

Master's Dissertation/
Trabajo Fin de Máster

THE IMPACT OF CLIL METHODOLOGY ON PRIMARY EDUCATION: AN EXAMPLE OF ANDALUSIA

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ABSTRACT: Integrating culture in the students' teaching-learning process provides them with motivation in their work. Thanks to the inclusion of this cross-curricular element, it is possible to achieve the objective of getting better results. From culture, a didactic proposal of Natural Sciences is worked that, following the CLIL methodology, promotes the improvement of interdisciplinary work, the improvement of the level of English through multiple bilingual tasks, the content of this subject, as well as an increase of students' motivation. All of this is possible through a gradual and meaningful teaching-learning process. Along with this cross-curricular element and the CLIL methodology mentioned above, there are aspects such as the inclusion of values; healthy lifestyle, awareness of the importance of taking care of your diet and your life; and digital competence, so in demand today.

Keywords: CLIL, Culture, Digital Competence, Values, Didactic Proposal, Natural Sciences

RESUMEN: Integrar la cultura en el proceso de enseñanza-aprendizaje del alumnado proporciona una motivación en su trabajo. Gracias a la inclusión de este elemento transversal podemos alcanzar el objetivo de obtener mejores resultados. A partir de la cultura se trabaja una propuesta didáctica de Ciencias Naturales que, siguiendo la metodología AICLE, fomenta la mejora del trabajo interdisciplinar, la mejora del nivel de inglés a través de múltiples tareas bilingües, el contenido de esta asignatura, así como un aumento de motivación del alumnado. Todo ello es posible a través de un proceso de enseñanza-aprendizaje gradual y significativo. Junto a este elemento transversal y la metodología AICLE, citada anteriormente, se suman aspectos como la inclusión de valores; estilo de vida saludable, concienciación de la importancia de cuidar tu alimentación y tu vida; y la competencia digital, tan demandada en la actualidad.

Palabras clave: AICLE, Cultura, Competencia Digital, Valores, Propuesta Didáctica, Natural Sciences

1. INTRODUCTION

This project has been prepared for the MA Thesis in accordance with the Master's Degree in Bilingual Teaching and Integrated Learning of Contents and Foreign Languages (CLIL). It is supervised by the academic tutor Piotr Romanowski.

The fundamental objective of this dissertation is the analysis of the CLIL concept, which nowadays is one of the most controversial topics in the world of education. The acronym CLIL refers to "Content and Language Integrated Learning" and it has been implanted in the educational field breaking all barriers and has become the spearhead of favor for foreign languages in schools. Some of the fundamental aspects which will be analyzed are methodology, implementation and the roles or materials designed for it. Therefore, to elaborate on this, a didactic unit has been included, where the fundamental principle is the development of the CLIL methodology in primary education classrooms has been expanded on in this dissertation.

As currently, the CLIL methodology is considered to be a vast field which encompasses many concepts, this paper will focus on the implementation of this concept in the autonomous community of Andalusia. More and more Andalusian schools are being recognized as bilingual centers.

One of the fundamental principles of this dissertation, from which the remaining points will be developed, is the definition of the CLIL concept. To further develop this, we will take as a reference a series of authors who have defined this concept and, subsequently, analysed it from different points of view. One of the most considered is Marsh, who in 2002 defined the CLIL concept as "*situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language*".

As this previously mentioned author indicates, the CLIL methodology focuses on language acquisition rather than enforced learning, as building up language competency, leading to more natural and sophisticated communicative skills. Working on the content in a foreign language is a real novelty in the Andalusian educational field, since this methodology has not previously been taught and, moreover, is insisted on by the

competent authorities. Good application and development of such a program is essential to achieve successful results.

Once these concepts and aspects have been analysed, the CLIL materials components will occupy an important role in this dissertation. It is important to establish a good array of materials to guarantee a proper methodological execution, guaranteeing the fulfillment of all the requirements and, of course, an excellent teaching-learning process. To carry out this analysis, different authors will be mentioned, as well as instructions or guidelines to follow for a good creation of materials.

Considering the practical part of this thesis, a CLIL didactic unit will be developed, including the curricular organization, the collection of materials used, a bank of activities, the inclusion of interdisciplinary contents and the evaluation system that will be applied.

All this will be justified, thus trying to achieve a cohesive and well-founded learning process.

2. THEORETICAL FRAMEWORK

This section has as its main objective the analysis of the different concepts involved in this thesis based on different authors and theories.

2.1. CLIL in Andalusia

Next, the CLIL methodology will be defined by collecting all the aspects it encompasses as well as its main requirements, its characteristics, the role played by the teacher in this educational field, its variants, as well as its impact and implementation in education.

In addition, this section will be concluded by talking about the initial accounts of the application of this methodology in Andalusia, taking into consideration the growth it has experienced over the years as well as studies that have been carried out in Andalusian schools to observe its results and assessment.

2.1.1. Definition and main characteristics

The CLIL concept is in the spotlight today. This is due to various reasons:

- Firstly, English, is recognized as a universal language, which is why it has been implemented in educational centers as a core subject in order to meet the needs that our society presents nowadays.
- Secondly, more and more schools decide to adopt or benefit from this methodological trend to train communicatively competent students, capable of living and relating to others.
- Thirdly and lastly, this methodology currently aims to train a multilingual society, thus adopting all the aspects that it requires.

This concept, which responds to the acronym of “Content and Language Integrated Language” has been defined by several authors. Despite this, one of the most important definitions of this key concept is:

“CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels” (Maljers, Marsh, Wolff, Genesee, Frigols-Martín, Mehisto, 2010).

On the other hand, there are authors who explain and analyse this concept from the perspective closer to the educational reality, thus explaining the fundamental work of this methodology and how it is applied in the classroom. Some of the data provided are the strategies studied, as well as the level of language required by teaching staff and expected by students.

“CLIL is an approach to bilingual education in which both curriculum content (such as Science or Geography and English” are taught together. It differs from simple English-medium education in that the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study” (Graddol, 2006).

This methodology gives us the opportunity to create various types of expectations in the students, to encourage them to learn and to help them to be communicatively competent. Thanks to this, and its good application in the primary education classroom, students have the opportunity to communicate in general, which results in a fundamental objective in this educational stage.

“CLIL is about using languages to learn (...). It is about installing a ‘hunger to learn’ in the student. It gives an opportunity for him/her to think about and develop how s/he communicates in general, even in the first language” (Marsh & Stenberg, 2001).

The CLIL methodology, as these authors indicate, has as its main objective the teaching of curricular content, mainly subjects such as Natural Sciences and Social Sciences, using the foreign language as a means of communication. In addition to this, the CLIL concept includes a series of characteristics which can be classified in terms of the following aspects:

- **Theory of language:** CLIL sees language as a resource for meaning rather than as a system of rules. In this methodology, the foreign or second language is used as the medium of instruction; it is the vehicle through which the subject matter content is learned. As Dalton-Puffer et al. (2014:215) put it, “*CLIL is timetabled as content lessons*”. Language is thus employed to teach new information and to communicate, thereby heightening linguistic exposure. There is a primacy of fluency over accuracy, but a focus on form is also paramount: formal language instruction is still integral to CLIL, but synchronous to subject teaching through the L2. In this sense, learners can continue their academic and cognitive development while acquiring language proficiency, thereby learning both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) (Commins, 1999).
- **Theory of learning:** CLIL provides meaningful learning opportunities by building on the students’ previous learning and calling on their prior knowledge, skills, attitudes, interests and experiences. It is what Wolff (2002) and Marsh (2006) term education through construction rather than instruction and what Mehisto et al. (2008) refer to as scaffolding.
- **Learner and teacher roles:** CLIL requires a learner’s active role in order to provide constructivist principles, which defend learning by doing statements. Due to this, the teacher’s role may not be teacher driven, but student-led, becoming a facilitator.
- **Language level targeted:** in line with current English as a Lingua Franca (ELF) trend, it is a functional vs. a native-like competence of the language studied which is pursued.
- **Amount of exposure to the FL or L2:** it can be lower, as age of onset of language learning tends to be pushed back in CLIL contexts.

- **Languages taught through CLIL:** they are mostly “*major or minor international linguae francae*” (Dalton-Puffer, 2014) with English holding a hegemonic position.
- **Methodology:** CLIL is a methodological innovation for the educational system since it provides centers with the opportunity to apply transformative pedagogies such as task-based learning, collaborative work or meaning- and form-focused processing.
- **Materials:** they can be classified into two groups: adapted or authentic. The latter are those taken directly from books or web pages, while the former are appropriate to the curricular level or educational needs of the students. Nowadays, ICT plays a very important role in them since thanks to them teachers can find or create a great variety of materials.

According to Wolff (2005), CLIL variants or models are determined by environmental parameters, which he outlines as involving the degree of FL and content teaching, choice of subjects, time of exposure and linguistic situation. These models are:

- **Immersion programs:** a single learning group is offered content instruction in the target language for all or part. Teachers understand and speak the students’ mother tongue and adapt their teaching.
- **Submersion programs:** children are placed in mainstream English classes with little or no additional support for language learning. Teachers do not speak or understand the non-native speakers L1.
- **Sheltered subject-matter teaching:** it is carried out in the target language by a content area specialist to L2 learners who have been separated from native speakers.
- **Adjunct language instruction:** language teaching and content instruction are coordinated, thus providing additional support classes for regular subject matters courses.

- **Theme-based courses:** the language curriculum is built around selected topics. Language and content are exploited, but have explicit language aims which are typically more important than the content learning objectives.
- **Content-enriched FL instruction** (Roldán Tapia 2005) entails the teaching of a number of elementary school subjects in the target language by establishing coordination between the subject and the language objectives.
- **Interdisciplinary module approach** (Wolff 2005; Coyle 2010) teaches content in the FL in non-linguistic subjects over shorter periods of time, involving teachers from different disciplines.

Depending on the specific combination of content and language instruction, CLIL will primarily adjust to one of the aforementioned models.

2.1.2. The impact and implementation of CLIL in Andalusia

According to Pavón (2018), in the early years CLIL was implemented in Andalusia, it was considered only as a way to approach teaching languages. However, little by little, the teacher's education authorities and all the stakeholders involved became aware that CLIL was much more than that.

Over time, CLIL has been considered an **approach** or **educational model** which has transformed schools completely, not just in terms of **methodology**, which is key by modifying the attitude towards transmission of content, but also because it is a **dynamiser** in schools as teachers have to collaborate, to plan together and to evaluate according to the same procedures, criteria or instruments.

Implementing CLIL in Andalusia has meant facing complex challenges which have mainly focused on the growth of effective pedagogies and the professional development of teachers who understand how to question their teaching, experiment with new approaches and put these into practice in their own classrooms.

At the beginning of this implementation, the impact was strongly significant. Whilst early pioneers in CLIL provided positive encouragement to experiment further with CLIL. However, the evidence-based upon which to disseminate CLIL practice and expand provision was limited.

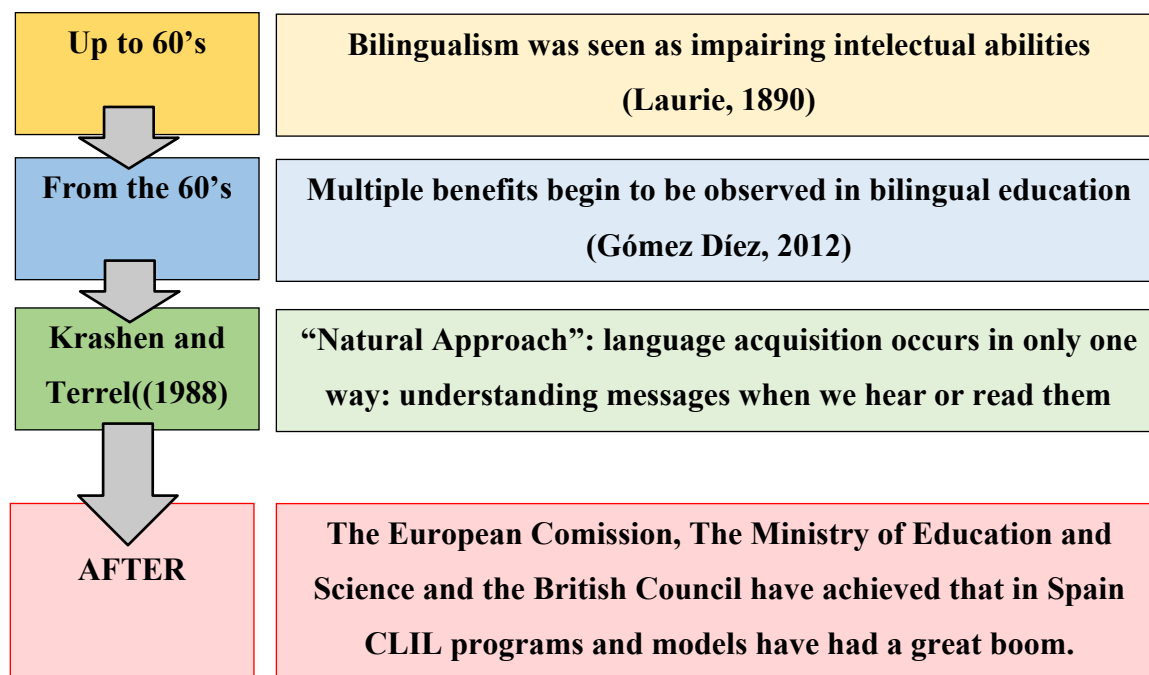
Applying innovative methodologies in education can entail a series of risks as well as advantages. Assuming these risks and achieving these advantages is not an easy task, since it is necessary to receive and deliver adequate training to be efficient and achieve the best possible outcome of the CLIL methodology. In addition to this, we must consider what this methodology brings with it. The CLIL methodology:

- Invites teachers in all sectors of education to reflect on their own practice to engage in self-analysis and self-evaluation and to make fundamental contributions to both professional and research communities.
- Encourages teachers to experiment, to take risks and to have a voice to articulate what works and what does not work for their students and why this is so.
- Provides an opportunity for practitioners and learners to collaborate with other stakeholders in order to better understand the complexities and implications of using languages as effective learning tools.

Achieving good application or implementation of this methodology implies having proper training and, in addition, managing to cover all the criteria that this implies, guaranteeing the learning of content together with the key language in which it is transmitted.

2.1.3. First news in Andalusian schools

Carrying out CLIL methodologies in Spain and, more specifically in Andalusia, has undergone an evolution over the years. This evolution, supported by authors, is as follows:



To carry out a good analysis of how the implementation of the CLIL methodology in Andalusia has turned out, we will base this section on various analyses carried out in schools where CLIL lessons are put into practice. These studies were conducted in order to further understand students' perspectives on content teaching and learning in a Content and Language Integrated Learning (CLIL) program.

In order to perform these studies, a questionnaire and a test were designed and then completed by students from Primary Education.

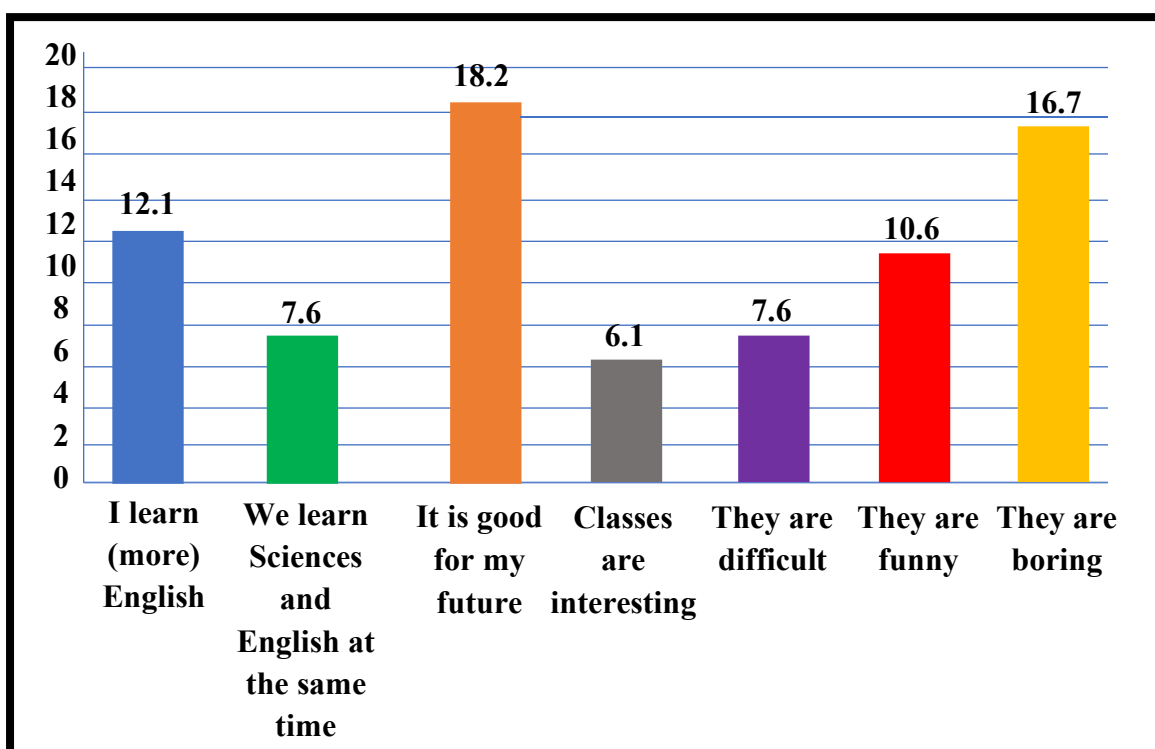
These studies were carried out taking into consideration common parameters such as sociodemographic data, degree of satisfaction, perceived difficulty level, learning and affective reactions motivation to CLIL. The results were as follows:

In relation to the sociodemographic data, the data to highlight is the learning of English, where 96.8% of students highlight the importance of this language and the reception of extracurricular classes of this second language, with 43.3% the percentage of students who receive it. Highlight low percentages, around 20 or 30% of the students, where the questions were related to the involvement of families in this learning.

Regarding the degree of satisfaction and motivation, a high percentage of students, almost 80% of them, were happy with the teaching of some subjects in English and, in fact, thought it was a good idea to learn in English. However, 50% of the same students chose to learn the subjects entirely in Spanish due to difficulties they encountered and the fact that they were transmitted through a second language.

Focusing on the degree of understanding and learning, we can observe an overall percentage, where 58.3% consider it easy to learn Science subjects in English, compared to 41.7% who consider it difficult to learn these subjects in a second language as well as mastery of written skills.

Finally, a graph provided by one of the studies carried out in a public school, where a questionnaire was used, will be analysed. This questionnaire collected aspects related to why students liked the application of the CLIL methodology in Science subjects. The results were as follows:



Considering this data obtained in the survey carried out, amongst others observed, a didactic proposal will be compiled to address the findings.

2.1.4. Teacher's roles in Andalusian bilingual schools

“At this moment in time, CLIL has a very important role to play in enabling educators to reconceptualize parts of the curriculum and the way that we deliver it in our schools. It is not only an enabler to re-look at the way that we deal with language learning, but more a holistic view of what we do with language use and languages in a pluralistic sense” (Coyle, 2015).

As this previously cited author mentions, CLIL currently plays a fundamental role in relation to teachers. This methodological trend has as its fundamental principle the implementation of the foreign language in educational centers in an integrated way, adapting the pedagogy and considering the cognitive capacity of the students. In fact, according to Peeter Mehisto, one of the most important characteristics of CLIL is not simply a matter of switching the language of instruction but also the importance of adapting the pedagogy, considering that students are facing the extra cognitive challenge of learning through a language they have not yet fully acquired.

To achieve all this, teachers play a fundamental role, since they are in charge of developing and applying this methodological trend in the classroom. For this reason, this author, Peeter Mehisto, also highlights the importance of giving opportunities to universities to research CLIL and train teachers to apply it in primary education classrooms.

If we focus on the roles that a teacher must play in the classroom, specifically when applying the CLIL methodology, there are different authors who defend different types of roles or attitudes. Among them, and one of the most important, we find Harmer (1983), who considers the following:

- **Controller:** the teacher controls the class during the implementation of dynamics. They control not only what students do, but also when they speak and what language or languages are used.
- **Organiser:** the main objective of the teacher when planning, preparing and delivering an activity is informing students of the topic about which they will talk, write or read. Giving clear instructions about what the task is, ensuring

that the activity is successful and getting feedback, and finally compiling the information when finished.

- **Facilitator:** the teacher must provide the students with the material, language or resources they need to complete the activity properly.
- **Assessor:** the teacher waits for the activity or task to be completed and then shares with the students how they did and how to improve allowing them to correct any mistakes.
- **Resource:** the teacher must always be ready to offer help if needed as s/he has the language and knowledge that students need, especially in written assignments.
- **Participant:** the teacher must participate in the different activities or dynamics avoiding at all times to dominate the activity.
- **Prompter:** the teacher often has to encourage the students to participate in the activities.

In addition to these previously defined roles, teachers have other roles in the classroom adapted to the different principles the CLIL methodology includes, as well as the CLIL fundamentals, the language and content awareness, the methodology, the construction of the student's capacity and the cooperation with peers throughout the evaluation.

Focusing on the teaching of language and content, a fundamental pillar of the CLIL methodology, the CLIL teachers are able:

- To identify the appropriate content to be taught.
- To create opportunities for reinforcing content learning in language classes.
- To apply strategies for fostering critical thinking by students about content and language.
- To promote learner awareness of language.

- To model strategies for making the transition from monolingual to bi/plurilingual teaching and learning.
- To link language awareness issues to content learning and cognition.
- To scaffold language learning during content classes.
- To promote instructional strategies that take into account social constructivist theory.

In CLIL methodology, we can distinguish content and language teachers who, jointly, develop this methodology. Victor Pavón affirms that it could be very beneficial to establish coordination between language specialists and content specialists. It is because, this way, content specialists can benefit from the work by language specialists in their classes.

Teachers, in collaboration, can promote thematic connections between subjects. This would support the learning and the assimilation of complex contents by our students. According to Pavón (2018), this is a difficult task because it is hard to make teachers work together as they need time, which is lacking, to sit down and decide what to do together in a coordinated way. Despite that, it is crucial to mention that it would be tremendously beneficial for students.

2.2. Culture in CLIL methodology

In this section, the concept of culture will be defined as well as the inclusion of this key concept in the teaching-learning process. For this, we will take into account a series of authors and the current legislation of the Primary Education stage.

2.2.1. The concept of culture

Culture is defined as *“a set of beliefs, practices and symbols that are learned and shared. Together, they form an all-encompassing, integrated whole that binds people together and shapes their worldview and lifeways”*.

Some of the major elements of culture are symbols, language, norms, values and artifacts. These elements are used in society in order to communicate and be part of the place.

When referring to culture, we can distinguish four elements of Organizational Culture according to Robert E. Quinn and Kim S. Cameron. They are identified as the four C's, where culture is the underlying concept. These four types are:

- **The Clan Culture.** This culture is rooted in collaboration. The members share points in common and see themselves as part of a large, active and involved family. Leadership takes the form of mentoring and organization bound by commitments and traditions.
- **The Adhocracy Culture.** This culture is based on energy and creativity. Employees are encouraged to take risks and leaders are seen as innovators or entrepreneurs. The organization is maintained by experimentation, in emphasizing individual freedom.
- **The Market Culture.** This culture is based on the dynamics of competition obtaining real results. The focus is on goals, with leaders and demands. The organization is united by a common goal of successfully beating all its rivals.
- **The Hierarchy Culture.** This culture is based on the structure and the control. The working environment is formal, with institutional procedures in place for guidance. Leadership is based on coordination and organisation, with a culture emphasizing efficiency and predictability.

Defining any one culture is difficult because it is based on a complex combination of people's shared attitudes, beliefs, assumptions and behaviors.

2.2.2. Culture as a cross-curricular element in education

Teaching English is not just confined to learning a foreign language as a group of structures and lexical elements. Other elements should also be introduced such as the

geographical, historical and cultural context surrounding the language. In fact, the Royal Decree 126/2014, which establishes the basic curriculum for Primary Education in Spain, mentions this previous aspect in its objectives:

Objective d) *To get to know, understand and respect different cultures and differences between people.*

In addition, the Order of January 15th 2021, which develops the curriculum for Primary Education in Andalusia, lays down the main objective of the first foreign language area, emphasizing the value of language as a means of communication and understanding between people of different cultures and origins:

Objective 7) *To value the foreign language and languages in general as a tool of communication between people from different cultures, developing positive attitude towards plurilingual and pluricultural diversity integrated in our Andalusian community.*

Furthermore, the key competences, which can be seen in the CEFR, LOMLOE, Royal Decree 127/2014 and Decree 97/2015 represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and assessment. Two of the seven competencies are “Social and civic competences” and “Cultural awareness and expression” that foster accepting others, being tolerant and respecting others values, beliefs and cultures.

So, we ascertain that, the curriculum shows the importance of implementing culture as a cross-curricular element in the teaching-learning process.

The central objective of linking language and culture is not just to teach facts about English speaking countries. According to Rosaldo (1984) culture is “*far more than a mere catalogue of beliefs, dates and rituals*”. The impact of culture is broader and deeper than just apparent manifestations of norms, it also refers to ways of life, how a person sees his/her place in society, traditions, customs, etc.

If we take the more current ethnographic view, teachers are aiming to create the acculturation process in students. Here are some guidelines to consider when introducing culture into language lessons:

- Creating real situations.
- Comparing our pupil's cultures and then comparing them with English speaking culture.
- Songs which talk about the singer or the band.
- Working with authentic materials (letters, newspapers, etc.).

Of course, nowadays the use of audio visuals and Information and Communication Technology (ICT) has reduced distances amongst people and cultures. Working with them in the classroom we are giving students the opportunity to:

- Having a pen-friend or emailing a friend.
- Keeping in contact with native people of our country or abroad (e-twinning projects).
- Working with authentic materials (newspapers, magazines, etc.).
- Knowing more about English speaking culture using selected reading.

Therefore, it is crucial to highlight that working with culture in the class can help teachers fight against closed-minded attitudes, nationalism, xenophobia and stereotypes (cross-curricular content, art. 10 RD 126/2014).

Knowing the value of language as a cultural source and how it can be introduced in the learning-teaching practice can help teachers gain a deeper understanding of the importance of teaching through culture in order to improve the language and, as a result, communicative competence, which is one of the aims of Primary Education. This is because no language exists in a cultural vacuum, culture is part of the language and language is part of the culture.

3. PROPOSAL

At this point it is time to lay down the legal and school context in which the didactic unit model will be implemented. Laws at different levels and specific characteristics from the differing levels of concretion will be developed and defined in order to attend to the students' needs and establish a meaningful learning process.

3.1. Legal context

The start-up of the didactic unit model will obviously be based on current legislation at the national and regional level.

The legislation that will be taken into account is:

On an international level:

- C.E.F.R. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. 2001.

At the national level:

- LOMLOE 3/2020, 29th December, which modifies the LOE 2/2006, May 3rd.
- Royal Decree 126/2014, February 28th, which establishes the basic curriculum for primary education in Spain.
- National Directive 65/2015, which describes the links between Key Competences, contents and evaluation criteria.

In the autonomous community of Andalusia:

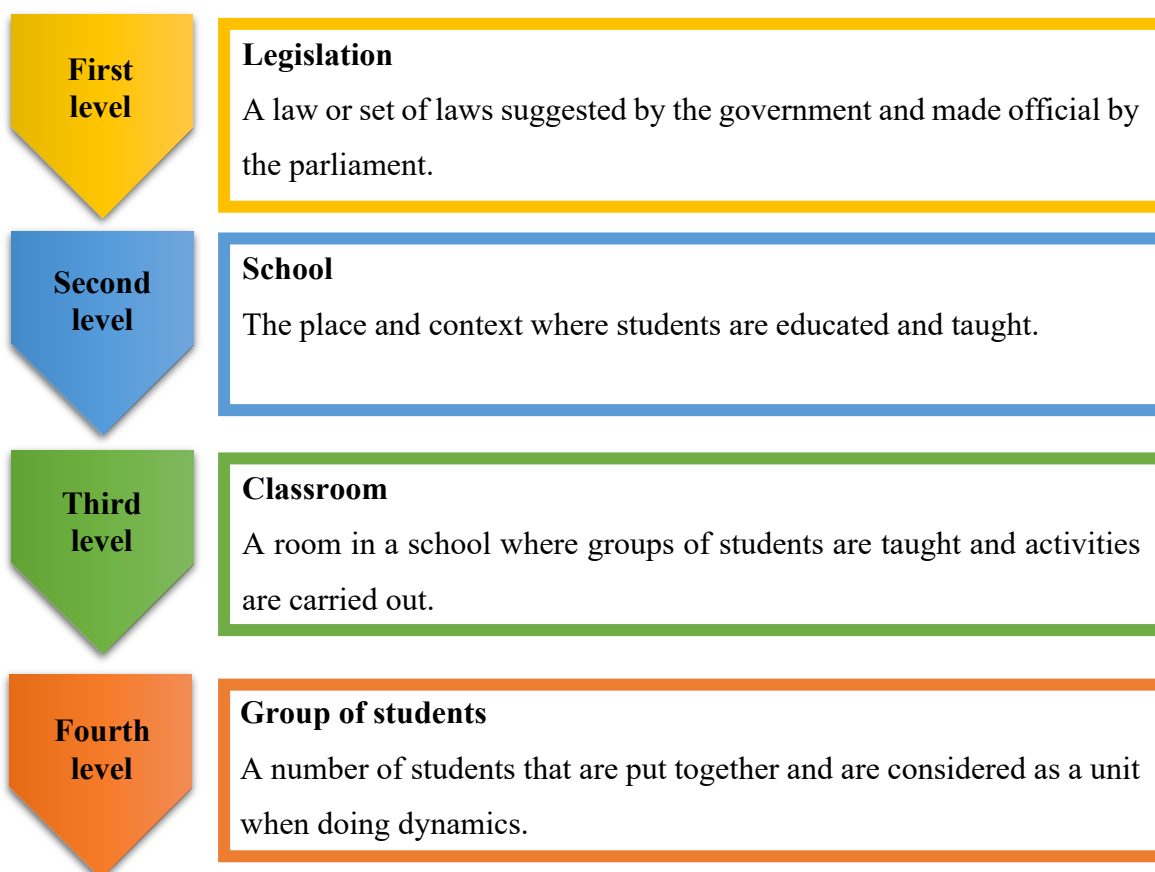
- Decree 97/2015, March 3rd, which establishes the order and the curriculum for primary education in Andalusia.

- Order of January 15th 2021, which develops the curriculum for primary education in Andalusia.
- Order of July 25th 2008, which establishes the general guidelines for considering diversity in Andalusia.
- Order of November 4th 2015, which establishes the evaluation process for primary education in Andalusia.

The current legislation previously mentioned will be given consideration not only for the design of activities, but also to adapt to the diversity of the students and evaluate their teaching-learning process in the stage and cycle indicated later.

3.2. School context

To give an in-depth explanation of the school context in which we will carry out the didactic unit model, we will take into account the different levels of concretion, which are:



Included in this section will be details of the centre, from where the didactic proposal will be carried out. From the teachers to the students including a description of the school and its classrooms. In addition, different activities organized in the school will be proposed.

The **school** is an Andalusian bilingual ICT educational center located in an inland town in the province of Málaga. Here we find a wide range of cultural and leisure resources highlighting the amount of important figures and museums we have in our town.

The socioeconomic level of families is average. Most families live in good conditions and they are extremely interested in the learning process of their children and involved in school activities.

This is a school with three lines, having a large number of pupils due to its location. It is a large, well-known school with approximately 540 students and 22 teachers, who work in collaboration to implement different methodologies, such as CLIL, out.

Regarding **school aims**, the props in which the school bases its way of working are:

- To live in a peaceful environment in the school.
- To increase the motivation of students before the study.
- To involve families in different activities carried out at school; as well as being part of students' education.
- Education in values that favor the personal freedom, the responsibility, the democratic citizenship, the solidarity, the tolerance, the equity, the respect and the justice, as well as that help to overcome any type of discrimination.
- To make use of the students' abilities to regulate their own learning.
- To acquire intellectual habits and technological and humanistic skills.
- To promote the team spirit in class as well as cooperation and collaboration.
- To create Andalusian awareness at primary level implementing our own culture in the foreign language subject.
- To use new technology in class as students are digital natives.

The school's aims are taken into account when elaborating the didactic proposal.

The **classroom** in which students will work is located on the second floor of the school as classes are organized according to the three cycles.

As far as seating in the classroom is concerned, we find 26 tables where students will spend most of the school timetable and a larger table which belongs to the teacher. The class is organized in an innovative way as student's sit in groups of 5 simulating teams. This way they feel part of a group, they socialize, they assume roles and they communicate with their classmates using the language as a medium to exchange information with others. Thanks to this way of classroom management, students can carry out innovative activities as well as methodology, enriching their knowledge and empowering their meaningful learning.

The classroom is decorated with examples of work by both the teacher and the students. Furthermore, it is divided into different sections or corners, each one dedicated to a different subject, which will change in a cyclical way throughout the year, depending on what they are learning at each stage.

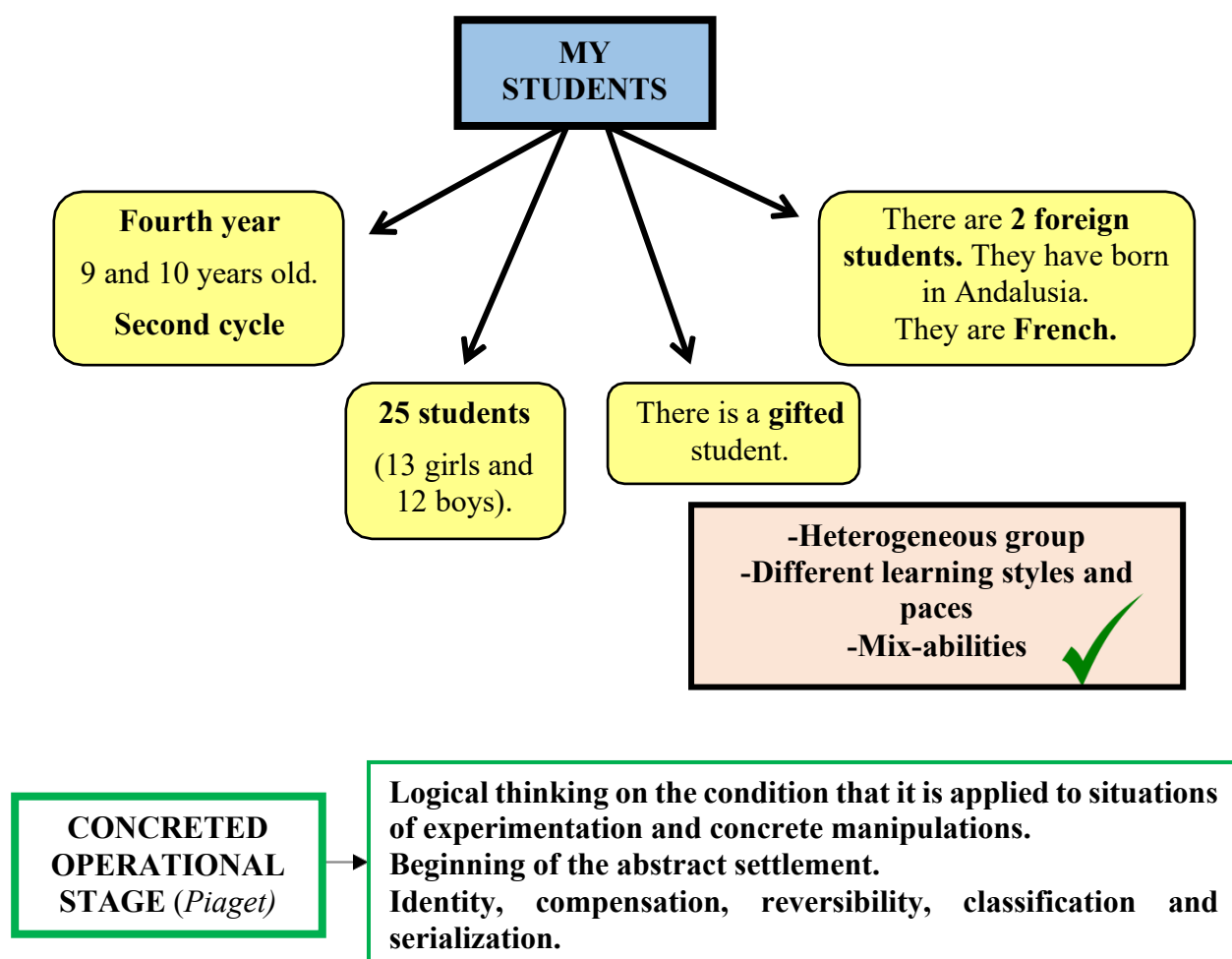
Focusing now on the **teachers**, the school consists of 18 primary school teachers, including specialists. It is essential to mention that the cooperation and collaboration between all the teachers at the school work together to achieve common goals.

These teachers can be classified into two groups: language teachers and content teachers, who work in a coordinated way to carry out the CLIL methodology, being responsible for providing students with new content using the foreign language as a means of communication. Thanks to them, students will be able to internalize new knowledge as well as improve their communicative competence in the foreign language.

Finally, we will focus on the **students** with whom we will carry out the didactic unit model. We are in our 4th year of primary education, where students are between 9 and 10 years old. Their level of knowledge is medium to high and their competence level of the foreign language is very positive, with 90% of the students passing the foreign

language subject. Since, as from the previous year, these students have studied Science subjects in English, acquiring new content and knowledge using the foreign language as a means of communication.

The classroom consists of 25 children, 13 of them being girls and 12 of them boys. They are students with a high pass rate percentage of subjects, particularly highlighting the Science subjects, which stand out in the classroom due to their good results. As a noteworthy fact, in class there are two foreign students, who speak English fluently, and are gifted students, which we will deal with in the attention to diversity section.



It is a heterogeneous group, in which we can distinguish different learning styles and paces, as well as mixed-abilities. It is essential that the teacher considers all of this in order to further develop the talent of each student through the teaching-learning process.

4. CLIL DIDACTIC UNIT MODEL

For the design of this didactic proposal, we will begin with the development of the curricular organization, considering in this section the objectives, contents, key competences, methodology and attention to diversity, that will allow us to meet the needs of the students and help them achieve the proposed objectives and develop the key competences.

Subsequently, a bank of activities will be prepared that meet and cover all the aspects mentioned above as well as the materials used and the criteria that will evaluate the entire process.

4.1. Curricular organization

The curricular organisation encompasses the objectives, key competences, contents, methodology, attention to diversity, evaluation criteria as well as the activities that will be developed with the materials used.

4.1.1. Objectives

The objectives are those elements or proposals that students must achieve. The curriculum is organized following the general principles established in article 6 of RD 126/2014:

- The learning of the expression and oral comprehension, the reading, the writing, the calculation and the acquisition of basic notions of the culture.
- The habit of living together, as well as those of study and work.
- Artistic sense, creativity and affectivity.

The educational action at this stage will seek integration of the different experiences and learning of the students and will adapt to their pace of learning.

The stage objectives have been designed to help students to develop knowledge, abilities, habits, attitudes and values corresponding to the compulsory Primary Education. The stage objectives are:

- a) Know and appreciate the values and norms of co-existence, learn to behave accordingly, prepare them for active citizenship and to respect human rights and the pluralism of a democratic society.
- b) Develop individual and team-working habits, effort, and responsibility for their work, self-confidence, critical awareness, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit.
- c) Acquire habits to prevent and to resolve conflicts peacefully which will enable them to act autonomously in the domestic and family environment and in their social groups.
- d) Know, understand and respect different cultures and the differences between people, equal rights and opportunities of men and women and non-discrimination towards the disabled.
- e) Know and use appropriately the Castilian language and, if applicable, the co-official language of the Autonomous Community, and develop reading habits.
- f) Acquire basic communicative competence in at least one foreign language to enable them to express and understand simple messages and get by in everyday situations.
- g) Develop basic mathematical competences and begin to solve problems which require elemental arithmetical operations, geometry and calculations and be capable of applying them to situations from their daily lives.
- h) Know the fundamental aspects of Natural and Social Sciences, Geography, History and Culture.
- i) Begin to use information and communication technology and develop critical awareness of the messages sent and received.
- j) Use different artistic representations and expressions and start to create visual and audiovisual designs.
- k) Value hygiene and health, accept one's body and that of others, respect differences and use Physical education and sport as a means for personal and social development.
- l) Understand about and value the animals which are closest to human life and learn to look after them.

- m)** Develop their affective capacities in all aspects of personality and in their relations with others. Develop an attitude against violence prejudices of any type and sexist stereotypes.
- n)** Promote road safety education and attitudes of respect which will contribute to the prevention of road accidents.

Taking these objectives into consideration, the didactic unit model which will be proposed below, focuses fundamentally on those related to the area of Natural Sciences (h), culture (a and d), values (l), health (k), artistic representations (j), individual and team-working habits (b) as well as the use and development of a foreign language (f).

The Regional Government adds six more stage objectives contextualizing them to Andalusia. Therefore, according to the Decree 97/2015 students at the end of the stage are able to:

- a)** Develop self-confidence, critical awareness, personal initiative, entrepreneurial spirit and the capacities to learn, plan, evaluate risk, take decisions and assume responsibilities.
- b)** Participate in a supportive way in the development and improvement of their social and natural environment.
- c)** Develop critical attitudes and habits related to health and responsible consumption.
- d)** Learn about and value the natural and cultural heritage and to contribute actively to its conservation improvement. Understand linguistic and cultural diversity as a value of people and individuals, and develop attitudes of interest and respect towards it.
- e)** Know and appreciate specific characteristics of Andalusian linguistic modality in all its varieties.
- f)** Know and respect the cultural reality of Andalusia, using as a starting point one's knowledge and understanding of the region as a meeting place of different cultures.

A large part of these objectives will be present in the model didactic unit, in addition to the didactic objectives proposed specifically for its development, thus working on the student's self-confidence, critical thinking or critical awareness as well as Andalusian culture, which will be present at all times.

4.1.2. Contents

Contents are the knowledge, abilities, skills and attitudes that contribute to achieve the stage objectives and the acquisition of the key competences.

Contents are chosen bearing in mind:

- The psycho-evolutive characteristics of the students and their Andalusian reality and interests.
- The integration of the five skills, and the interdisciplinary cyclical treatment.
- The integration of concepts, procedures and attitudes, in order to guarantee the development of key competences.

In order to carry out this didactic unit model, we will focus on the Natural Sciences area contents, present in the RD 126/2014.

The contents that will be worked in the didactic proposal are:

- Food (healthy and unhealthy food): pizza, vegetables, fruit, sausages, fast food, water, traditional food in Spain.
- Types of nutrients: carbohydrates, vitamins, minerals, proteins, fats, water.
- Balanced diet.
- Food pyramid.
- Healthy habits
- Culture: food and healthy habits in Spain and other countries.

4.1.3. Key competences

The National Curriculum introduces a set of seven key competences to be developed throughout Compulsory Education in different areas.

Key competences, according to ECD 65/2015, are a combination of knowledge, skills and attitudes appropriate to the context for lifelong learning. They are necessary for achieving personal fulfilment and development, social inclusion, active citizenship and employment.

- **Linguistic Communication:** refers to the use of language as an instrument for oral and written communication. Children use the five recognized skills in an integrated way in order to express messages in both oral and written form.
- **Mathematical and Basic Competences in Science and Technology:** refers to developing and applying mathematical thinking in order to solve a range of problems in everyday situations. This competence is worked through logical thinking and reasoning techniques as sequencing or associating.
- **Digital Competence:** involves confident and critical use of information society technology and thus basic skills in information and communication technology. ICT offers the possibility to communicate with any part of the world in real time, creating real and meaningful communicative contexts and facilitating an immediate access to information as well as interactive resources which become powerful and engaging ones.
- **Learning to learn Competence:** is related to learning, the ability to pursue and organize one's own learning, either individually or in groups, in accordance with one's own needs and awareness of methods and opportunities. Learning about a new topic fosters reflection of the own learning process, promoting the capacity to think about the most efficient strategies and how to use them.
- **Social and Civic Competences:** refers to personal, interpersonal and intercultural competence and all forms of behavior that prepare individuals to participate in an

effective and constructive way in social and working life. Pupils will value and appreciate different features and cultural facts of other countries and they will develop respectful and tolerant attitudes towards new languages and new cultures.

- **Competence in Sense of Initiative and Entrepreneurship:** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This should include awareness of ethical values and promote good governance. Thanks to this key competence students have the opportunity of choosing the most efficient strategies for learning.
- **Cultural Awareness and Expression:** appreciation of the importance of the creative expression of ideas, experiences and emotions in a wide range of media such as music, performing arts, literature and visual arts. This competence is developed by means of designing a variety of posters, cards, oral and written presentations; as well as by developing appreciation to them and the key culture itself.

4.1.4. Methodology

According to LOMLOE 3/2020, the didactic methodology is the set of criteria and decisions that organize the teaching learning process, including methodological strategies, the role of teachers and pupils, using of resources, types of activities, sequencing and timing, grouping, etc.

The quality and variety of pupils' learning depend on how they learn, hence, the importance of the methodological orientations. Especially, in our region Andalusia, the Decree 97/2015, art. 8 and the Order of January 15th 2021, gives us some methodological orientations for primary education that guides the didactic proposal which must promote:

- The teacher will be considered a facilitator, role-model and monitor.
- We will promote meaningful and functional learning.

- We will propose a spiral learning process, with a cyclical progression of knowledge, understanding and skills.
- The methodology will be basic, eclectic, active, motivating and participative. It will be related to the pupils' interests and will favor individual and cooperative work.
- Motivation of students will play an important role.
- Errors will be treated as part of the learning process, as an instructional tool that will help the students to progress.
- We will propose authentic or semi-authentic documents in order to motivate students and to present content related to their interests.
- We will put an emphasis on assessment and evaluation as an integral part of the teaching-learning process.

During the whole teaching-learning process, the following methodological criteria and conditions will also be taken into account according to the current laws of education:

- Autonomy.
- Grouping.
- Learning to learn.
- Diversity of activities.
- Teacher's planning.
- Teacher's role.
- Coordination with other teachers.
- Foreign Language as an instrument of communication.

Of course, Bloom's Taxonomy plays a very important role in the methodological development of the teaching plan:



(Bloom, 1956)

The main approaches in which this didactic proposal will be based are:

Communicative approach

(Ellis, 1994) (Canale and Swain, 1980)

Some of the key principles of this approach are the following:

- Learning by doing.
- Use tasks in an organizational principle.
- Recognize the importance of affective factors.
- Cooperative and collaborative learning: individual groups, pairs, small groups and the whole group.
- Positive and immediate feedback.

This approach encompasses the rest of the viewpoints, making sense of the key methodology to be carried out.

Learner-centred approach

(McLean, 1980)

Students are active participants in their learning. They construct new knowledge and skills; they work in collaboration and they are responsible for their own learning.

This approach focuses on autonomy and critical thinking. It promotes positive reinforcement in order to help students to be proud of themselves valuing their effort.

Task-based approach (Prabhu, 1987)

The key aspect of this approach is the elaborating of short tasks to maintain students' attention and concentration.

The aspects that every task should follow are:

- Cyclical treatment of contents.
- Diversity of tasks.
- Meaningful and functional use of the language.
- Inductive teaching and learning: involving students in discussions and solving problems.

The steps to follow when creating a task are:

- **Pre-task:** introduction to topic, task and modelling.
- **Task:** the task is developed itself.
- **Creation:** at the end of the task students have the responsibility of creating new content considering the previous knowledge acquired.

Cooperative approach (Johnson, 2008)

Students work together to achieve shared learning goals and complete jointly specific tasks and assignments, according to Nunan.

The benefits of cooperative learning are:

- Increase of independence, autonomy and productivity.
- Higher-level reasoning.
- Self-confidence development.
- Transfer of knowledge.
- Higher student achievement.

To conclude the methodology, the most important approach to be applied in this didactic proposal is as follows:

Content and Language Integrated Learning (CLIL)

CLIL refers to situations where subjects are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language. This is known as interdisciplinarity. **Content, communication, cognition and culture** are the four essential principles.

The key principles of CLIL approach are:

- Prepare for future studies and working life.
- Improve intercultural understanding.
- The four language skills are combined.
- Language is functional by the subject's context.
- Language is used to learn as well as to communicate.
- Learning styles and paces are taken into account.

All these previous approaches will be applied in different ways on the didactic proposal developed below.

4.1.5. Attention to diversity

Students have different attitudes, interests, cognitive styles and personalities. In this didactic proposal the main focus is to give a personalized and individual answer to students' needs, therefore, guaranteeing their talents' development.

Through the creation of a **bank of activities** – with extension and reinforcement activities –, the diversity of this class will be attended taking into account:

- **Different learning paces and styles**
- **Motivation**

- **Different grouping models**
- **Cultural background**
- **ICTs and homework**

In addition to the rest of the class, my gifted student will be encouraged by providing them with more difficult and challenging activities in which his responsibility is not just elaborating the task but also researching and creating new content from the previous knowledge acquired.

4.2. Activities

The activities carried out in this didactic unit will be classified in four different groups:

Warm-up activities

- Brainstorming
- Prediction
- Answering guided questions
- Deducting ideas through the use of pictures
- Associating activities
- Digital activities

Content activities

- Listen and read (listening skill)
- “Party menu” activity (speaking skill)
- Read a short text and answer questions (reading skill)
- Associate pictures and sentences (reading skill)
- Complete sentences (writing skill)
- Order the letters to take words (reading and writing skills)
- Write the vocabulary (writing skill)

Final activity

- Completion of a project related to culture using the previous knowledge acquired.

Extra activities

They are going to be divided in two groups

- **Revision activities**
 - Role-plays
 - Daily observations
 - Correcting sentences
 - Play flashcards games
- **Fast finishers**
 - Enlarge the content
 - Write a short description and read it to their pairs
 - Draw something and describe it
 - Draw the key vocabulary and label it.

Each activity will be developed below when explaining the different sessions that are going to form the didactic unit model.

4.3. CLIL materials

When working on certain content with students, it is essential to not only offer the knowledge, but in addition to that, the materials used to carry out the different dynamics in the classroom. Having a wide range of educational materials can help the teacher to instill knowledge in a more enjoyable way and the students to acquire learning in a more meaningful way. Of course, offering students quality materials can make them more motivated to learn and this can help the teacher to obtain better results.

Materials play a very important role in the classroom since thanks to them teachers and students achieve the proposed objectives. Thanks to the materials teachers can expose

their students to not only content, but also language, thus leading to the construction of learning in the classroom.

According to **Nunan (1992)**, *“teaching materials are often the most substantial and observable component of pedagogy. They determine the quality of language input and the language practices during the learning process in the classroom”*.

The materials used in the didactic proposal are:

- **Pictures:** they allow teachers to do warm-up activities, make predictions, search for objects or answer questions.
- **Flashcards:** thanks to these, teachers can introduce vocabulary, revise content, perform oral tasks and provide fast finishing students with extension tasks.
- **Songs:** they stimulate students' creativity and help them to acquire knowledge more easily.
- **Interactive activities:** nowadays introducing digital resources in class should be a must. Students enjoy using these resources and they learn in a more meaningful way.
- **Worksheets:** they include different types of activities, grouped in the different skills, which help students to consolidate the learning acquired.

4.4. Evaluation criteria

According to the Royal Decree 127/2014 the evaluation criteria are the specific reference points for evaluating student learning. Highlighting what needs to be assessed and what the student must achieve, both in terms of knowledge and skills; they respond to what is intended to be achieved in each subject.

Taking into consideration the evaluation criteria which encompass this didactic unit, an evaluation will be made on completion of the following checklist:

Evaluation criteria	Excellent 	Very good 	Good 	Satisfactory 	Could be better 
I can define a health concept, healthy habits and types of food					
I can differentiate healthy and unhealthy eating and the foods included in each group					
I can give examples of life habits that benefit health					
I know how to prepare a healthy menu including the essential foods					
I can recognize the different levels of the food pyramid					

I can use key verbs to explain how to achieve a healthy lifestyle, including food and routines					
I can talk about how important caring for is yourself nowadays					
I can compare food and healthy habits between Spain and other countries					

On the other hand, the rubric students use this chart to evaluate other groups using the following:

ITEMS TO EVALUATE	EXCELLENT	WELL	ENOUGH	INSUFFICIENT
	4 POINTS	3 POINTS	2 POINTS	1 POINT
Group participation	Every student participates in the task.	At least $\frac{3}{4}$ students participate actively.	At least half of students participate in the task.	Just 1 or 2 students participate actively.
Shared responsibility	Every student shares the responsibility.	Most students share the responsibility.	Responsibility is shared	Responsibility is carried out by just one student.

			between ½ of students.	
Communication quality	They learn to listen to others and respect opinions.	Students know how to drive the discussions.	Discussions and lesser abilities in communication are listened to in the group.	There is little communication and interaction between the students of this group.
In the group	Each student has a defined role and knows how to carry it out.	Each student has a role but it is not clearly defined.	There are assigned roles but they do not reach them.	There is no effort to assign roles between the members of the group.

5. DIDACTIC UNIT DEVELOPMENT

This didactic proposal consists of 8 sessions in which different objectives are achieved by students. Different activities will be carried out and a final project will be evaluated.

The activities students will carry out encompasses all skills; listening, speaking, reading and writing; and are designed to develop the key competences. The final task students have to perform consists of the design of a project in which the main idea is to make a comparison between food and healthy habits in Spain and other countries. This way, students will do a summary of the contents they have learnt throughout this didactic unit and learn about different cultural fact.

DIDACTIC UNIT MODEL			
KEY TOPIC	FOOD AND LIFE HABITS	NAME	CARE OF YOUR BODY
OBJECTIVES			
- To present and revise vocabulary - To develop students listening and comprehension skills - To establish short interactions between students - To aid with pronunciation - To encourage students to sing in English - To motivate the students - To make learning more fun - To develop the students IT skills - To allow students to experiment with new technologies and new ways of learning - To encourage class participation and aid with class correction - To familiarize the students with the functions of the interactive whiteboard and build their confidence in using new technologies to aid their learning - To develop the students writing skills providing them with models to practice their writing - To guide and perfect their handwriting			

KEY COMPETENCES
- Linguistic Communication - Digital Competence - Learning to learn Competence - Social and Civic Competences - Competence in Sense of Initiative and Entrepreneurship - Cultural Awareness and Expression
EVALUATION CRITERIA
- To define a health concept, healthy habits and types of food - To differentiate between healthy and unhealthy eating and the foods included in each group - To give examples of life habits that benefit health - To know how to prepare a healthy menu including the essential foods - To recognize the different levels of the food pyramid - To use key verbs to explain how to achieve a healthy life, including food and routines - To talk about how important is caring yourself nowadays - To compare food and healthy habits between Spain and other countries

Once the principal and common aspects of this didactic unit have been presented; objectives, key competences and evaluation criteria; the 8 sessions, from which it is composed, will be developed.

SESSION 1	
Warm-up activities	
- Ask the students to watch a video and answer guided questions.	
Activities	
- Know the difference between healthy and unhealthy food. - Classify pictures according to their grade of healthy food.	
Extra activities	
- Pair's activity: one of the members says a food and s/he has to say if it is healthy or unhealthy food.	
Objectives	Competences
- To watch a video and answer questions - To identify vocabulary through pictures - To review food vocabulary - To identify healthy and unhealthy food	- Linguistic Communication - Learning to learn - Sense of Initiative and Entrepreneurship
Contents	Materials
- Food vocabulary - Healthy and unhealthy concepts	- Video - Flashcards and paper with pictures
Types of grouping	Skills
- Individual and pairs	- Listening, Speaking, Writing

SESSION 2	
Warm-up activities	
- Brainstorming: what does food give us?	
Activities	
- Know what food gives us, that is energy and substances, this last one called nutrients. - Differentiate different types of nutrients. - Classify food according to the nutrients they have.	
Extra activities	
- Individual activity: elaborate a guided mind map including every concept we have treated along this session.	
Objectives	Competences
- To learn about what food gives to the body. - To listen and read about different types of nutrients.	- Linguistic Communication - Learning to learn - Sense of Initiative and Entrepreneurship
Contents	Materials
- Components of food: energy and substances. - Six types of nutrients: carbohydrates, vitamins, minerals, proteins, fats, water.	- Worksheet with explanation about food and nutrients - Worksheet: words and pictures to be classified according to the nutrients they have. - Mind map sheet to be completed.
Types of grouping	Skills
- Individual	- Speaking, Reading and Writing

SESSION 3	
Warm-up activities	
- Observe a food pyramid and predict the groups in which it can be classified	
Activities	
- Read a short text explaining a food pyramid. - Exercise: complete the sentences. - Exercise: circle the odd word out looking at the food pyramid and the text.	
Extra activities	
- Pair's work: simulate a role play using handmade mobile phones. One student invites the other student to a party and s/he asks for help to prepare, jointly, a healthy menu taking into consideration the food pyramid.	
Objectives	Competences
- To read information related to a food pyramid. - To select information from a text to complete sentences. - To carry out a role-play with a partner.	- Linguistic Communication - Learning to learn - Sense of Initiative and Entrepreneurship
Contents	Materials
- Food pyramid - Food vocabulary: types of food you can find in each part of the food pyramid.	- Text - Worksheet with activities - Handmade mobile phones
Types of grouping	Skills
- Individual and pairs	- Speaking and Reading

SESSION 4	
Warm-up activities	
- Introduce numbered flashcards to students and hide them around the classroom. Each number has its pair and they have to find it. When they have found the pair, they read it aloud and have to say if it is a good/bad living habit.	
Activities	
- Listen to different boys and girls talking about their living habits. - True and false activity using the audios' information. - Answer short questions	
Extra activities	
- Team work: Design an online poster using Canva recommending a healthy lifestyle.	
Objectives	Competences
- To differentiate between a healthy and unhealthy lifestyle. - To select information from an audio to complete the activities. - To design a poster with the previous information	- Linguistic Communication - Learning to learn - Digital competence - Sense of Initiative and Entrepreneurship
Contents	Materials
- Boys' and girls' audios talking about their living habits - Living habits: doing exercise, drinking water, eating healthy food such as fruit and vegetables.	- Audios - Worksheet with activities - Computer, internet connection and Canva application.
Types of grouping	Skills
- Individual and small teams	- Listening and Writing

SESSION 5	
Warm-up activities	
- Review previous contents: healthy and unhealthy food, types of nutrients, food pyramid, healthy habits	
Activities	
- Escape room: clues will be hidden around the school which students have to find with the help of a map. They have to answer questions, guess a word or solve a riddle to go to the next track.	
Extra activities	
- Team work: Create a new track which will be added to the escape room related to healthy food and lifestyle.	
Objectives	Competences
- To remember previous contents - To apply learnt contents to answer questions, guess a word or solve a riddle. - Create a new track to the escape room	- Linguistic Communication - Learning to learn - Sense of Initiative and Entrepreneurship
Contents	Materials
- Healthy and unhealthy food and living healthy habits. - Types of nutrients - Food pyramid	- Cards to review the previous content - Tracks to carry out escape room - Worksheet to create the new track
Types of grouping	Skills
- Individual and small teams	- Listening, reading and writing

SESSIONS 6 and 7	
Warm-up activities	
- Review previous contents: healthy and unhealthy food, types of nutrients, food pyramid, healthy habits	
Activities	
- Final task: in these sessions students will complete the final task of the unit, where a comparison will be made between our food and living healthy habits in Spain and other countries'. This way, they will observe how different cultures work and learn about different ways of life.	
Objectives	Competences
- To remember previous contents - To apply learnt contents to elaborate a list of typical food and living healthy habits in Spain and other countries.	- Linguistic Communication - Learning to learn - Digital competence - Sense of Initiative and Entrepreneurship
Contents	Materials
- Healthy and unhealthy food - Types of nutrients - Food pyramid - Living healthy habits	- Model to elaborate the project.
Types of grouping	Skills
- Individual and small teams	- Reading and Writing

SESSION 8	
Warm-up activities	
- Follow a model to perform a brief presentation of each project	
Activities	
- Perform a brief presentation in front of the class exposing the project. At the same time, the rest of the groups evaluate each other's groups with a given rubric.	
Extra activities	
- Team work: Choose one country they have considered more interesting than the rest.	
Objectives	Competences
- To remember previous contents - To present the elaborated project - To evaluate others' projects - To select the most interesting aspect	- Linguistic Communication - Learning to learn - Sense of Initiative and Entrepreneurship
Contents	Materials
- Healthy and unhealthy food - Types of nutrients - Food pyramid - Living healthy habits - Cultural facts	- Presentations - Posters - Rubric
Types of grouping	Skills
- Individual and small teams	- Listening and Speaking

6. CONCLUSION

The inclusion of the CLIL methodology in educational centers continues to be a huge and important challenge. Not all schools are prepared and trained for proper application of this methodology. For this reason, it is essential to apply all the factors that said methodology requires and to coordinate the center well to achieve optimal results.

All things considered the integration of the CLIL methodology with other contents such as culture, in this case, can enhance the knowledge of the students as well as generate meaningful learning in them. The inclusion of transversal contents is essential to help students to grow and develop not just their learning but also their acquisition of values and cultural knowledge.

The impact and responsibility teachers have should be noted in these processes mentioned above. It is crucial to note that teachers, in addition, to imparting knowledge, must inspire, excite and motivate students to continue learning and acquiring new information. Thanks to the combination of a trained teaching body and this methodology or didactic proposal developed previously, we can achieve communicatively competent students who benefit from this new everyday learning.

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