proposed by Churches (2009), which means that it goes from Lower-Order Thinking Skills (LOTS) to Higher-Order Thinking Skills (HOTS). For example, in the first lesson, students will remember what they know about the topic, while in the last one, they will create their Instagram page.

As students are learning both area and language content in an integrated way, communication must be tackled in a meaningful way. For example, students will apply the target language in Instagram posts, to wit in a real context. Moreover, learners will learn mechanisms to communicate and vocabulary to apply since linguistic contents are classified as language for learning, language of learning, and language through learning. Regarding culture, the students will learn in-depth about the relationship between animals and humans in different texts to develop cultural awareness and otherness from a tolerance perspective.

In a less direct way, we are also applying a task-based approach since there is a final task that the students develop throughout the sessions until they finally present it in the penultimate session and analyze it in the last session. Students will elaborate this task in groups of 4 people. Consequently, cooperative learning will be included as well as group roles or techniques such as 1-2-4 or jigsaw reading. However, not all the activities will be carried out in groups, students will also work in pairs and individually.

Having exposed the main methodologies, it will be described how most of the lessons are going to be planned. It will apply the ESA model proposed by Harmer (2007). In first place, students will be engaged through videos, brainstorming, etc. Secondly, the learners will review or learn content or language content through slides or readings. Finally, activities to activate students' learning will be applied such as writing compositions or debates.

Talking about the distribution of the classroom, it has a digital board next to the teacher's room and the students are grouped at tables of four to encourage cooperative learning, and right next to the blackboard is the teacher's table facing the students' seats, as it is shown in Figure 3. There are several corners to improve classroom behavior such as the class rules or the disruptive corner in which we can find students with bad behavior. Moreover, cooperation and attention to diversity are also covered through the explorer's corner in which students can help each other, and the fast finisher wheel that will be explained in depth in the section 5.9 which is called attention to diversity measures.

-Figure 7:

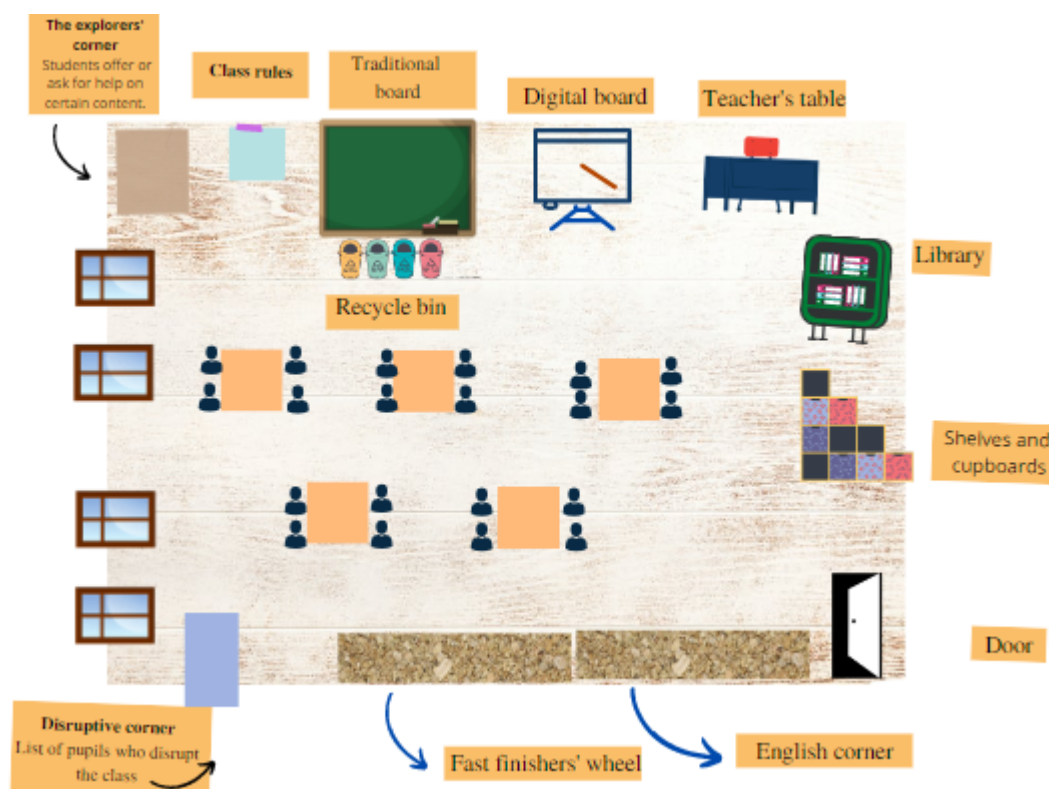


Figure 3: Classroom distribution. Own elaboration

After describing the physical space of the classroom, it should be important to mention human resources. As we are establishing 3-level coordination between the language teachers and content teachers; between content teachers and between language teachers. As a consequence, learners will learn in the English class the grammar structures and vocabulary that they will need to carry out this unit.

5.8 Materials and resources

In this syllabus, there is a balance between authentic and adapted texts, since they both have advantages in a CLIL context. The former, authentic texts are produced for purposes other than language teaching, keeping all characteristics of real language. For example, articles in newspapers, and real videos about animal abandonment or colony control. On the other hand, adapted texts are in which the language used has been selected and graded. It can be illustrated by readings related to animal care.

In addition to the materials used in the activities, the use of ICT has a very important weight in this unit as it will be essential both as a tool for both creating the final task and for completing certain activities such as a WebQuest. For this reason, tablets or a digital whiteboard are needed to access platforms such as Canva and Instagram among others.

5.9 Sessions development

In this section, the activities and methodology of each session will be explained in depth. After it, a table that integrates the activities with other curricular and non-curricular elements, already mentioned above, such as competencies, resources, etc. will be displayed in Table 7, Table 8, Table 9, Table 10, Table 11, Table 12, Table 13, Table 14, Table 15, Table 16 and Table 17.

- Table 7:

SESSION 1		
Pre-task	Cognitive skills: remember	Key competencies: -Linguistic communication. -Digital competence. -Learning to learn competence. -Social and civic competence.
Resources: Quizlet flashcards (see Annex I) Genially presentation (see Annex II) Group roles (see Annex III)		
ENGAGE		
Time: 10'	SL stage: Investigation	Grouping: Individual and group work
Materials: Paper, pencil and whiteboard		Skills: Listening, speaking and writing.
Activity 1 Brainwriting The teacher will write the following on the board: "Service-learning and animal shelter" Students will use the brainwriting technique which consists of writing down what they know about these concepts individually in silence. They will then share these on the board with the rest of the class.		

The aim of this introductory activity is to provide scaffolded learning for the students as this way we make them aware of their prior knowledge. Also, as they are not judged by what they say, it can help them to lose their fear of speaking English in public.

STUDY

Time: 30'	SL stage: Investigation	Grouping: pairs and group-class
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Materials: Tablet, Quizzlet, presentation slides, digital board	Skills: listening, reading
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Activity 2: Presentation of the didactic unit.

The teacher will explain through a presentation what the service learning to be carried out consists of and what a shelter animal is. To do this, the students will be shown what the final task is and what is expected of them.

The final task is to create an Instagram account to disseminate information about the work of the animal shelter, promote responsible adoption and inform about measures and actions on wildlife control. To do this, they will have to reflect what they have learned in the lessons in posts and reels.

Activity 3: Virtual flashcards in Quizlet

Important concepts will be explained using virtual flashcards in Quizlet. For example, shelter, volunteer, kennel, or non-profit organization. Afterwards, they will play games on the platform itself to match concepts with definitions in pairs.

ACTIVATE

Time: 10'	SL stage: Investigation	Grouping: Cooperating groups
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Materials: Tablets, Goconqr	Skills: Speaking and writing
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Activity 4: Digital mindmap

The teacher will create mix-ability groups to work cooperatively and will distribute the roles of each person, which will rotate each week (spokesperson, leader, secretary and president). Then, the students will use the Goconqr application to create a group mindmap that integrates all the content they have learned in this session. The mindmap must distinguish at least the following concepts: service-learning, and animal shelter. Once all of them have finished, they will share their mind maps with the rest of the class and they will also add any information they learn from their classmates.

Table 7. Session 1 development. Own elaboration

-Table 8:

SESSION 2		
Pre-task	Cognitive skills: Understand Apply	Key competencies: -Linguistic communication - Digital competence -Learning to learn competence. - Social and civic competence. -Sense of initiative and entrepreneurship competence
Resources: Bamboozle (see Annex IV) Edpuzzle (see Annex V) Instagram post example (see Annex VI)		
ENGAGE		
Time: 10	SL stage: preparation	Grouping: cooperative groups
Materials: Digital board and bamboozle		Skills: speaking, reading
Activity 1: Bamboozle As pre-reading the students will compete in cooperative groups using the Bamboozle app. Each group will be shown a keyword related to the domestication of companion animals		

together with an image that represents it. For example, the word "herd" with a group of sheep, social structures, etc. The groups that manage to work out the meaning of these words will score points.

STUDY

Time: 25'	SL stage: Preparation	Grouping: individual work
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Materials: tablets, Edpuzzle video	Skills: Listening
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Activity 2: Edpuzzle video

To work on while reading, individual students will have to listen to a video about the domestication of animals in Edpuzzle. In this application, they will be asked questions while watching the video. They will have to answer little by little. In this way we will know their oral comprehension. In order to make the activity easier for those students who find it more difficult, subtitles will be enabled.

ACTIVATE

Time: 15'	SL stage: preparation	Grouping: Cooperative groups
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Materials: tablets, and canva	Skills: speaking and writing
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Activity 3: design an Instagram post

As a post-reading, students will design their first post for Instagram, gathering the information they have learnt in this session. To do this, the teacher will show them an example created by Canva and the students will have to create one in groups. To ensure that all members of the group work participate, the pencil to the center method will be applied. This consists of writing down the ideas they have until the teacher says "Pencils to the center" and they will have to put them together to create a group one.

Table 8. Session 2 development. Own elaboration

-Table 9:

SESSION 3

This session will be held at the animal shelter. The main objective of this session is to differentiate this organization from nature reserves or municipal kennels, to learn about their functions first hand and the benefits to society. To ensure that the students do this progressively, they will individually complete a KWL chart consisting of three distinct parts that will be explained throughout the session. In addition, they will carry with them a travel notebook in which they will have to complete activities related to what they will be learning.

Pre-task

Cognitive skills:

Analyze

Key competencies:

- Linguistic communication
- Social and civic competence.
- Learning to learn competence.

Resources:

KWL chart (see Annex VII)

ENGAGE

Time: 10'

SL stage: preparation

Grouping: individual

Materials: pen, rubber, and a KWL chart

Skills: writing

Activity 1: What do we know about animal shelters?

Students will fill in the first part of the "K" table which stands for "what I know..." in this case about animal shelters. Then, they will fill in the "W" which stands for "what I want to know". on the same topic.

STUDY

Time: 35'

SL stage: preparation

Grouping: cooperative groups

Materials: pencil, rubber, travel notebook

Skills: listening,
writing

Activity 2: a trip to an animal shelter Students will meet with their cooperative work groups and will be assigned a volunteer from the organisation who will give them a guided tour of the facilities. In this way, students will be able to observe and learn about the needs and care of the animals, interacting with them in a controlled manner whenever possible. They will have a break to complete the activities of the travel notebook.		
ACTIVATE		
Time: 5'	SL stage: preparation	Grouping: cooperative groups
Materials: KWL chart		Skills: listening, speaking and writing
Activity 3: What do I have learned? Students will fill in the "L" part which stands for what I want to learn and will be able to put together the things they have learned. They will also modify what I know if they got something wrong. Afterward, the spokesperson for each group will say something they have learned new.		

Table 9. Session 3 development. Own elaboration

-Table 10:

SESSION 4		
Pre-task	Cognitive skills: Analyze	Key competencies: -Linguistic communication -Digital competence -Learning to learn competence. -Cultural awareness and expression competence.
Resources:		

Webquest (see Annex IIX)

Two stars and one wish chart (see Annex IX)

ENGAGE

Time: 10'

SL stage: preparation

Grouping: pairs

Materials: a paper and a rubber

Skills: listening, speaking and writing

Activity 1: Introductory focused discussion pairs.

The teacher poses the following question “do we treat animals the same according to culture?”. Secondly, students get into pairs and come up with possible answers. Finally, the teacher randomly asks some pairs questions, some hypotheses will be noted down and tested at the end of the class.

STUDY

Time: 30'

SL stage: preparation

Grouping: pairs

Materials: tablet, digital webquest, worksheet

Skills: speaking, reading and writing

Activity 2: WebQuest

To investigate whether their hypotheses are true or not, students will collect information through a Webquest, which consists of completing a worksheet with various questions by visiting a series of web pages proposed by the teacher. The questions are aimed at finding out how certain animals such as the cow or the pig are conceived in different ways depending on the culture. One example is the cow, which is sacred in India but not in Spain. Many questions will try to make the students compare these cultures with their own in order to create an intercultural awareness based on tolerance and respect.

ACTIVATE

Time: 10'

SL stage: preparation

Grouping: pairs, class-group

Materials: 2 stars and 1 wish worksheet	Skills: listening, speaking and writing
Activity 3: Refutation The students will share the data they have learnt with the class group, and we will corroborate whether the hypotheses they made at the beginning of the class are true. In addition, they will do the 2 stars and a wish technique in which they will write down something they liked about the class, something that caught their attention and a wish for the next time they do a similar activity.	

Table 10. Session 4 development. Own elaboration

-Table 11:

SESSION 5		
Pre-task	Cognitive skills: Analyze	Key competencies: -Linguistic communication -Multilingual competence -Social and civic competence
Resources: Video on animal abandonment (see Annex X) Decalogue (see Annex XI)		
ENGAGE		
Time: 5'	SL stage: preparation	Grouping: class-group
Materials: video, digital board		Skills: listening
<u>Activity 1: video on animal abandonment.</u> Students will watch a video on animal abandonment and discuss their opinion with the class group.		
STUDY		

Time: 10'	SL stage: preparation	Grouping: class-group
Materials: decalogue model		Skills: reading
Activity 2: What is a decalogue for responsible care? The teacher will provide a model decalogue and students will extract its structure, types of words used, etc. with the teacher's help.		
ACTIVATE		
Time: 35'	SL stage: preparation	Grouping: cooperative groups
Materials: decalogue model and a piece of paper		Skills: speaking, writing
Activity 3: Our Decalogue. Students will create their own responsible adoption decalogue following the proposed model using the rotating forum technique. In addition, each student will be assigned a specific animal from the shelter and will have to promote its adoption.		

Table 11. Session 5 development. Own elaboration

-Table 12:

SESSION 6		
Pre-task	Cognitive skills: Analyze Evaluate	Key competencies: -Linguistic communication. -Digital competence: -Learning to learn competence.
Resources: Food chain live worksheets (see Annex XII)		
ENGAGE		
Time: 10'	SL stage: preparation	Grouping: group-class

Materials: whiteboard		Skills: listening, speaking
Activity 1: Chain brainstorming Students will do a chain brainstorming, i.e. they will add ideas to their classmates' ideas about what an ecosystem is.		
STUDY		
Time: 15'	SL stage: preparation	Grouping: group-class
Materials: presentation, digital board		Skills: listening, reading
Activity 2: What is an ecosystem? Through a presentation, the teacher will introduce the components of an ecosystem and how the food chain works.		
ACTIVATE		
Time: 25'	SL stage: preparation	Grouping: cooperative groups
Materials: tablet, liveworksheets		Skills: reading and writing
Activity 3: How do human actions affect the food chain? Students will make a date on liveworksheets using the 1-2-4 technique. They will first think about the answer individually, then in pairs, and finally as a group.		

Table 12. Session 6 development. Own elaboration

-Table 13:

SESSION 7		
Pre-task	Cognitive skills: Analyze Evaluate	Key competencies: -Linguistic communication. -Digital competence:

		-Learning to learn competence. -Social and civic competence.	
Resources: Sterilizing cats(see Annex XIII) Photo Display (see Annex XIV)			
ENGAGE			
Time: 5’	SL stage: preparation	Grouping: group-class	
Materials: digital board, youtube		Skills: listening	
Activity 1: Neutering cats. Students will watch a video about the importance of sterilizing pets.			
STUDY			
Time: 15’	SL stage: preparation	Grouping: group-class	
Materials: problem-solution chart		Skills: speaking	
Activity 2: Identifying problems and solutions. We identify the problem in the video, i.e. the large number of stray cats in urban wildlife and the possible consequences of this. Afterwards, we propose a series of solutions to the problems and evaluate them together in a small discussion.			
ACTIVATE			
Time: 25’	SL stage: preparation	Grouping: cooperative groups	
Materials: newspaper articles, chart		Skills: speaking,reading,writing	
Activity 3: photo display			

Newspaper pictures and texts of real news stories about animals in the environment will be handed out. The students will follow a jigsaw reading technique, i.e. each member of the group becomes an expert on a text. After this, they pass on the information to the rest of the group and together they fill in a table where they identify the problems and solutions for each situation, again using the pencils in the middle technique.

Table 13. Session 7 development. Own elaboration

-Table 14:

SESSION 8			
Pre-task	Cognitive skills:	Key competencies:	
	Analyze Evaluate	-Linguistic communication. -Learning to learn competence. -Social and civic competence.	
Resources: KWL chart (see Annex VII)			
ENGAGE			
Time: 10'	SL stage: preparation	Grouping: individual work	
Materials: KWL chart		Skills: writing	
Activity 1: KWL chart Students will individually reflect on their chart what they know and what they want to know about the TNR method.			
STUDY			
Time: 20'	SL stage: preparation	Grouping: individual work	
Materials: KWL chart		Skills: listening	

Activity 2: The feline colony			
Students will help deliver food to the cat colonies, while volunteers will tell them what the TNR method is all about.			
ACTIVATE			
Time: 20'	SL stage: preparation	Grouping: individual work, cooperative groups	
Materials: KWL chart		Skills: speaking, writing	
Activity 3: What have I learned?			
Students will share what they have learned using the flipchart technique. Afterwards, they will fill in the part of what they want to learn and ask questions to the volunteers of the organization. They perform a short roleplay in which they show someone who is unfamiliar with the TNR method what it entails.			

Table 14. Session 8 development. Own elaboration

-Table 15:

SESSIONS 9 AND 10			
Pre-task	Cognitive skills: Create	Key competencies: -Learning to learn competence.	
Resources			
Time: 50'	SL stage: preparation	Grouping: cooperative groups	
Materials: tablets, canva Instagram		Skills: speaking, writing	
Activity 1: Prepare the task			
In this session, the teacher will offer advice for the final task related to the oral presentation and will remind the students of the contents, objectives, and criteria to be taken into account for the development of the work.			

Table 15. Session 9 and 10 development. Own elaboration

-Table 16:

SESSION 11		
Task	Cognitive skills: Create	Key competencies: -Linguistic communication. -Learning to learn competence.
Resources: Peer-assessment rubric (see Annex XIV)		
Time: 50'	SL stage: action	Grouping: cooperative groups
Materials: digital board, peer-assessment sheet		Skills: listening, speaking.
Activity 1 and 2. Final presentation and peer-assessment Make all the material available for the page to be used on their official account. The students will present their Instagram page design with the help of a PowerPoint and the material they wish to provide. After the presentation, all the material (reels, posts...) will be available to the animal shelter. While their peers are present, the students will evaluate them with the use of a peer-assessment sheet.		

Table 16. Session 11 development. Own elaboration

-Table 17:

Session 12. Let's celebrate!		
Task	Cognitive skills: Create	Key competencies: -Linguistic communication. -Learning to learn competence.
Resources: Self-assessment (see Annex XV)		
Time: 50'	SL stage: celebration and reflection	Grouping: group-class
Materials: digital board, peer-assessment sheet		Skills: listening, speaking.

Activity 1: Learning Gallery

We will conduct a learning gallery which consists of reflecting in groups on what they have learned from this session (knowledge, skills) and writing it down on a piece of paper that will be posted on the wall. Students will then mark the knowledge and skills that they feel they have developed and the most common factors will be discussed with the whole class.

Afterward, the students will celebrate the data they have sent us from the animal shelter since they presented their proposals and used their content in networks in their own. For example, more followers, more adoptions, etc.

Table 17. Session 12 development. Own elaboration

5.10 Attention to diversity measures

"Each child is a universe, a micro-story. But if we do not pay attention to each of them as they deserve, many things can fall by the wayside and may never be discovered" remarks César Bona (2015, p.116). According to these words, it is essential to establish measures regarding students' diversity. As it has been mentioned, in the contextualization section, the group class is characterized by different learning paces. For that reason, it will be proposed general initiatives to cope with it, as well as, for slow, and fast learners.

In relation to general measures, a suitable way of dealing with heterogeneity is through cooperative groups since students help each other naturally to achieve a common objective. However, that is not enough for slow students, and for this reason, in order to make them be able to be part of the whole process, the teacher will paraphrase, talk slowly if it is necessary and add pauses to give students enough time to process information.

Other examples of measures to be implemented in the activities themselves to engage slow learners are as it can be observed in Table 18.

Session 5. Activity 2

The teacher will provide models of each type of written production that the students are going to do, in this case a decalogue. Key words and structures to be followed will appear in bold.

Session 6. Activity 2

Students will have at their disposal a graphic organizer of diagrams with images of animals to learn more about the food chain concept.

Session 7. Activity 2

Newspaper articles are adapted from real news stories. In addition, keywords appear in bold, many of which are briefly defined at the end of the text. In addition, pictures are included to facilitate understanding.

Table 18 Examples of attention to diversity measures.Own elaboration

For advanced students who finish their activities earlier, they can use the fast-finisher wheel. This resource consists of spinning a wheel on which several activities appear and the student has to choose only one. In this way, students will not perceive finishing earlier as a punishment, as they will be able to choose from a variety of activities such as helping a classmate or more cognitively demanding activities such as solving puzzles on the theme, as it is shown in Figure 4.



Figure 4. Activities of the fast finishers' Wheel. Own elaboration.

5.11 Assessment

In order to know whether the proposed objectives have been achieved, it is necessary to measure student learning. To do this, it is necessary to establish what, how and when it can be done. In order to answer the question of what to assess, we will indicate the assessment criteria and standards to be taken into account.

5.11.1 Evaluation criteria and learning standards.

In Table 19, it will expose the relationship between the evaluation criteria and the learning standards chosen for this didactic proposal.

-Table 19:

Natural sciences evaluation. (Order 15th January, 2021)	
Evaluation criteria	Learning standards
EC.03.01. Obtain information, make predictions and establish conjectures about natural facts and phenomena, [...] using different graphic or digital supports and applying this knowledge to other experiments or experiences.	LS.03.01.01. Searches for, selects and organises concrete and relevant information, analyses it, draws conclusions, communicates his/her experience, reflects on the process followed and communicates it orally and in writing.
EC.03.03. Know and classify the components of an ecosystem [...], establishing relationships between them to ensure the species and balance ecosystems, adopting behaviours that positively influence these relationships [...].	LS.03.03.09. Identifies and explains relationships between living things. Food chains. Populations, communities and ecosystems.
EC.03.04. Use instruments, resources and audiovisual and technological media, [...], studying some of the processes associated with the life of living beings, communicating the result orally and in writing [...].	LS.03.04.02. Demonstrates a certain precision and rigour in observation and in the elaboration of works.
First foreign language (Order 15th January, 2021)	

Evaluation criteria	Learning standards
E.C.03.03. To understand the main idea of heard messages on everyday topics, recognizing sound, stress and rhythmic patterns and basic intonation, supporting on diverse audiovisual materials.	LS.03.03.01. The students understands the general and essential meaning and distinguishes the changes of topics in[...] audiovisual material [...].
E.C.03.04. To perform brief and simple monologues and dialogues applying basic expression strategies [...]formulas to describe his/her daily routine [...].	LS.3.04.01. The student makes short and simple pre-prepared and tested presentations about everyday topics or his/her interest.
E.C.03.07. To apply strategies and knowledge about suitable cultural and linguistic aspects for the overall understanding of different types of texts related to his/her environment[...].	LS.03.07.01. The student understands brief and simple correspondence [...].
LE.03.08. To produce, taking into account basic socio-cultural and sociolinguistics aspects [...] short and simple texts [...].	LE.03.08.01. The student fills out a short form or a file with his/her personal data [...].

Table 19. Evaluation criteria and learning standards. (Order 15th January 2021, pp.43-171)

5.11.2 Types of Assessment

Once we know what we want to evaluate, we need to know when and how. It is, therefore, crucial to distinguish between different types of evaluation:

-Initial assessment.

In order to find out previous knowledge of the subject matter, the teacher will carry out a brainwriting exercise which will allow him/her to detect possible gaps in the student's formation.

-Formative assessment

Thanks to this type of assessment, we will know if the learners are acquiring the contents and competencies throughout the learning process. In Table 17, it can be found the tool used to evaluate formative assessment.

-Table 20:

¿What does it assess?	How is it being assessed?
Portfolio. It contains all the activities that the students do in class.	Rubric (see Annex XX)

Table 20. Formative assessment. Own elaboration

-Summative assessment

It gathers information about the student's performance at the end of the unit, in this case, through the final project. In Table 21, it is shown the variety of tools applied to carry out the summative assessment.

-Table 21:

SUMMATIVE ASSESMENT	
Oral presentation	Rubric (see Annex XXI)
Powerpoint	Rubric (see Annex XXII)
Instagram account	Rubric (see Annex XXIII)

Table 21. Summative assessment. Own elaboration

In addition to the teacher evaluating student learning, we can find the following types of assessment. Firstly, we can find self-assessment and peer assessment, which means that students will assess themselves and their mates through the following rubric (see Annex XIV and Annex XV). Besides, the proposal will be assessed bearing into consideration both CLIL (see Annex XVI) and service-learning (see Annex XVII). Students' perspectives will be considered on them using the "Learning Gallery activity" as a tool to collect data.

6. CONCLUSIONS

The final aim of this proposal has been the design of a didactic unit combining CLIL and SL, and it has been achieved since, as can be seen in the development of the sessions, it

has been possible to integrate both the SL stages and the curricular elements of the natural and foreign language areas.

In this way, the second objective, the existence of compatibility between CLIL and SL, is demonstrated, especially in the literature review in which the characteristics of both are analyzed and how CLIL gives rise to the implementation of active methodologies centered on the learner, such as SL are in charge of their own learning (Garrido, 2021).

Although this proposal has not been carried out, it could be predicted that the third objective was raised. This means that students would be aware of the need to take care of pets properly and of the importance of interfering in urban population control through methods such as TNR, as they would work on these contents first-hand at the shelter and in activities proposed in class.

Once we know that the objectives have been achieved, it is important to ask ourselves what makes this proposal relevant to the world of education. Firstly, it brings students closer to measures such as TNR promoted in the Sustainable Development Goals. To make students feel committed to the fulfillment of these objectives it is key to include them in school lessons (Carrasquer-Álvarez, & Ponz-Miranda, 2022). Furthermore, in the process, students will follow the scientific method (hypothesizing, disproving...) and use not only personal experiences with an organization but also the internet in a responsible manner. In this way, it has achieved the provision of significant learning to the students related to currently demanded competencies (Garzón and Martínez, 2017).

In light of the above, school and society are not separate entities, teachers are the ones who have the power and duty to bring them together through the teaching-learning process. For example, by actively participating in the surrounding context or by training them to be competent in a digital world. Ultimately, they must provide education from and for society.

7. FUTURE LINES OF RESEARCH

To begin with, there is little literature on the combination of CLIL and SL, i.e. there is literature on CLIL and SL separately, but not on their integration. For this reason, research on their compatibility, as well as on the design of materials and assessment techniques that encompass them, could be encouraging.

Due to the context of the proposal, collaboration to treat wildlife could only take place in a local animal shelter or kennel. However, it could be interesting to focus on the native fauna of Andalusia if it were developed in the Doñana natural park, or even on wild fauna in places such as the Castillo de las Guardas.

On the other hand, to work in depth on culture, it would be interesting to get involved in an Etwinning project that allows students to learn about native fauna or control measures for urban fauna in various contexts. In conclusion, this dissertation can be considered a springboard to a topic in which there is still a lot of research to be done in the educational field.

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9. APPENDIX

Annex I: Quizlet virtual flashcards

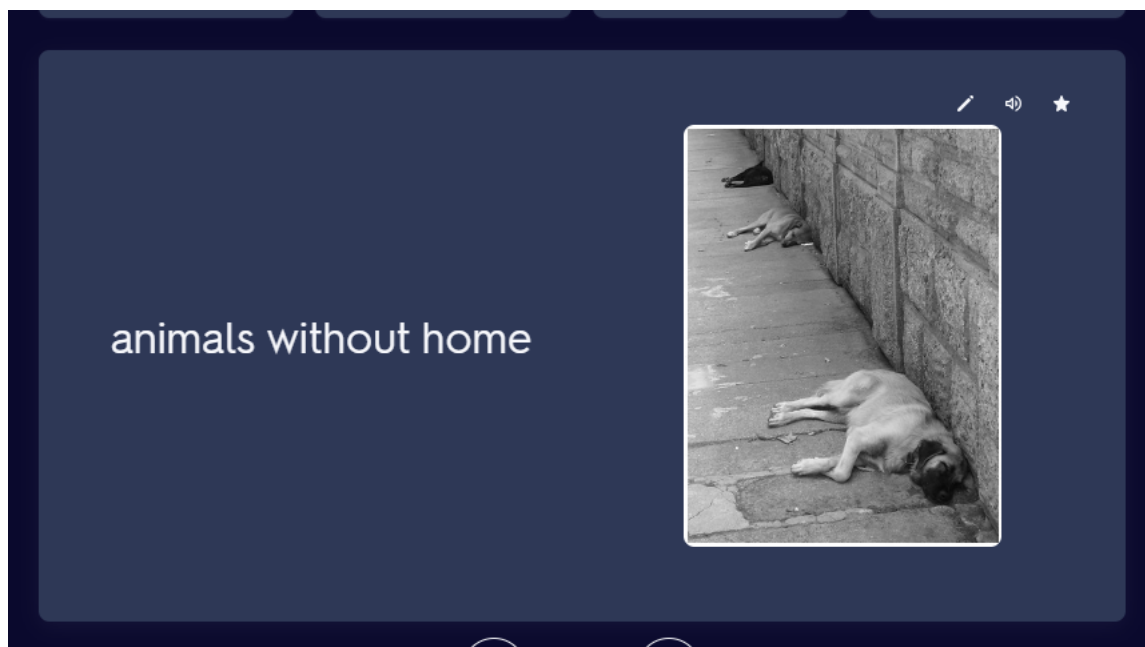
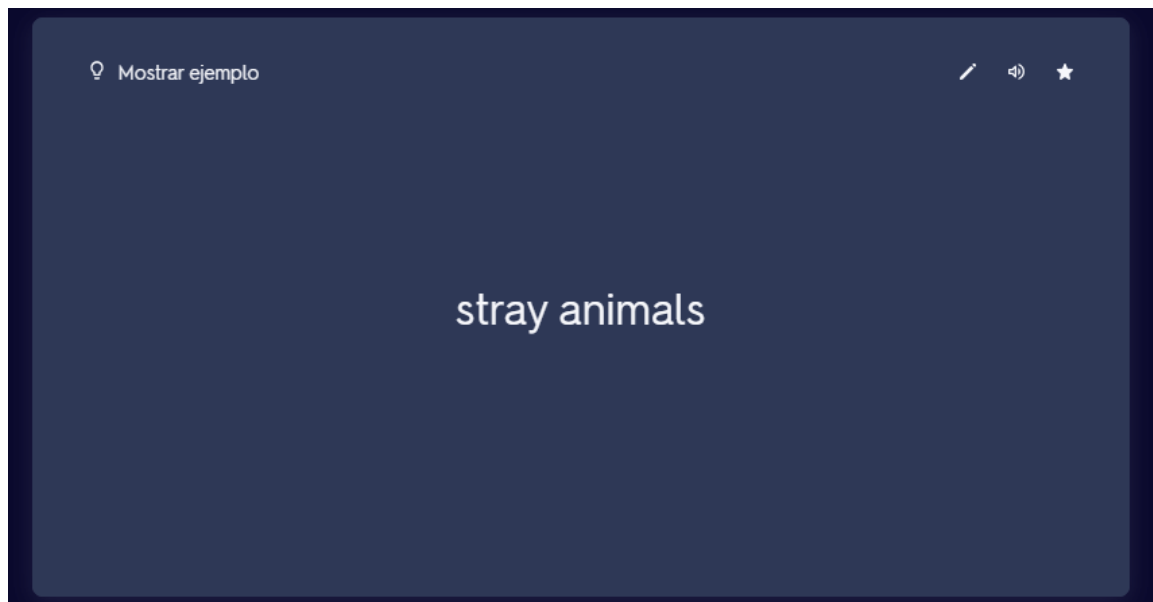


Figure 5. Quizlet virtual flashcards. Own elaboration.

Annex II: Genially presentation.



Figure 6. Genially presentation. Own elaboration.

Annex III: Group roles

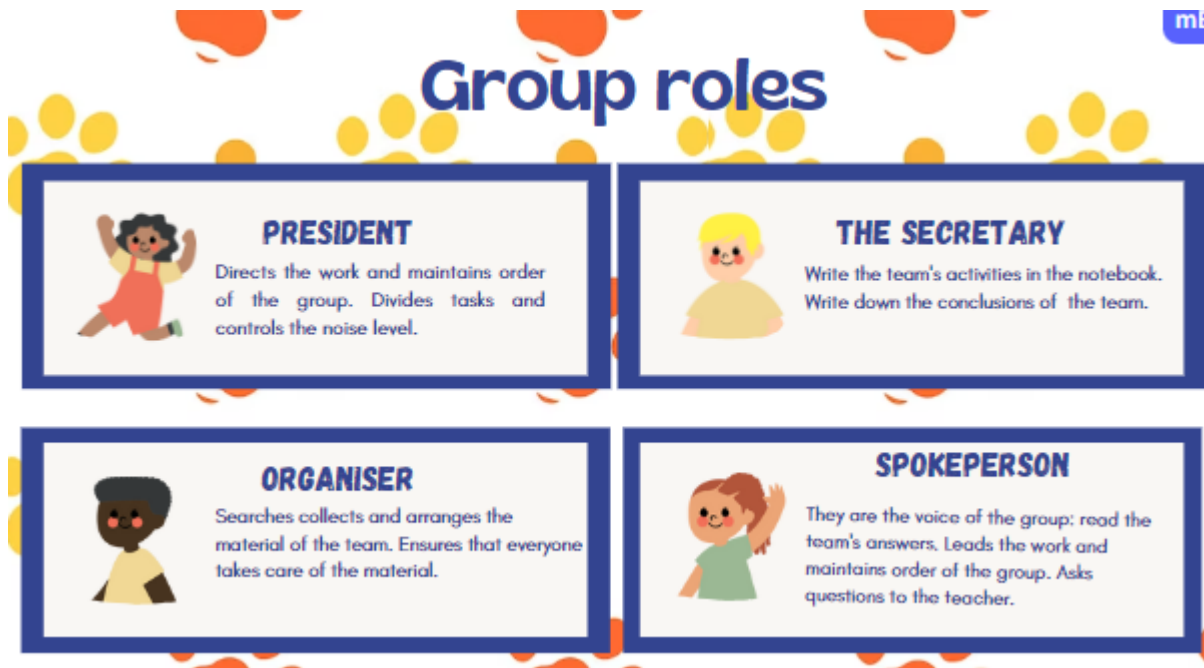


Figure 7. Group roles. Own elaboration.

Annex IV. Game with words related to animal domestication.



Figure 8. Bamboozle. Own elaboration

Annex V. Edpuzzle activity.

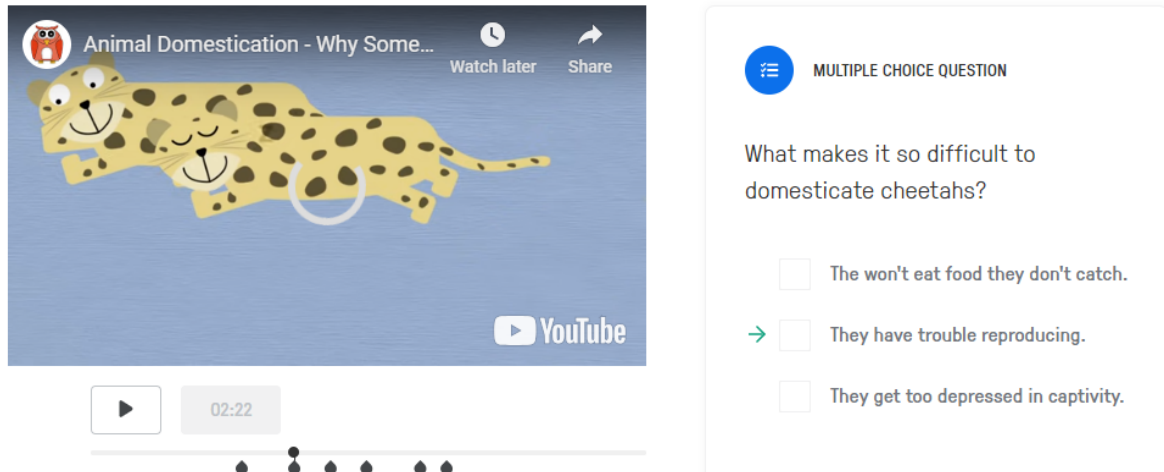


Figure 9. Edpuzzle activity. (Smart by design, 2017)

Annex VI. Example of Instagram post.

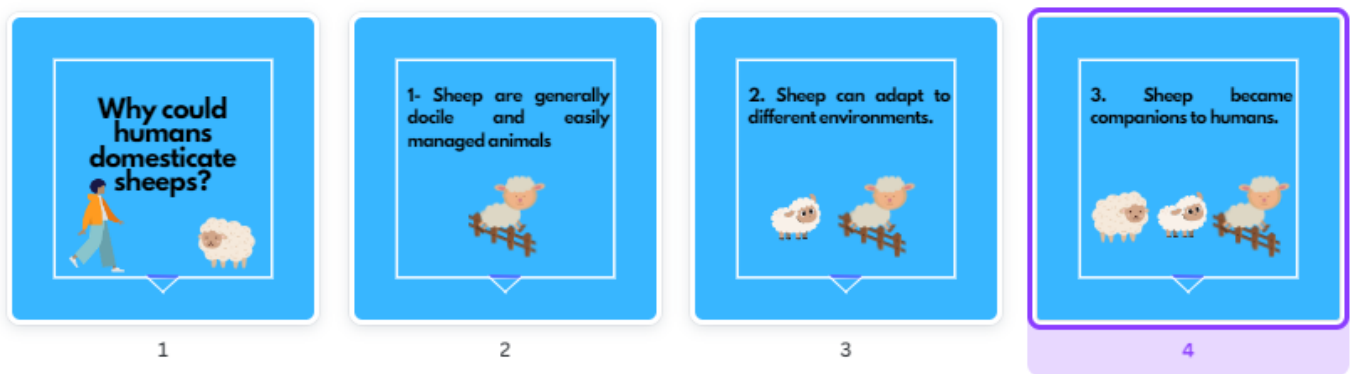


Figure 10. Example of Instagram post. Own elaboration.

Annex VII. KWL chart.

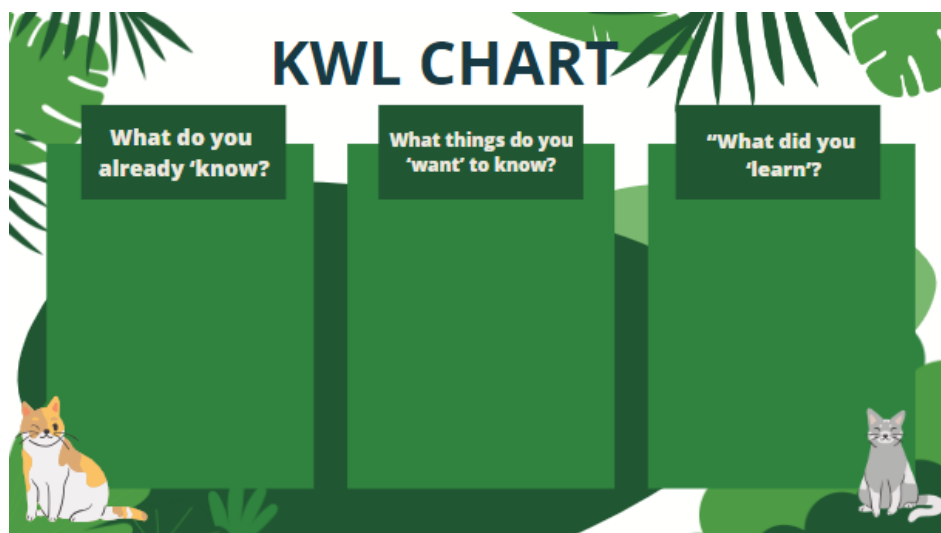


Figure 11. KWL chart. Own elaboration.

Annex IIX. Animals and culture Webquest.

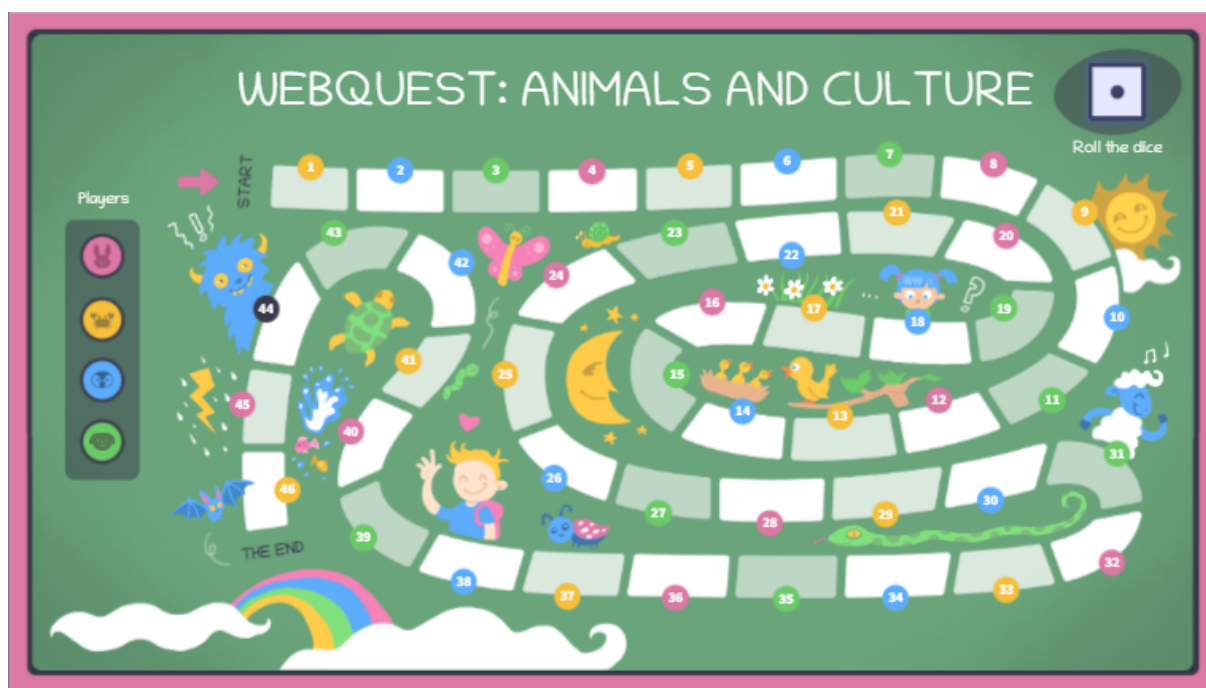


Figure 12. Webquest- Own elaboration

In religion

In [Hinduism](#), cows are thought to be sacred, or deeply respected. Cows are seen as a 'caregiver' or maternal figure. One Hindu goddess, Bhoomi (भूमि), is usually shown in the form of a cow. She represents the Earth. Most [Hindus](#) respect [cows](#) for their gentle nature, and cows also represent strength. Hindus who eat meat will avoid eating [beef](#).

There is a festival to thank cows for serving farmers for agriculture, This festival is called as "Mattupongal" which is one among the four days of the grand Indian festival called the Pongal which is completely focused on thanking each and every agricultural implement.

Celebration of cows

In the Hindu tradition, cows are honored, garlanded and given special feedings at [festivals](#) all over [India](#). One is the annual Gopastami festival, dedicated to [Krishna](#) and cows.

The cow's nature is represented in Kamadhenu; the goddess who is the mother of all cows. In India, more than 3,000 institutions called Gaushalas care for old and infirm cows. According to animal husbandry statistics there are about 44,900,000 cows in India, the highest in the world. So while some old and infirm cows are treated in Gaushalas, the rest are generally abandoned at public places such as railway stations and [bazaars](#).



White cows decorated for a [Diwali](#) festival celebration

Honoring the cow inspires in people the virtues of gentleness and connects them with [nature](#). The cow gives [milk](#) and [cream](#), [yogurt](#) and [cheese](#), [butter](#) and [ghee](#). The [milk](#) of a cow is believed to refine a person. The ghee (clarified [butter](#)) from the milk

Figure 13. Example of web used. (Kiddle, 2021)

Annex IX. Two stars and one wish.



Figure 14. Two stars and a wish. Own elaboration

Annex X. Animal abandonment video.

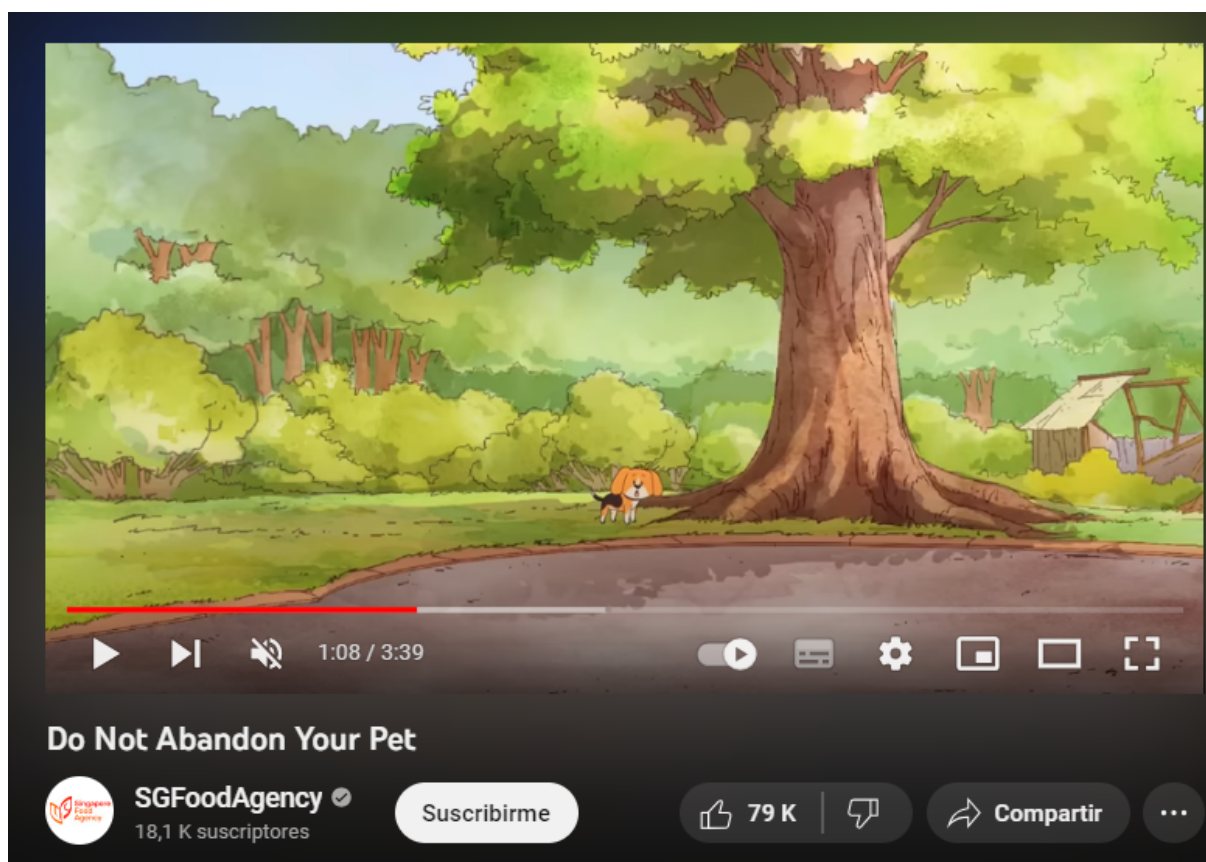


Figure 15. Screenshot of the video used (SGGood Agency, 2013a).

Annex XI. Decalogue on good pet care.

DECALOGUE ON GOOD PET CARE



1. You **must** provide fresh water for your pet every day.
2. You **must** feed your pet a balanced diet to keep them healthy.
3. You **must** give your pet regular exercise to keep them active and fit.
4. You **must** provide a clean and comfortable living environment for your pet.
5. You **must** take your pet to the veterinarian for regular check-ups and vaccinations.
6. You **must** groom your pet regularly.
7. You **must** give your pet love and attention .
8. You **mustn't** leave your pet alone for long periods of time.
9. You **should** socialize your pet with other animals and people.
10. You **shouldn't** mistreat your pet in any way.

Figure 16. Decalogue on good pet care model. Own elaboration.

Annex XII. Food chain live worksheets.

Living beings

4. Organise the following living beings into the food chain.

```

graph TD
    P[Producer] --> PC[Primary consumer]
    PC --> SC[Secondary consumer]
    SC --> TC[Tertiary consumer]
    TC --> D[Decomposers]
  
```

Rabbit

Lynx

Imperial eagle

Grass

Mushroom

5. Answer the following questions

- What happens to the rabbits if the lynx become extinct?
If the lynx become extinct, the rabbits would _____
- What happens if there were too many rabbits? _____

6. Describe the food chain in activity 4.

Figure 17. Food chain liveworksheets. Own elaboration.

Annex XIII. Sterilizing cats video.

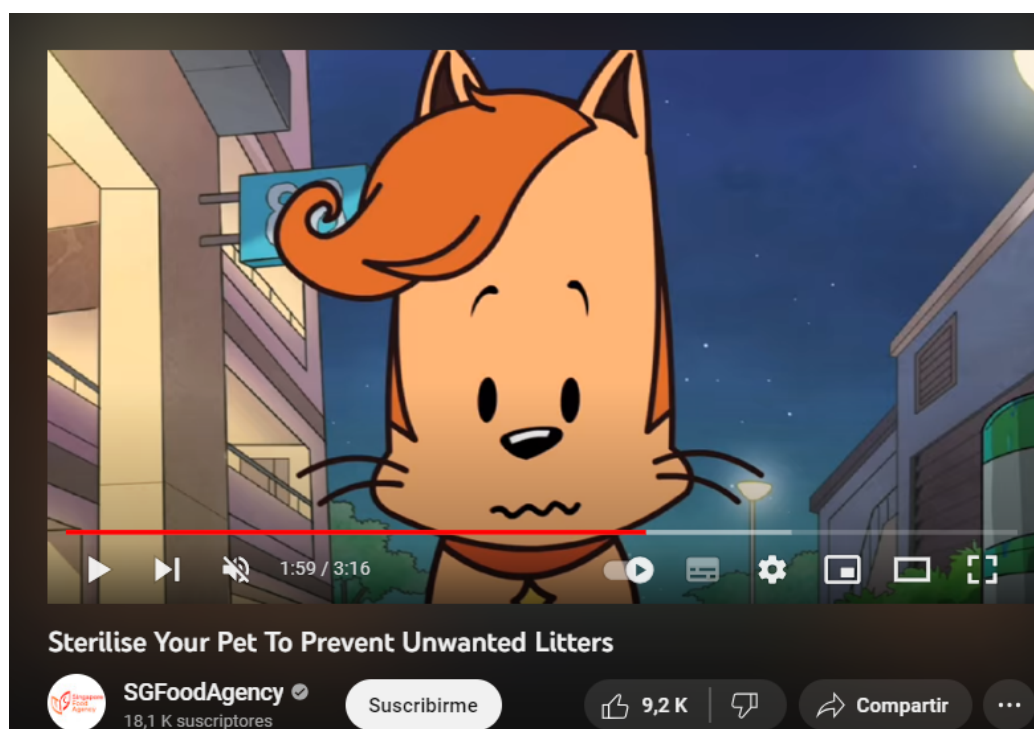


Figure 18 Screenshot: sterilize your pet to prevent unwanted litters.(SGFoodAgency, 2013b)

Annex XIV. Photo display text example.



Figure 19. Photo display. Own elaboration

Annex XX. Formative assessment. Portfolio checklist.

PORTFOLIO CHECKLIST				
Name of student(s): _____				
ASPECTS	3	2	1	Not done
All of the indicated items have been included correctly. 10%				
Spelling and syntax are correct. 10%				
Portfolio has good decorative and creative presence. 10%				
It includes reflections on their learning. 10%				
It includes student's strengths PLE with what you are proficient in 10%				
El índice está bien organizado y fácil de navegar 10%				
All the complete activities can be found. 10%				
The work has been completed on time. 10%				
The student has shown interest in the elaboration of this work 10%				
The student reflects on their weaknesses. 10%				

Figure 20. Portfolio checklist. (Adapted from CEDEC, 2023)

Annex XXI. Rubric for oral presentation.

Student's name: _____

ITEMS	5 Excellent	3-4 (Quite) good	2 Need improvement	1 Low performance
GREETING / FAREWELL	The digital site is exceptionally attractive and a useful showcase. It is easy to find key elements and both blank spaces and multimedia elements as well as spatial principles are effectively used to organise the material.	The digital site is attractive and can be regarded as a useful showcase. Every key element is easy to find.	The digital site is a useful showcase, but it looks too full of information and/or it is not engaging. Most elements are easy to find.	The digital site has too much information, it is detracting, and it is often difficult to find key elements.
ORGANIZATION	The digital site is free of grammar and spelling mistakes.	The digital site has 1-3 grammar and/or spelling mistakes.	The digital site has 4-5 grammar and/or spelling mistakes.	The digital site has more than 5 grammar and/or spelling mistakes.
BODY LANGUAGE	The students are respectful towards each others' ideas, are able to distribute tasks in a fair way, show commitment to quality and support one another.	The students are respectful towards each others' ideas, and are able to distribute tasks in a fair way. Some of the students show commitment towards quality and support one another, but not all.	The students are respectful towards each others' ideas, and are able to distribute tasks in a fair way. However, there is little evidence that shows commitment towards quality by the members of the team.	The students argue with one another and/or do not respect each others' ideas and contributions. Feedback is not positive and the members of the team do not support each other. The project has been carried out by 1 or 2 members of the team.
VOCABULARY	The author has made an exemplary job at designing a really engaging interesting	The author has made a neat job at designing an engaging interesting site for its target	The author has included lots of information in the digital site, but there is	The author has provided the minimum information required in the digital site and has not



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	site for its target audience.	audience.	little evidence of the intention of designing an engaging and interesting site for its target audience.	adapted it in order to design a more interesting site for its target audience (e.g. only a list of links to content by others is provided).
MATERIALS	All the material is Creative Commons, and the author has made an exemplary job when citing and attributing.	Citing and Attributing is neatly done and almost all the material is Creative Commons.	Some of the material is Creative Commons but citing and attributing needs improving.	Citing and attributing guidelines have not been taken into account and the material is not Creative Commons.
PRONUNCIATION, RHYTHM & INTONATION	The pronunciation is nice and both rhythm and intonation correspond to those expected in an interview, which contributes to it being followed easily.	The pronunciation is often nice and both rhythm and intonation usually correspond to those expected in an interview, which contributes to it being followed quite easily.	The author makes an effort for adopting the adequate rhythm and/or intonation but it does not often match that expected in an interview. Pronunciation must improve quite a lot.	The author does not try to match the rhythm or the intonation expected in an interview. Pronunciation must improve a lot.

Figure 21. Rubric for oral presentation. (Adapted from CEDEC, 2023)

Annex XXII. Rubric for evaluating a digital presentation.

RUBRIC FOR EVALUATING A DIGITAL PRESENTATION

Students' name: _____

ASPECTS	4 EXCELENT	3 SATISFACTORY	2 IMPROVABLE	1 INSUFFICIENT
TITLE	The title is creative and represents the theme of the presentation very well.	The title is creative and represents the theme of the presentation well.	The title is creative and sufficiently represents the theme of the presentation.	The title is not creative, and has no relation whatsoever to the subject of the presentation.
INFORMATION/CONTENT	The information is very well organized with a detailed order and easy to be checked.	The information is well organized, which makes it easy to be checked.	The information is organized but not easy to check.	The information is not organized, which makes it difficult to verify.
IMAGES	They are very appropriate for the topic and are a good visual summary of the topic.	They are quite appropriate and make a visual summary of the topic.	They are appropriate enough, but not all are related to the topic.	They are not appropriate and are not related to the topic. There are less than four images.
Language	There are no grammatical or spelling errors in the text of the presentation. All sentences are well organized.	There is one grammatical or spelling error in the text of the presentation. All sentences are well organized.	There are two grammatical or spelling errors in the text of the presentation. Some of the sentences are not correctly organized.	There are numerous errors in the text. The organization of the sentences is not correct.

Figure 22. Rubric for oral presentation. (Adapted from CEDEC, 2023)

Annex XXII. Rubric to assess Instagram posts.

RUBRIC TO ASSESS INSTAGRAM POSTS

Groups' name: _____

ASPECTS	4 EXCELLENT	3 GOOD	2 NEED IMPROVEMENT	1 LOW PERFORMANCE
Structure	The group has composed a post with a title, the answer to the requirements of the task: questions, multimedia resources or whatever is asked in the learning diary step. The post has the adequate length and it is well distributed in paragraphs. Clear and short sentences.	It has got all the elements required except the headings for each task. The post has the adequate length and it is well distributed in paragraphs. Some of the sentences are either too long or not very easy to understand.	There are some answers to the requirements of the learning diary which are missing. The post is too short or excessively long and information is not well distributed in paragraphs. Some sentences or answers to the questions are not very clear.	The group needs help to answer the questions and does not have the knowledge required to compose correct sentences for the post to be included in the learning diary.
Content	The aim of the post is clearly identified. All the points of the learning diary step are fully covered with clear reflection of the work done. All the links to the different steps of the mission or challenge are included.	The aim of the post is clearly identified. All the points of the learning diary step are covered, but without clear reflection of the work done. All the links to the different steps of the mission or challenge are included.	The aim of the post is clearly identified. Not all the points of the learning diary step are clearly developed, and there is still some reflection on the work to be done. There are some links to the missions or challenge included, but not all.	The contents of the answers that groups provide in their learning diary are not clear and do not fit the reflection they are required to make on their learning process. No links to the missions or challenge included.
Multimedia elements	The links to the multimedia elements are correctly done and work perfectly.	The links to the multimedia elements are correct but not all work properly.	There are some links, but they do not correspond to what is asked in the learning diary step.	Groups do not know what links to multimedia elements they should include in their learning diary.
Language	The post in Instagram lacks grammar and spelling errors.	The post in Instagram is easily understood with minor grammar and spelling errors.	The post in Instagram has several grammar and spelling errors.	The post in Instagram is hardly comprehensible due to a lot of grammar and spelling errors.

Figure 23. Rubric to assess Instagram posts. (Adapted from CEDEC, 2023)

Annex XXIV. Peer assessment rubric.

PEER-ASSESSMENT

Name: _____
 Classmate 's name: _____

Criteria	Improvable 1	Regular 2	Good 3	Excellent 4
My classmate demonstrates the knowledge of the topic.	☹️	😐	😊	😄
My classmate uses appropriate CLIL vocabulary and terminology.				
Demonstrates originality in the project.				
My classmate expresses him/herself clearly and confidently				

Figure 24. Peer assessment rubric. Own elaboration.

Annex XXV. Self-assessment rubric.

On a scale of 1 to 5- where 1 is “I can do it perfectly” and 5 is “I cannot do it”- please rate the following assessment criteria of the unit “Paws to Action”.

1. I can name key vocabulary and expressions related to animals in the proposed activities.

2. I can identify the rights of animals and the obligations of humans towards them.

3. I can implement modal verbs to express the obligations of pet owners under the law.

4. I can distinguish between the functions of an animal shelter and a kennel.

5. I can appraise the importance of our actions on other living beings and their habitat.

6. I can appraise the relevance of each type of animal in the ecosystem.

7. I can design an Instagram account to spread what they have learned.

1

2

3

4

5

Figure 25. Self-assessment rubric. Own elaboration

Annex XXVI. CLIL checklist. (Coyle et al., 2010)

https://ateneu.xtec.cat/wiki/form/wikiexport/_media/cmd/lle/clpi/modul_4/clil_unit_checklist_ateneu.pdf

Annex XXVII. Service-learning rubric. (Caballero, 2021)

ASPECTS	4 Excellent	3 Good	2 Moderate	1 Needs to improve	Comments
Didactic goals have been achieved					
Timing of the project has been adequate					
Assessments (for, of and as learning) have been useful					
Service-learning sequencing has been appropriate					
Material and resources have met students' needs					
Learners' activities are aligned with their linguistic and subject are level.					
Students have been motivated and engaged in learning.					
Children have developed different skills and values such as empathy, solidarity, problem solving, critical thinking, etc.					

Figure 26. Service-learning rubric. (Caballero, 2021).