

Master's Dissertation/  
Trabajo Fin de Máster

# THE USE OF CLIL AND THE GENRE-BASED APPROACH TO PROMOTE 21<sup>ST</sup>-CENTURY LITERACY IN BILINGUAL EDUCATION.

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**JUNE, 2023**

## **ABSTRACT**

This Master's Dissertation attempts to redefine the concept of literacy to adequate this learning milestone to the current necessities of the educational system. This reconceptualization is worked through the Genre-based approach, which focuses on the study and use of discursive genres to develop the teaching-learning process.

All this analysis is conducted from the perspective of foreign language teaching, where the role of Content and Language Integrated Learning (from now on, CLIL) is examined in relation to literacy and the Genre-based approach. Finally, the didactic proposal translates the conclusions gathered in the theoretical framework into a practical dimension; in particular, it exemplifies how to carry out a didactic unit based on discursive genres from the area of Social Sciences and where English is the language of instruction.

**Keywords:** CLIL, Foreign Language Learning, Genre-based Approach, Literacy

## **RESUMEN**

Este Trabajo de Fin de Máster busca redefinir el concepto de alfabetización para adecuar este hito en el aprendizaje a las necesidades actuales del sistema educativo. Esta reconceptualización se trabaja a través del Enfoque Basado en el Género Textual, el cual se centra en el estudio y uso de los géneros discursivos para desarrollar el proceso de enseñanza-aprendizaje.

Todo este análisis se realiza desde la perspectiva de la enseñanza de lenguas extranjeras, donde se examina el papel del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (en adelante, AICLE) con respecto a la alfabetización y el Enfoque Basado en el Género Textual. Finalmente, la propuesta didáctica traslada las conclusiones recogidas en el marco teórico a una dimensión práctica; en concreto, ejemplifica cómo llevar a cabo una unidad didáctica basada en géneros discursivos del área de Ciencias Sociales, siendo el inglés la lengua de instrucción.

**Palabras clave:** AICLE, Aprendizaje de Lenguas Extranjeras, Enfoque Basado en el Género Textual, Alfabetización

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## 1. INTRODUCTION

Literacy is a notion that has always received special attention in the educational field. Indeed, the European Literacy Policy Network (ELINET, 2016) underlines that academic entities must be responsible for ensuring the teaching of reading and writing since it is a “basic right” (p. 5). Otherwise, the organization warns that illiteracy may lead to situations of poverty and socio-cultural isolation, as well as hinder personal development and lifelong learning.

In response to this European demand, Spanish educational policies include, at all stages, an objective related to literacy. In the case of the Primary Education level, this transversal goal is understood as the need to facilitate learning related to oral comprehension, oral expression, reading, and writing to ensure the full development of their personalities (Asociación Nacional de Profesionales de la Enseñanza, 2021). Consequently, this work seeks to tackle the different aspects comprising literacy and works on them through the Genre-based approach.

In addition to the intrinsic pertinence that literacy has in school, this dissertation, in line with the Master's approach, looks at this issue from the perspective of foreign language learning; a view that is not far from those expressed by institutions such as the Organization for Economic Cooperation and Development (Marconi et al., 2020) which states that speaking a second language is a prerequisite for people who wish to play an active role in our globalized and interconnected world and to gain better job opportunities. Furthermore, the Council of Europe advocates as well for the promotion of multilingualism on our continent by stressing that “Languages are a fundamental aspect of people lives and the democratic functioning of society” (Council of Europe Portal, n.d., subheading).

In this sense, CLIL is emerging as the best bilingual approach to answer the European language philosophy and reality (Lorenzo, 2007) and to respond to its linguistic necessities (Muñoz, 2007). Hence, the union of the Genre-based approach and CLIL may provide an adequate solution to deal with literacy within the framework of a second language.

Finally, ELINET (2016) underscores that literacy should not be confined to purely academic boundaries, but must cope with the crises that today's societies face. For this reason, this document takes up the idea of civic literacy, explained by the *Real Decreto 157/2022* (which indicates the basic requirement in the Primary Education stage), as the conscious development of values related to democracy, human rights, the challenges of the 21st century, and the 2030 Agenda.

Thus, after establishing the objectives of this Master's Dissertation, the theoretical framework addresses these significant issues for education. Then, the didactic proposal illustrates all the points considered in the literature review. Finally, the conclusions reached after this extensive research are be drawn; and the bibliography and appendices close the dissertation.

## **2. OBJECTIVES OF THE MASTER’S DISSERTATION**

### **2.1. General objectives**

- To redefine the traditional concept of literacy in order to adapt it to the current global challenges and to language teaching.
- To elaborate a didactic proposal based on discursive genres that respond effectively to the CLIL approach and to the proposed notion of literacy.

### **2.2. Specific objectives**

- To demonstrate that the Genre-based approach can be combined with CLIL so as to enhance the bilingual program at the Primary Education stage.
- To involve students actively in the achievement of the 21st-century challenges as part of their role as global citizens.
- To promote the communicative competence in languages and the utilization of non-linguistic contents in simulated real-life scenarios.

## **3. THEORETICAL FRAMEWORK**

### **3.1. Literacy and foreign language learning**

The most widespread definition of literacy is “the ability to read and write” (Oxford University Press, n.d., definition 1); however, this simple meaning does not reflect the notion of literacy that this work wants to foster. Thus, it is imperative to elaborate a definition that best serves the current educational interests and the process of foreign language acquisition.

Firstly, in this reconceptualization, oral skills (listening and speaking) have to be added into the equation since they are the elementary tools for literacy development (Mousena, 2020); in particular, listening has an enormous influence on reading comprehension (Lervåg et al., 2018): when children have reached the state where they can decode the written words without effort, their different reading comprehension levels will depend on their proficiency in the listening skill (Gottardo et al., 2018). That is why it has been underlined the need to work on morpho-

syntaxis, narrative skills, and inference through the oral skills to improve reading (Lervåg et al., 2018).

Considering writing, oral skills also play a key role as speech constitutes the phonological data on which writing is based (Mousena, 2020); as Kim and Pilcher (2016) explains, the more mature a person's listening and writing skills are, the easier it will be for them to generate abstract ideas and to translate words from the oral into the written language.

Another reason for including spoken abilities lies in the communicative competence, crucial in foreign language learning; this competence calls for the simultaneous use and strengthening of written and oral skills for its proper development (Council of Europe, 2020). In literacy, this competence cannot be overlooked, as it is essential for participating in social interactions, where are going to receive input and produce output from oral and written texts all at once and, therefore, people must be prepared to switch from one mode to another smoothly (Harmer, 2007).

In addition to oral competences, there is also a necessity to update the meaning of literacy to respond to current demands such as the introduction of new technologies (*Real Decreto 157/2022*). In this respect, George Reyes (2020) points out that traditional literacy is not sufficient for our societies because it does not allow access to the large volume of data that Information and Communication Technologies (ICTs) do collect. Therefore, children must develop those skills that are tied to digital literacy to be able to participate meaningfully in their community and with the rest of the world (George Reyes, 2020): search, select, and analyze information; critically read data; share and communicate in the virtual world; write hypertexts; create digital products.

Indeed, digital literacy, as part of the Digital Competence framework, must be potentiated transversally in all the school areas (*Real Decreto 157/2022*), including those where the foreign language is the means of instruction. This demand should not be considered as a burden, but as an opportunity to enhance the language acquisition process: for example, as Byfield et al. (2016) argue, ICTs tools favor pupils' willingness to build their communicative proficiency and identity. Moreover, these online literacy skills can be practiced outside the classroom, permitting language learners to perfect their linguistic level autonomously while giving them the opportunity to participate in authentic interactive environments (Hamidah, 2021).

Lastly, literacy should always consider critical thinking as one of its cornerstones. Following Freire's philosophy (Tygel & Kirsch, 2016), literacy cannot just be a mechanical decoding of

the language, it must be a critical assignment where students contextualize the data received and reflect on it according to their socioeconomic and political reality. This rationale is strongly related to information literacy, which rejects the simple memorization of data and advocates for the study and conscious reflection of the information we have access (Wanquan & Tsytsiura, 2021). In this regard, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2022) believes that information literacy will enable people to efficiently search for data and attain “their personal, social, occupational and educational goals” (para. 3).

With respect to foreign language teaching, information literacy changes the teacher-student dynamics, giving pupils a position of responsibility in their teaching and learning process (Nizam et al., 2010), which is underlined in CLIL as well (Mehisto et al., 2008). Also, this kind of literacy enables learners to acquire critical and creative skills to analyze the foreign language texts they encounter; this factor will let them continue their lifelong learning and improve their production skills as they will be able to re-elaborate and express their own messages (Nizam et al., 2010).

After this careful examination of the elements that substantially affect the meaning of literacy, a new and more appropriate definition of literacy might be: literacy is the process through which the four linguistic skills (listening, speaking, reading, and writing) must be developed for children to be able to receive, evaluate, and transmit all kind of information regardless of the type of text (oral, written, or multimodal) and format (auditory, analogic, digital) employed, with the aim of achieving their personal, contextual, social, educational and occupational goals.

Now that the reconceptualization has been made, two problems arise: the methods to present this vision of literacy in a CLIL classroom, and how to combine it with the mother tongue, given that a low level of literacy development in the first language often hinders second language learning (Tarone et al., 2007).

Starting with the former issue, one methodology that might facilitate this learning milestone is the Genre-based approach (also called the Text-based approach). Following the Longman Dictionary of Language Teaching and Applied Linguistics, the Genre-based approach is “a methodology that focuses on teaching explicitly about the features of spoken and written texts and that links texts to the cultural context of their use” (Richards & Schmidt, 2010b, p. 595). For this reason, if the Text-based methodology is to be implemented, educators must first identify the typology of texts most frequently used in language and content subjects (Richards

& Schmidt, 2010a) and reflect on the specific functions, structures, and lexical and grammatical characteristics that will be required (Arimbawa, 2012).

Although the Genre-based approach may not be widely known, many educators and researchers have been working with it so as to address various types of literacy instruction, such as early literacy (Fatmawati et al., 2022), disciplinary literacy (Montgomery, 2020), foreign language literacy (Arimbawa, 2012), and even multilingual literacy in which it is interrelated Spanish and English languages (Lorenzo, 2013). Consequently, this approach seems a feasible resource to handle the circumstances of this work.

Firstly, this methodology answers our first requisite, which is the importance of including spoken language as a means of reinforcing written skills in literacy teaching (Mousena, 2020); as mentioned in the definition, the Genre-based approach encompasses spoken and written texts with the aim of working on the four linguistic skills to attain a holistic communicative perspective of the language (Agustien, 2020); this goal coincides with the communicative competence demands of the Council of Europe (2020).

Secondly, the Text-based approach can potentiate digital literacy too since it also encourages relevant communication and the introduction of media with which learners are familiar (Agustien, 2020); additionally, this methodology underlines the necessity to examine and assess the information received (Arimbawa, 2012; Nugroho & Herawaty, 2009). Thus, there is nothing to prevent teachers from using the digital format in their texts; in fact, its introduction is compulsory in the Primary Education stage, where multimodal and online texts form part of the curriculum of all the different linguistic and non-linguistic areas (*Real Decreto 157/2022*).

Finally, the Genre-based approach is an adequate strategy to work on information literacy due to a series of reasons: to begin with, the methodology calls for educators to contextualize the oral and written texts according to the learners' social and cultural reality (Feez & Joyce, 1998, as cited in Agustien, 2020); and it even goes one step further as this methodology considers the children's needs when working with the texts (Hyland, 2004, as cited in Hyland, 2018).

Moreover, in this approach, it is stressed that pupils must comprehend the function of the text to be able to understand and produce similar typologies on their own (Arimbawa, 2012); in this regard, the empowering principle, fundamental in information literacy, is clearly discernible in the Genre-based approach (Hyland, 2004, as cited in Hyland, 2018) as students will receive and manipulate meaningful texts for them, through which they will practice how to respond to the goals that affect all areas of their lives (UNESCO, 2022).

Once the first question on the applicability of the textual approach to the definition of literacy has been resolved, it is now time to justify the utilization of this methodology in foreign language teaching and its interrelation with Spanish literacy. Beginning with Lorenzo's statement (2013), although not typically implemented in bilingual education, the Genre-based approach can be combined with a CLIL program due to a series of reasons: it perfectly matches the CLIL philosophy of teaching a language while using it as a medium of instruction in a content area (Mehisto et al., 2008); this is because the Genre-approach always involves an explanation of the language features of the text and why these characteristics are necessary to describe the specific content shown (Lorenzo, 2013). Hence, pupils learn the content included in the text while working on its linguistic aspects too.

Furthermore, this approach ensures that language is not taken for granted, but that consideration is given to the shape of the message (Lorenzo, 2013); as the author continues, this especially helps CLIL content teachers to feel authorized to teach the linguistic aspect of their subject, which is not always a comfortable act for them to perform. In addition, for this approach to succeed, the collaboration between language and content teachers is fundamental as they have to select and join the diverse text typologies coherently (Lorenzo, 2013); this means that the Genre-based approach will lead to greater cooperation between educators, a factor which has also been emphasized in CLIL (Pavón & Méndez García, 2017).

Finally, this textual methodology enhances the active participation of learners and the acquisition of communicative competence (Abbaszadeh, 2013) thanks to the design of practical tasks (Feez & Joyce, 1998, as cited in Agustien, 2020); therefore, part of the methodological framework of CLIL, which potentiates aspects such as authenticity and active learning (Mehisto et al., 2008), are answered. These and other methodological features of CLIL will be discussed and compared in more detail with the Genre-genre approach and the idea of literacy in section 3.2. *Content and Language Integrated Learning*.

Having proved the suitability of the Text-based approach in bilingual education, it should be studied whether this methodology can bridge mother tongue (Spanish) and second language (English) literacy. This multilingual and cross-curricular proposal is not far-fetched; it has been articulated in some Andalusian centers and has even caught the attention of the Ministry of Education (Lorenzo, 2013).

In this sense, one of the benefits of the Genre-based approach is the underlying development of the notion of intertextuality (Abbaszadeh, 2013), which is the relation that one text (in the oral

or written format) has with another text, either in the form of explicit quotation or by context, where aspects such as style, register, subject matter or structure are dealt with (Centro Virtual Cervantes, n.d.). This implies that, when learning a foreign language, the comparison of texts in diverse languages can help students to see the commonalities that these texts share (especially in terms of theme, ideas, and structure) and, thus, improve their comprehension skills and compensate for possible gaps in their linguistic knowledge of the foreign language (Centro Virtual Cervantes, n.d.); that form, native and foreign language literacy is simultaneously reinforced.

After discussing the Genre-based approach for our literacy reconceptualization and for enhancing both bilingual and native language teaching, it is the moment to find out how it develops. As the Longman Dictionary explains, the Genre-based approach is divided into five stages: building the context; modeling or deconstructing; joint teacher-learner construction; independent construction; linking texts to others (Richards & Schmidt, 2010b). All these stages are flexible, meaning that teachers do not need to follow a specific order, and they can start and even go back to any of the sectors depending on the pupils' progress and the aims to be achieved with the texts (Arimbawa, 2012).

In the stage of building the context, the activities must be based on indicating the theme of the text, on allowing learners the opportunity to express their experiences and previous knowledge about the topic (Nugroho & Herawaty, 2009), and on potentiating their intercultural sensitivity (Feez, 1999). The goal of these exercises is to prepare children for the text (Arimbawa, 2012), review and expand their vocabulary (Feez, 1999), and increase their level of engagement by appealing to their emotional field (Nugroho & Herawaty, 2009).

Next, the phase of modeling or deconstructing the text starts; in it, the class focuses on the language features that are included in the text (Nugroho & Herawaty, 2009), mainly grammatical structures, text organization, and cohesive links (Feez, 1999). Also, in this part of the approach, direct teaching is mandatory together with the design of manipulative activities to practice the linguistic aspects of the text (Feez, 1999); in addition, tasks have to enable the group to discuss the specific function that this text has for the society where it is comprised (Arimbawa, 2012). In the event that text production occurs at later stages, the provision and review of textual models should be carried out at this stage (Derewianka, 1995, as cited in Arimbawa, 2012).

In the third phase, joint teacher-learner construction, pupils pay attention to the content of the text, either receptively or productively, while the educator supervises and corrects them (Feez, 1999). In this stage, learners work with their peers and actively utilize the new knowledge; that is why activities should encourage them to reflect, compare, justify, and identify aspects such as the values shown in the text (Feez, 1999); furthermore, in this part of the process, tasks should let children improve their thinking or learning strategies, such as skimming or note taking (Nugroho & Herawaty, 2009). If students are to prepare their own oral or written text, exercises must also allow them to gather information about the content they will talk about; for instance, conducting interviews, searching for information, or observing a phenomenon (Arimbawa, 2012).

Once pupils have practiced the linguistic features and read about the topic, in the independent construction stage, they must work individually or in groups to compose their own text (Arimbawa, 2012). Therefore, they put all their prior and recently acquired knowledge into practice, responding that way to the idea of meaningful learning (Ballester Vallori, 2014); moreover, the exercises of this phase make learners improve their creativity (Kemendiknas, 2010, as cited in Arimbawa, 2012) and proof-reading skills (Nugroho & Herawaty, 2009).

Ending with the last point, linking texts to others, the objective is to potentiate intertextuality (Abbaszadeh, 2013), which has been explained before as one of the advantages of introducing the Genre-based approach to examine English and Spanish texts. By comparing texts, students reinforce their understanding of their purpose, similarities and differences in structure, and the language features and strategies required for each text (Nugroho & Herawaty, 2009).

### **3.2. Content and Language Integrated Learning**

For a Master's Degree focused on bilingual teaching in Europe, a detailed explanation of CLIL is mandatory, an approach commonly defined as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010, p. 1). In this case, CLIL principles will be evaluated in depth in relation to the reconceptualization of literacy and the Genre-based approach.

Based on its definition, CLIL already accepts the development of literacy in a second language: literacy should always teach the language explicitly, but without forgetting that this specific language must be contextualized (Halbach, 2018); therefore, CLIL, with its emphasis about teaching language and content simultaneously (Coyle et al., 2010), caters this request of

language instruction while introducing the language in non-linguistic topics. This symbiosis between literacy and content has been appreciated by well-known CLIL authors such as Marsh (2012), who states that “even if the term Content and Language Integrated Learning (CLIL) evolves ... recognition that content drives literacy, and that literacy drives content learning, is unlikely to diminish” (p. 413).

Literacy and CLIL have also been highlighted in programs carried out by organizations like Erasmus +; in one of its projects, called *Literacy for CLIL*, the institution applies CLIL to enhance literacy in English as a second language (García Cuadrillero & Fernández Fernández, 2019). Nevertheless, even with the advantages that CLIL presents in this respect, we still need to assess, as we did with the Text-based approach, its suitability for the notion of literacy of this work.

Paying attention to the oral skills, with CLIL, they will have the position they deserve; this European approach recognizes that spoken abilities are essential for our modern daily situations (Marsh et al., 2001); for example, their use is substantial for both physical and digital mobility, which has increased in the continent over the last two decades. In addition, CLIL shares the theory that the building of oral skills supports the subsequent mastery of reading and writing (Marsh et al., 2001). Hence, CLIL, like the literacy conception of this dissertation, concentrates on the development of communicative competence through the encouragement of the four linguistic skills (Mehisto et al., 2008).

Concerning digital literacy, CLIL does not hinder its implementation, but encourages it as part of its socio-constructivist educational principles (Marsh, 2012). For CLIL, the employment of technology creates multiple channels for participation and communication; potentiates higher thinking skills such as creativity or reflection; gives students a window to search for the content autonomously; and lets them discover and even interact with other cultures (García Esteban, 2015). Moreover, through ICTs, it will be answered some didactic aspects stressed by CLIL, such as increasing the relevance of content, the provision of various measures of learning, and the inclusion of several forms of feedback (Marsh, 2012).

To conclude the assessment, it must be verified whether CLIL permits students to view the information at their disposal with a critical eye and if it tailors that data to their personal needs and reality (information literacy). Starting with the critical dimension, CLIL is an approach that strives for learners to develop all kinds of thinking skills (Zwiers, 2006, as cited in Meyer, 2010) as they must learn increasingly complex ways of expressing their ideas (Meyer, 2010); this will

aid them to be able to comply with their responsibility of building their own learning (Hanesová, 2014). With this objective in mind, several frameworks have been considered in CLIL to bring together different thinking skills, such as Marzano's taxonomy (Brewster, 2009). However, the most commonly adopted taxonomy in CLIL is the revised version of Bloom's taxonomy by professors Anderson and Krathwohl (2001), where learners go from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS), in which critical and creative thinking stand out (Coyle et al., 2010). So, with CLIL, it is not that teachers can develop the pupils' critical skills, but they are obliged to make learners analyze and produce critical messages.

As for the personal needs and circumstances of the learners, CLIL provides enriched input settings (Dalton-Puffer, 2009) where it is enhanced the employment of language "for a real purpose in a real context" (Coyle et al., 2010, p. 131). To answer this demand, CLIL encourages authenticity (Mehisto et al. 2008), which means grounding the new content on the students' interests and previous insights, abilities, values, and experiences. Likewise, the new knowledge must consider the learners' personal necessities by adapting the content to their learning styles and multiple intelligences (Meyer, 2010). For this reason, it can be affirmed that CLIL joined with information literacy as all the academic knowledge (and, consequently, the language) is contextualized to the immediate situations of the pupils, who have to use this data in a meaningful way. Otherwise, the input would not have an authentic or actual intention for them, preventing them from building their own learning.

In summary, it can be stated that the pillars of CLIL greatly enhance the varied aspects entailed in the re-elaboration of literacy. Therefore, by including CLIL, a literacy in the second language that goes beyond instrumentalist pedagogy will be attained; in fact, the introduction of CLIL will potentiate a literacy that attends to the context and the communicative use of the language and the message it conveys.

In parallel to relating the principles of CLIL to literacy, we also have to investigate the relationship between CLIL and the Genre-based approach. Starting with the 4Cs framework, which is a conceptual framework that focuses on the elements that bring together content and language learning (Coyle et al., 2010), the first C to be studied is Content. According to Coyle et al. (2010), Content is concerned with the topics and skills of the non-linguistic subjects, and its goal is to facilitate the personalization of the learning so pupils can build and enhance their knowledge and skills, not simply obtain them (Coyle et al., 2010).

This requirement is embedded in the Genre-based approach too since it asks students to first practice the content, abilities, purpose, and linguistic components of the texts; and then apply this knowledge in their own texts, where they will express their thoughts (Dirgeyasa, 2016). Also, autonomous knowledge construction is fostered on several occasions; for example, in the joint teacher-learner construction stage, students must do some research on the theme of the text (Arimbawa, 2012).

Moreover, CLIL devises plenty of strategies so that the new input is met and processed effectively, allowing learners to later produce proper output (Coyle et al., 2010): for instance, brainstorming activities, questions to activate prior knowledge, the presentation of key concepts, or the inclusion of different formats to show novel ideas. On the part of the Text-based approach, the correct introduction of content is important as well; i.e., in the building of context phase, key concepts must always be introduced explicitly, as well as the pupils' previous experiences and insights must be considered (Nugroho & Herawaty, 2009). Additionally, the exposition of relevant elements, both linguistic and non-linguistic, and the inclusion of various resources for learners to understand the text are also reiterated in this textual approach (Nugroho & Herawaty, 2009), so the task of CLIL processing is taken care of.

Moving on to the C of communication, CLIL stands for the simultaneous learning and communicative use of the language (Coyle et al., 2010); in order to address this dual focus, CLIL has developed the Language Triptych, a linguistic structure that organizes language purposes into three categories (Gabillon, 2020): "language OF /FOR / THROUGH learning" (Martín del Pozo, 2016, p. 145). Based on Coyle et al. (2010) explanation, the first category pays attention to the language required to work on the academic content; the second section concentrates on the language needed to do tasks; and the last point observes the language that emerges spontaneously during its utilization.

Besides the Language Triptych, in CLIL, the language is divided between "BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency)" (Coyle et al., 2010, p. 133). With this separation, learners identify the language spoken in social interactions, and the one uttered in academic settings (Gabillon, 2020). Lastly, related to language, it must be pointed out that, in CLIL, all linguistic aspects (including the Language Triptych and the division of BICS and CALP) have to be salient (Ball, 2016), meaning that they must be accessible and clear for students (Coyle et al., 2010).

As can be concluded, CLIL gives close attention to the language domain and how it should be structured and taught. This task is adequately answered in the Genre-based approach too; especially in the modeling or deconstructing phase, in which it is considered the different language elements included in a text (Feez, 1999). Hence, to make this linguistic education a reality, the Text-based approach entails the creation of exercises ranging from identifying the vocabulary and grammatical points to working on text structure and the specific linguistic abilities needed to write a particular type of text.

Accordingly, the Text-based approach enables educators to easily arrange diverse linguistic activities that will respond to the Language Triptych and the dichotomy of BICS and CALP; additionally, as all the linguistic tasks must be manipulative (Feez, 1999), the active learning philosophy of CLIL will not be disregarded (Gabillon, 2020). Finally, owing to the emphasis that the Genre-based approach gives to scaffolding (Nugroho & Herawaty, 2009), "Language THROUGH Learning" (Martín del Pozo, 2016, p. 144) will be properly answered as teachers are obliged to design means and aid through which learners will overcome the issues that arise when language is employed spontaneously.

As for the C of Cognition, this element is based on the idea of letting pupils create their knowledge while meeting the linguistic and subject matter demands of the content area (Coyle et al., 2010); for that, learners must go beyond the mere memory and repetition of the data (Hemmi & Banegas, 2021), and use a progressively more complex and varied set of thinking and learning skills (Coyle et al., 2010). With this respect, and as previously explained, the Genre-based approach (mainly in the phase of joint teacher-learner construction) explicitly ensures that learners practice multiple thinking and learning techniques (Nugroho & Herawaty, 2009); those abilities are later put into practice in the stage of independent construction where children produce their texts. Moreover, apart from the specific skills that each type of text promotes, the development of oral or written texts forces students to apply HOTS, like analysis, proofreading, evaluation, and creation (Ummah, 2019).

Ending with the 4Cs framework, we have the C of Culture, through which CLIL tries to foster a pluricultural awareness and reinforce values like citizenship and identity formation (Coyle et al., 2010). This factor is enormously developed in the Genre-based approach as one of the first actions to be taken is for learners to understand the social purpose of the texts (Ummah, 2019). Likewise, we can create activities that analyze a text through a cultural perspective or include

texts with a socio-cultural topic, allowing children to compare other traditions with their own and even integrate them into their produced texts.

Moving on to the methodological theory of CLIL (Gabillon, 2020), other sections of this assignment have already pointed out the communicative and socio-constructivist rationale of this European approach (Gabillon, 2020), which calls for the implementation of student-centered methods (Coyle et al., 2010). For Mehisto et al. (2008), this involves the active interaction of students with each other while the educator acts as a guiding figure. In this respect, methods such as task-based and project-based teaching are encouraged to integrate the content, language, and cognitive skills in relevant and real-life situations, and where learners are constantly communicating and learning (Gabillon, 2020). The idea is that, with a task-focused mentality, an enriched and authentic input is achieved (Mehisto et al., 2008).

All these methodological elements are equally taken into account in the Text-based approach, which always considers the social context of the text, along with its communicative purpose (Abbaszadeh, 2013); this makes it share notions with the task-based learning because the language continuously has a functional goal and is the instrument for receiving and conveying relevant meaning. Furthermore, in the Genre-based approach, the role of the educator shifts from instructor to coach, facilitating learners to become more autonomous (Feez, 1999). Lastly, as in CLIL, students need to interact and work with their peers in the majority of the stages (Arimbawa, 2012), meaning that they are expected to be part of multiple conversational dynamics where they end up speaking spontaneously and being more confident in their productions (Abbaszadeh, 2013).

The last core methodological element of CLIL is scaffolding (Mehisto et al., 2008), which is the "successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance" (Great Schools Partnership, 2015, para. 1). In this sense, the Genre-based approach calls for the implementation of scaffolded strategies, techniques, and materials in all the different stages (Nugroho & Herawaty, 2009); in addition, the transition of the five phases can be seen as an aid in itself, as learners are guided and given progressive autonomy (Feez, 1999).

To close this section, it is necessary to examine whether CLIL can include the learners' mother tongue even when the focus should be on foreign language acquisition. Traditionally, introducing the students' first language has been problematic, even in early CLIL practice, because educational policies defended that only total immersion was the ideal way to learn

another language (Martín-Macho Harrison & Faya Cerqueiro, 2020). Nevertheless, current studies highlight that CLIL classrooms can benefit from blending the first and second language as long as educators are clear about the purpose that both will have (Kiely, 2011, as cited in Martín-Macho Harrison & Faya Cerqueiro, 2020). It has been demonstrated as well that CLIL can help increase mother tongue literacy (Coyle, 2007, as cited in Marsh, 2012).

Consequently, as CLIL currently accepts the alternation between the first and the second language (Pérez Torres, 2009), we can determine as valid Lorenzo's (2013) statement when explaining that the union of the Genre-based approach and CLIL will allow for multilingual literacy. Particularly, the utilization of the two languages will be carried out in the phase linking texts to others from the Text-based approach (Nugroho & Herawaty, 2009); in this stage, the class will compare different texts, which can be in distinct languages, in terms of structural and linguistic features, together with their purposes. With this multilingualism potentiation, pupils will “communicate successfully across languages, disciplines and cultures” (European Centre for Modern Languages of the Council of Europe, n.d., para. 1).

### **3.3. The challenges of the 21<sup>st</sup> century and their relation with CLIL and literacy**

Any educational dissertation should dedicate a section to the immediate future of our society and our learners due to the fact that they will be the ones who will have to face that eventual time with the knowledge, skills, and values that the school is currently transmitting and reinforcing them. That is why, this last point will further investigate the critical and information literacy element that the notion of literacy comprises in its re-definition; by doing so, students are assisted in achieving their future goals in all areas of their lives. Nonetheless, it can be a daunting task because there are too many global concerns to address. Thus, the dissertation will focus on the ten main challenges described in the Exit Profile (*Perfil de salida*) from Annex I of the *Real Decreto 157/2022*.

According to Annex I (*Real Decreto 157/2022*), the Exit Profile defines and identifies the key competences pupils must acquire at the end of compulsory education; this long-term learning will enable learners to activate a set of knowledge to face the future challenges they will have throughout their lives). These ten challenges summarize the statements of the 2030 Agenda, Key Drivers of Curricula Change in the 21st Century (UNESCO), and the challenges of the 21st century; thereby creating an accessible and more relevant compendium that the field of literacy, which is an essential pillar of compulsory education, should tackle too.

The ten challenges are the following (*Real Decreto 157/2022*): addressing, with responsible attitudes, the effects of environmental degradation and animal abuse; comprehending the concept of responsible consumption, the repercussions it has, and the social and individual needs and excesses it entails; practicing healthy lifestyles and taking care of the body; recognizing situations of inequality and exclusion, and preventing them with an empathic and proactive mentality; understanding that conflicts are natural and should always be resolved peacefully.

Concerning the last five challenges, children should take advantage of ICTs tools and the opportunities they offer to enrich their personal and social lives; however, they should contemplate the benefits and risks it may bring. Another issue is that students have to accept the uncertain events of this century and manage the anxiety associated with this circumstance while trying to elaborate creative solutions. Due to the fact that our societies are more open and constantly changing, pupils ought to learn to cooperate and value their own and others' cultural diversity; similar to this last challenge, children should feel part of a community in which they develop their empathy. Finally, learners need to observe the knowledge as a driver of development, and work on the skills that will enable them to continue learning in the long term.

As can be seen, the issues, knowledge, skills, and attitudes described by these challenges have a global and local perspective; this characteristic is essential in any CLIL class since, according to Meyer (2010), for content to be rich and meaningful, it must be based on global issues connected to the learners' environments and interests. Apart from enabling this type of content, CLIL is an appropriate approach to introduce this type of global problem topic because it focuses not only on language skills, but also on the skills and techniques to be taught in non-language content (Straková, 2020). For this reason, this didactic opportunity will make teachers deal correctly with the challenges of the 21st century since our aim involves more than teaching correct vocabulary and grammar; it includes as well the values, knowledge, and aptitudes provided by the content.

Regarding the Genre-based approach, critical thinking and the development of the ten challenges are successfully covered because this approach favors activities in which abilities such as debate and exposition are constantly fostered (Kusumaningrum, 2015). Furthermore, as these topics make it easier for students to become aware of their context and their relationship with the world thanks to the analysis of the social purpose and cultural background of the text (Abbaszadeh, 2013), educators will be one step closer to attaining the philosophy of Freire;

specifically, he explained that the word (that is, the act of literacy) must become action and transformation of the reality, not mere assimilation and repetition (Freire, 1972, as cited in Janks, 2013).

## **4. DIDACTIC PROPOSAL**

### **4.1. Justification**

The following didactic unit will show the usefulness of designing a didactic unit structured according to the principles of CLIL and the Genre-based approach. That way, through the texts and activities included in the proposal, students are expected to improve their reading and writing skills in the English language. Likewise, this unit will encourage the use of ICTs, the implementation of student-centered methodologies based on interaction and meaningful participation, and the development of critical and creative thinking. Thus, the acquisition of a second language will not only be instrumental, but also authentic, contextualized, and communicative.

Likewise, the didactic unit has legal support since contents, competencies, and evaluation criteria are in accordance with the curriculum of the Principality of Asturias (*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa. Servicio de Ordenación Académica y Evaluación Educativa*, 2022). On the other hand, the texts in this proposal (an expository text, an oral presentation, and a biography) are commonly utilized in the areas of Social Sciences and English, so they respond to the learners' previous knowledge and experiences.

### **4.2. Contextualization**

The didactic proposal is designed for a group in 5th grade. It is a CLIL didactic unit for the area of Social Sciences and where the language of instruction is English; the topic covers different elements of the European Union: formation, structure and function, Founding Fathers, and future challenges of the institution.

In terms of the group, a standard design has been made so that this unit can be applied to a class of 20-25 students. Also, the activities and materials have been tailored for learners with an age-appropriate level of English (around A2). With regard to reading and writing skills, it has been

considered that pupils would have more skills in reading and listening than in speaking and writing.

### **4.3. Objectives**

This section is based on the 4Cs framework described by Coyle et al. (2010).

#### **4.3.1. Content objectives**

- Students comprehend the texts related to the European Union and complete the activities with the information provided.
- Pupils search for information about the European Union to include in their texts.
- Learners work adequately with their peers and groups.
- Pupils reflect critically on the future challenges of the European Union.

#### **4.3.2. Communication objectives**

In this section, the goals consider the language triptych and the dichotomy between BICS and CALP.

- Students identify and use vocabulary related to the European Union (OF / CALP).
- Pupils recognize and use verbs needed to describe the European Union in the present and past simple (OF / CALP).
- Pupils write short expository and biographical texts, and carry out brief formal presentations correctly (FOR / BICS + CALP).
- Students communicate with their peers adequately while doing the tasks (THROUGH / BICS).
- Learners compare Spanish and English textual features (THROUGH / CALP).

#### **4.3.3. Cognition objectives**

The following aims are organized from LOTS to HOTS considering Bloom's taxonomy revision of Anderson and Krathwohl (2001).

- Students recognize and apply the structures of the texts.
- Pupils identify and use the linguistic points that appeared in the texts.
- Learners appraise the information described in the texts.

- Students create their texts based on the models provided.

#### **4.3.4. Culture objectives**

- Pupils apply the informal conventions that Anglo-Saxons commonly use when writing in a chat.
- Learners adapt their tone of voice and body gestures to those employed by English speakers in their oral presentations.

### **4.4. Competences**

The following competences are taken from the Asturias Primary Education curriculum.

#### **4.4.1. Key competences**

*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa. Servicio de Ordenación Académica y Evaluación Educativa (2022):*

- Competence in Linguistic Communication: students will interact orally, in writing, and multimodally in communicative contexts while applying their social, creative, and cooperative skills.
- Multilingualism Competence: pupils will improve their linguistic profile by comparing various aspects of Spanish and English.
- Digital Competence: children will work on their digital skills by searching on the Internet and utilizing ICT tools to transmit information.
- Personal, Social, and Learning to Learn Competence: learners will collaborate with their peers while maintaining attitudes of mutual respect and support; moreover, they will be responsible for organizing their own learning to accomplish the tasks.
- Citizenship Competence: as part of being European citizens, pupils will learn about the structure of the European Union and its values, and reflect on their role in the challenges it faces.

#### **4.4.2. Specific competences**

From the Social Sciences area, these are the specific competences to be promoted (*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa. Servicio de Ordenación Académica y Evaluación Educativa, 2022*):

- Specific Competence 3. Social and cultural changes: students will see the formation of the European Union as part of the complex political, economic, social, and cultural relationships that human societies forge.
- Specific Competence 5. Participation in social life: learners will study the principles and values that the European Union promotes, in which equality, peace, and democracy are highlighted.

Regarding the English area, these specific competences will be enhanced (*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa. Servicio de Ordenación Académica y Evaluación Educativa*, 2022):

- Specific Competence 1. Comprehension: children will use diverse strategies and have varied support to understand texts.
- Specific Competence 2. Production: pupils will learn how to prepare texts considering specific structures and multiple strategies; furthermore, these texts must have a communicative purpose.
- Specific Competence 3. Interaction: learners will communicate with others through analog and digital tools.
- Specific Competence 5. Multilingualism: students will reflect on their language learning process to identify areas of strength and weaknesses.
- Specific Competence 6. Interculturality: pupils will observe and employ cultural aspects from Anglo-Saxon countries (i.e., tone of voice, gestures, and emojis) to communicate more effectively in English.

## 4.5. Contents

The contents for this didactic proposal have been taken from the areas of Social Sciences and Foreign Language. Particularly, the contents are from the section Basic Knowledge (*Saberes Básicos*), a new category of the new LOMLOE curriculum. Like the other points, this section follows the instructions of the Asturian educational syllabus.

### 4.5.1. Non-linguistic contents

*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa. Servicio de Ordenación Académica y Evaluación Educativa* (2022):

- Block A. Societies and territories

- Challenges of the world
  - Active citizenship; social participation
- Civic literacy
  - Topics of historical relevance (Contemporary Age); the role of historical figures; events and processes
  - Human rights principles and values; rights and duties of citizenship
  - The institution of the European Union: structure, values, and functions

#### **4.5.2. Linguistic contents**

*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa. Servicio de Ordenación Académica y Evaluación Educativa (2022):*

- Block A. Communication
  - Strategies for the comprehension and production of texts
  - Communicative functions: present and introduce yourself
  - Discursive genres: characteristics, context, and internal structure
  - Linguistic units: time (present and past simple), affirmation, negation, and interrogation
  - Phonetic patterns
  - Orthographical patterns
  - Analogic and digital tools to comprehend and produce texts
- Block B. Plurilingualism
  - Strategies to identify and use linguistic units after the comparison of the mother tongue and foreign language
  - Techniques for self and peer-assessments
- Block C. Interculturality
  - Second language as a means of communication and access to information
  - Sociocultural and sociolinguistic aspects related to interpersonal relations and social conventions

#### **4.6. Transversality and interdisciplinarity**

Considering other areas from the Asturias primary curriculum, the didactic proposal will also deal with (*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa. Servicio de Ordenación Académica y Evaluación Educativa*, 2022):

- The area of Language and Literature: comparison of the structure of texts in Spanish with the textual organization used in English.
- The area of Civic and Ethic Values: emphasis on peaceful and democratic values, together with activities promoting cooperation and teamwork skills.
- The area of Artistic Education: use of ICTs to decorate texts and to create avatars.

Finally, two 21st-century challenges from the *Real Decreto 157/2022* will be covered:

- Accept uncertainty and work through the anxiety it produces while looking for creative solutions.
- Feel part of a community in which empathy is developed.

#### **4.7. Methodology**

As CLIL and the Genre-based approach have already been explained in detail, this section will discuss the rest of the methodologies to be incorporated into the didactic proposal.

##### ***4.7.1. Bloom's taxonomy***

Bloom's taxonomy is employed to ensure that the difficulty of the activities is progressive, allowing students to advance in their cognitive skills without problems. With this cognitive framework, children are not be simple receivers and repeaters of the linguistic and non-linguistic content: they perform tasks where the recall and comprehension of information help them lay the foundation for the new input; next, they apply and analyze the data in depth to assimilate it meaningfully; and, lastly, they evaluate the information they have access to in order to create products and texts where their autonomous construction of knowledge is shown.

##### ***4.7.2. Cooperative learning***

In this didactic proposal, cooperative learning is applied to potentiate the communicative nature of CLIL (Castillo-Rodríguez & Prat Fernández, 2022). According to Casal (2016), this methodology promotes active participation, practical use of the foreign language, and

improvement of the learners' social aptitudes, cognitive skills, and motivation; it is, therefore, an indispensable approach for any CLIL class.

Moreover, the methodological section of the Social Sciences subject recommends it (*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa. Servicio de Ordenación Académica y Evaluación Educativa*, 2022). Specifically, this area explains that cooperative work fosters students' individual responsibility for their own learning and contributes to their autonomous knowledge-building.

In addition, the educational policy sees cooperative learning as an opportunity to improve group coexistence, and the acceptance of giving and receiving help. Concerning the Genre-based approach, cooperative learning is an excellent strategy to potentiate its productive, independent, and collaborative rationale (Ummah, 2019).

#### **4.7.3. Task-based learning**

Students perform several tasks autonomously to test their historical and linguistic knowledge. Some of the tasks are individual, whereas others are in pairs or groups; in all of them, they have the necessary aid and scaffolding. According to Lopes (2020), Task-based learning and CLIL share key notions such as the design of real-world activities and authentic learning settings, the use of language as a tool to communicate and exchange information, the introduction of topics that go beyond the linguistic field, and the promotion of an active education where pupils are involved in all the parts of the process.

Ending with the Genre-based approach, its five stages can be organized around tasks, making Task-based learning a suitable technique for the didactic proposal. Moreover, these two methodologies focus on the production of meaning rather than on instrumental language learning, which implies that both allow the promotion of the communicative competence in the foreign language area (Poonpon et al., 2022).

#### **4.8. Sequencing of activities and timing**

The didactic unit consists of ten sessions of one hour each. As three hours per week are to be dedicated to the subject of Social Sciences in the last cycle of Primary Education (*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa. Servicio*

*de Ordenación Académica y Evaluación Educativa*, 2022), this unit will be carried out in one month: three sessions per week and one session the fourth week.

#### **4.9. Step-by-step planning**

The main aim of this didactic unit is that students, in groups of four, prepare an oral presentation that includes two short expository texts and a biography. These writings consider their English level and are completed progressively throughout the sessions; specifically, the compositions have these structures:

- In the first expository text, learners explain one of the treaties mentioned in Appendix 1; they only have to indicate: the date and country it was signed; the nations that signed the treaty; three benefits of the treaty; and the previous / subsequent treaties.
- In the second expository text, they describe general information about one UE member: where it is located in Europe; its capital; demonym; spoken languages; EU entry; and currency. Finally, they indicate if that country holds or has held any positions in the institutions.
- Furthermore, they must write a brief biography of one of the Founding Fathers of the European Union and, with the Voki program, they have to make this person talk. In the biography, the group mentions the name of the person, when he was born and died, his studies, his important position, how he helped the EU, and his vision of the EU.

#### Session 1

In this lesson, the class works with an expository text about the origin and values of the European Union (Appendix 1).

- Building context. Before reading the text, students do a brainstorming where each child says a word they associate with the European Union; all the words are written on the blackboard to form a word cloud. With this exercise, students activate their previous knowledge on this topic.

Next, pupils read the text in silence. Once they finish, the class comments on the topic of the text, its typology, the purpose of the text, and its internal structure. In their *textual* logbook, they write all this information about the expository text (Appendix 2).

In this sense, the logbook is a tool to make learners build their knowledge as they are the ones who have to write all the formal aspects of each type of text. Once the data have been annotated, they will use it to carry out the activities based on that type of text (in this case, an expository text).

- Modeling. After the first reading, children are divided into groups of four. Each team prepares a series of flashcards where they write one of the words in bold from the text; they also have to draw a picture representing that word.

In these flashcards, they have to include the verbs of the unit as well; in this case, apart from the drawing, they have to add the infinitive, participle, and gerund forms. Then, they paste all their flashcards on a class poster (see Appendix 3) that separates the vocabulary in BICS and CALP. With this task, the key vocabulary is made visible.

- Joint construction. The expository text explains the year the different countries joined the European Union. However, it does not specify which nations joined; it only says *in 1986, two countries joined the EU*. Thus, the teacher has to assign each group a date, and the teams have to look on the Internet at the states that entered the EU that year.

To get them into the habit of checking the data on the Internet, pupils must visit two websites and verify that they both indicate the same countries. The class should have access to tablets or personal mini-laptops to complete it; if not, they should go to the ICTs classroom.

To finish the session, learners have to re-read the UE values section. After that, in pairs, they must think about concrete examples related to their daily life where one of these values can be observed (i.e., when they go on vacations, they do not need a passport). Therefore, critical literacy is encouraged as they join the content of the text with their personal circumstances

- Linguistic skills. Reading, speaking, writing
- Bloom's taxonomy. LOTs (understand, apply), HOTs (illustrating, reflecting)

## Session 2

In this session, the class continues working with the same text (Appendix 1); this time, they focus on the content about the origin of the UE. Specifically, the activities are related to the oral presentation they will carry out in Session 9.

- Joint construction. Each team have to search for more information about one of the four treaties. To do that, they have to go to the online Encyclopedia *Kiddle* (<https://www.kiddle.co/>), a Wiki designed for children and with reliable information. That way, pupils work with digital expository texts, improving their digital literacy.

The group must read the entry and copy the information they need for their expository text; a note-taking template is provided (Appendix 4) to ensure that everyone collects the correct facts.

Afterward, the class read the second expository text about the European institutions and its functions, and a general description of Spain (Appendix 5).

- Modeling. In their *textual* logbook (Appendix 2), they must specify the internal structure of an expository text that gives general data about a country. After that, in teams, they have to make more flashcards on the key words of this second text; then, they paste them on the BICS / CALP poster (Appendix 3).

Lastly, they play *Running Dictation* to obtain more information for their oral presentation. Firstly, the teacher assigns one country to each team; next, the members of the group are divided: one team member is on one side of the class, while the other three are on the other side.

These three children must complete some logic worksheets (Appendix 6) with general facts about their assigned country (location, capital, currency, demonym, spoken language, currency, and EU entry). Each child memorizes part of the data and runs to

the pupil at the other end of the class, who must write down the facts following the structure shown in the expository text (Appendix 5). From time to time, positions are changed so everyone participates.

- Linguistic skills. Listening, reading, speaking, writing
- Bloom's taxonomy. LOTS (memorizing, copying), HOTS (sketching, searching)

### Session 3

The lesson begins with the expository text about the institutions of the European Union and their specific functions (Appendix 5).

- Joint construction. Individually, learners re-read the text and make a mind map summarizing the different organisms that the UE has and their specific functions. This kind of exercise helps to assimilate the content and to use the vocabulary and verbs in a contextualized way.

Next, they have to listen to several short audios explaining the positions that some nations occupy or have occupied in these organizations (Appendix 7); in this way, they get used to the oral format of an expository text.

Students have to write these countries and their roles on their mind map; then, as a group, they have to compare if they have the same answers and underline the data related to the country they have been assigned.

After that, the class reads the biography of Winston Churchill, one of the Founding Fathers of the European Union (Appendix 8).

- Modeling & linking to other texts. They add the biographical text to their *textual* logbook (Appendix 2); each team creates more flashcards with the new vocabulary and verbs of the text; they paste them on the BICS and CALP poster (Appendix 3).

Afterward, the teacher gives them the biography of Joseph Bech, Prime Minister of Luxembourg and another Founding Father of the European Union. This biography is in

Spanish since children have to compare the structural differences and similarities with the English biography of Winston Churchill. The comparison is made aloud and with the help of a comparative table (Appendix 9).

- Independent construction. Once this analysis is done, they have to complete, individually, the biography of Joseph Bech in English (Appendix 10). Through this fill-in-the-gaps activity, they put into practice the vocabulary, and they get used to the structure of a biography.
- Linguistic skills. Listening, reading, speaking, writing
- Bloom's taxonomy. LOTS (completing, fill-in-the-gaps), HOTS (comparing, creating)

#### Session 4

In this session, learners continue using the biographical text of Winston Churchill (Appendix 8) to acquire the Social Sciences content.

- Joint construction. In pairs, students must re-read the text. Then, they must translate the information from the text into a comic format by completing a storyboard template (Appendix 11). In the storyboard, they have to summarize each section of the biography in a sentence; this phrase must be written below a comic strip (*viñeta*); in the strip, the students have to represent the sentence with a drawing. By doing so, learners continue to practice the internal structure of a biography, they are *forced* to write sentences, and they have the opportunity to demonstrate their understanding of the text by making a picture.

Once the structure of the biography is understood, each team will listen to an audio (Appendix 12) in which a Founding Father (the one assigned to the group for their oral presentation) narrates his life. Therefore, the children have access to the oral format of a biographical text.

- Joint construction. Each member of the group has to annotate one section of the biographical texts (i.e., birth / death; studies / profession; EU contribution; EU vision). Afterward, they must give their information to the rest of the team; then, they have to

listen to the audio again to complete any missing facts. Finally, the educator gives them a card (Appendix 13) so that they can check that the data is correct.

- Linguistic skills. Listening, speaking, reading, and writing
- Bloom's taxonomy. LOTS (sketching, applying), HOTS (analyzing, proofreading)

### Session 5

From this session onwards, students start preparing the oral presentation and the different texts to be included in their PowerPoint presentation.

- Modeling. The class reviews aloud the structure of expository and biographical texts; this revision is done with the *textual* logbook (Appendix 2). Next, each team has to make a sketch, which is a good strategy for planning, showing how their texts will be distributed in their PowerPoint Presentation. Finally, the educator goes over the PowerPoint functions with the class to ensure they know how to use PowerPoint.

Afterward, the teacher revises the basic orthographical conventions and connectors. Learners practice this content with a worksheet (Appendix 14), which is corrected aloud.

- Independent construction. Students begin their presentation with the biographical text; the teacher gives them a color-code template (Appendix 15) for children to write the biography of their assigned Founding Father of the European Union.

Each member completes one of the color-code sections; to do the writing, they have to review the information they gathered with the listening exercise (Appendix 12) in Session 4. Moreover, they have as a model the biographical text of Winston Churchill (Appendix 8) and the template biography of Joseph Bech (Appendix 10). The vocabulary and verbs required are in the BICS / CALP poster (Appendix 3).

- Linguistic skills. Speaking, reading, and writing
- Bloom's taxonomy. LOTS (reviewing), HOTS (creating)

## Session 6

- Independent construction. The group finishes and corrects their writing: first, each member checks their own section; then, they pass their pieces of work around so that everyone proofreads each other's parts once; then, they discuss possible mistakes and decide how to correct them; finally, the teacher revises the text before it goes to the presentation.

After that, the group selects one part of their biographical text and converts it to audio format: with a computer or tablet, they go to the Voki program (a free educational tool where students can create avatars) and design a character who physically resembles his Founding Father.

Once the avatar is made, there is a section in Voki where you can write a short text, and the avatar will open its mouth and say what they have written as if it was speaking. Specifically, the team will copy the selected part of their biographical text, choose a voice for their character, and upload it to their PowerPoint presentation (Appendix 16).

- Linguistic skills. Listening, speaking, reading, and writing
- Bloom's taxonomy. LOTS (selecting), HOTS (proofreading, designing)

## Session 7

- Independent construction. The groups write the two expository texts. Two members prepare the composition of the assigned Treaty by using a template (Appendix 17); the other two carry out the second expository text, with the support of a template (Appendix 18), on a European country and the functions it holds or has held. Pupils utilize the data from the note-taking template (Appendix 4), Running Dictation game, and short audio exercise (Appendix 7) to complete their writings. Additionally, they have the expository texts of the unit (Appendices 1 & 5), the *textual* logbook (Appendix 2), and the BICS / CALP poster (Appendix 3) to guide them.

When they finish, the learners will interchange their compositions to correct what the other two members did. Next, the teacher checks the writings before allowing the uploading of the files to the PowerPoint presentations.

- Linguistic skills. Listening, speaking, reading, and writing
- Bloom's taxonomy. LOTS (applying), HOTS (evaluating, creating)

### Session 8

- Modeling & linking to other texts. The whole session focuses on how to do an oral presentation. Firstly, the class compares the differences and similarities between a Spanish and English exposition:
  - The phases of an oral presentation in English and Spanish.
  - How speakers introduce themselves and their group in both languages.
  - The body gestures, tone of voice, and sounds that Spanish and English people usually make while explaining something (i.e., English people use *mmm* while thinking about what they are going to say next, whereas Spaniards say *eeh*).
  - After this short comparison, the groups employ the rest of the session to practice their exposition and correct mispronunciations.
- Linguistic skills. Listening, speaking
- Bloom's taxonomy. LOTS (comparing), HOTS (practicing)

### Session 9

The groups do their presentations, which last between five and ten minutes. Each presentation has the same pattern:

- The team members introduce themselves at the beginning and say their names again when it is their turn to speak individually.
- Each member presents half of an expository text.
- Each member presents one section of the biographical text and plays the Voki audio.
- To conclude their presentation, they thank their classmates.

As this kind of activities can be difficult for their level, these measures are applied:

- They can bring a piece of paper with the information they have to say.
- The teacher is in charge of guiding the rhythm of the presentation: *group A, please introduce yourselves; now, it's Pablo's turn who will talk about ...*
- If they get nervous, the educator should ask them simple questions to help them continue with their explanation: *it's okay to be nervous, Paula, tell me, what year did Portugal join the European Union?; okay, and do they have the euro?*

Finally, after the presentations, the class carried out a Kahoot quiz (Appendix 19) for the teacher to observe if they paid attention.

- Linguistic skills. Listening, speaking, writing
- Bloom's taxonomy. LOTS (understanding), HOTS (explaining)

## Session 10

The teacher starts the last session by providing feedback on their presentation and texts; the comments should consider the subject and the linguistic contents. As for the language points, the errors have to be underlined so students can try to think of the correction themselves. Next, the class works on an expository text about the challenges of the European Union (Appendix 20). With this text, pupils strengthen their critical literacy and reflect on their personal circumstances.

- Modeling. Before reading the text, learners must mention the challenges that they consider the European Union faces; then, they dive into the content and compare it with their thoughts. Once pupils read the text a second time, a volunteer will write on the blackboard the problems exposed. After that, the group gives examples of how these challenges can be observed in their daily lives (i.e., there are many cars in the city and they pollute); other volunteers will write these issues on the blackboard.
- Joint construction. When all the points are organized, students (in pairs) must try to design a solution to solve one of those problems. They can accompany their solutions with a drawing to better convey their explanation; also, they can use the online dictionary. Once they get their responses, they will share them with the rest of the class;

collectively, they have to review whether the solutions follow the values of the European Union (Appendix 1).

To end the unit, they complete a self-assessment (Appendix 21) and a peer-assessment questionnaire (Appendix 22).

- Linguistic skills. Listening, reading, speaking, writing
- Bloom's taxonomy. LOTS (categorizing), HOTS (reflecting, devising)

#### **4.10. Materials and resources**

Session 1. Expository text on the origin and values of the UE (Appendix 1); *textual* logbook (Appendix 2); BICS / CALP poster (Appendix 3); ICTs supplies.

Session 2. Expository text on the origin and values of the UE (Appendix 1); ICTs supplies; Kiddle webpage (<https://www.kiddle.co/>); note-taking template (Appendix 4); expository text on the institutions and its functions, and some general facts about Spain (Appendix 5); *textual* logbook (Appendix 2); BICS / CALP poster (Appendix 3); logic worksheets (Appendix 6).

Session 3. Expository text on the institutions and its functions, and some general facts about Spain (Appendix 5); mind map; audio (Appendix 7); biography of Winston Churchill (Appendix 8); *textual* logbook (Appendix 2); BICS / CALP poster (Appendix 3); biography of Joseph Bech in Spanish; comparative table (Appendix 9); template biography of Joseph Bech in English (Appendix 10).

Session 4. Biography of Winston Churchill (Appendix 8); storyboard (Appendix 11); audio Founding Father (Appendix 12); ICTs supplies; correction card (Appendix 13).

Session 5. *Textual* logbook (Appendix 2); ICTs supplies; orthographical and connectors worksheet (Appendix 14); information gathered from the audio Founding Father (Appendix 12); template to prepare the biography of a Founding Father (Appendix 15); biography of Winston Churchill (Appendix 8); template biography of Joseph Bech in English (Appendix 10); BICS / CALP poster (Appendix 3).

Session 6. ICTs supplies; template Founding Father (Appendix 15); *Voki* program; sample Founding Father with *Voki* (Appendix 16).

Session 7. Template Treaty (Appendix 17); template EU country and its functions (Appendix 18); ICTs tools; expository text on the origin and values of the UE (Appendix 1); expository text on the institutions and its functions, and some general facts about Spain (Appendix 5); *textual* logbook (Appendix 2); BICS / CALP poster (Appendix 3); note-taking template (Appendix 4); information from the *Running Dictation* game; audio (Appendix 7).

Session 8. No materials needed.

Session 9. PowerPoint presentations; ICTs supplies; Kahoot quiz (Appendix 19).

Session 10. Expository text about the challenges of the European Union (Appendix 20); expository text on the origin and values of the UE (Appendix 1); self-assessment (Appendix 21); peer-assessment (Appendix 22).

#### **4.11. Reinforcement and extension activities**

Starting with the extension activities, those students who finish the activities early have to look for images or templates for their presentations, keeping in mind that the rest of the group should agree on such decorations. This way, children save a considerable amount of time, and they concentrate more on their compositions.

In addition, students who finalize their texts for the oral presentation can help the other members complete their compositions. If the entire team has finished and there is time left, they can practice their oral presentations.

Continuing with the reinforcement exercises, if a small number of students have problems with some language or content points, the educator should review those contents with this group while the rest of the class does the assigned exercises. If this is not enough, gamified worksheets (Appendix 23) should be included, motivating children to complete them.

If a large number of students have problems with the unit, the configuration of the sessions should be changed; in this sense, the educator should include one or two more sessions to solve doubts and do additional exercises. Similarly, if students make many errors in their compositions (especially repetitive errors), more activities should be designed to review those linguistic points.

#### 4.12. Attention to diversity

The Universal Design for Learning (*Diseño Universal para el Aprendizaje* or *DUA*) has been followed to ensure the correct application of the attention to diversity measures. This framework, recommended for all the subjects by the *Real Decreto 157/2022*, tries to respond to the diversity of all the students, who have different capacities, motivations, learning styles, and socioeconomic levels (Alba Pastor, 2019).

In order to carry out this diversification, Alba Pastor (2019) explains that DUA focuses on the three domains that make up the teaching and learning process; in these areas, teachers must include varied options to meet the learners' needs and interests. Thus, educators must devise multiple forms of engagement with the content (various alternatives to enhance their interests, sustain their effort, and provide self-regulation); multiple forms of understanding the content (broad options for perceiving the language, expressions, and symbols of the topic); and multiple forms of action and expression of the content (different ways of communicating, functioning, and showing knowledge). Considering this theory, several possibilities to attend to these three DUA areas have been made in the didactic proposal:

- Multiple forms of engagement. Activities potentiate the interest and efforts of the students since they carry out artistic, physical, logical, and linguistic tasks. On the other hand, when a new text is presented, pupils complete simple exercises (i.e., brainstorming, BICS / CALP poster) to get used to the dynamic of the text.

As for the provision of self-regulation options, almost all activities provide children the opportunity to create products through which they can observe if they understand the linguistic and historical contents.

- Multiple forms of understanding. Written, audio, and electronic formats are introduced to explain the content of the unit; there are gestural and visual aids to compensate for their possible gaps; the texts underline key words so that pupils do not lose focus on the content; and the listening and reading texts are repeated or re-read at least three times to guarantee that everyone comprehends the information.
- Multiple forms of action and expression. The class carries out games, diagrams, drawings, short oral interventions, and writings. In all these tasks, they have the aid of electronic media, dictionaries, charts, and templates. Hence, everyone has the

opportunity to excel in the transmission of their knowledge by using a medium they enjoy.

Furthermore, most of the tasks are short term so they do not spend too much time concentrating on just conveying a particular message, as they would get distracted; this is part of the reason why the templates are simple and very guided.

#### **4.13. Evaluation**

##### ***4.13.1. Assessment criteria for non-linguistic content***

The evaluation criteria in the LOMLOE regulation are found within the specific competences of each area; thus, in the Social Sciences area, the assessment points of this didactic unit are included in the specific competences three and five (*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa. Servicio de Ordenación Académica y Evaluación Educativa*, 2022):

- Specific competence 3
  - 3.1. Analyze relationships of causality, simultaneity, and succession between different social and cultural elements from diverse historical periods
  - 3.2. Know relevant figures from different historical periods
- Specific competence 5
  - 5.1. Resolve conflicts peacefully and through a respectful and equitable interaction; apply the norms, rights, and duties of the European Union; know the role that the European institutions have in maintaining peace and security
  - 5.2. Explain the functioning of the European Union, valuing its services to citizenship

##### ***4.13.2. Assessment criteria for linguistic content***

In the case of the Foreign Language area, the assessment criteria are taken from the specific competences one, two, three, and five (*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa. Servicio de Ordenación Académica y Evaluación Educativa*, 2022):

- Specific competence 1

- 1.1. Recognize, interpret, and analyze the global meaning and specific points of texts
- 1.2. Select and apply strategies to obtain and process the global and specific information from texts
- Specific competence 2
  - 2.1. Orally express texts while using verbal and non-verbal resources
  - 2.2. Organize and write texts previously prepared through analog and digital tools
  - 2.3. Select and apply strategies to produce texts considering their characteristics, context, and typology
- Specific competence 3
  - 3.2. Use strategies to present and introduce yourself
- Specific competence 5
  - 5.1. Compare similarities and differences between different languages

#### **4.13.3. Assessment procedure and tools**

The evaluation is divided into these three main stages:

- Initial evaluation. All the exercises in the Genre-based section *building the context* are considered part of the initial evaluation as they allow the educator to see the degree of comfort with the typology of the texts, the content described, and the linguistic points presented. From this observation, the teacher can decide whether subsequent language and content activities are appropriate for the pupils' proficiency. In this respect, this assessment procedure does not want to check the students' prior knowledge of the content and language as it would be zero or very low; what is taken into account is their level of confidence and nervousness towards these kinds of texts.
- Continuous evaluation. The rest of the tasks that the learners carry out during the sessions reflect their level of acquisition of the linguistic and content points; therefore, these activities form part of the continuous assessment. Moreover, thanks to these

exercises, children receive constant feedback, which helps them to compensate for their gaps; in this sense, extra support and measures can be added.

- Final assessment. The students' oral presentation, expository and biographical texts, and session 10 are part of their final assessment, as they summarize the knowledge, skills and attitudes of this unit. To fulfill this evaluation, the teacher uses an analytic rubric to estimate the accomplishment of the assessment criteria of the Social Sciences and English areas (Appendix 24). Furthermore, a holistic rubric is necessary to observe the key competences development (Appendix 25). Lastly, a single-point rubric is utilized to analyze the pupils' performance on the employment of texts (Appendix 26).

## 5. CONCLUSIONS

This Master's Dissertation aimed to reconceptualize the notion of literacy, which has to meet the requirements of today's education, and to apply it in second language teaching through the Genre-based approach and CLIL. The thorough analysis of the term concluded that oral skills (Reeder & Baxa, 2020) and digital and critical literacy (UNESCO, 2023) are two of the areas that must be part of this definition if current demands are to actually be satisfied. Hence, these fields reinforce the idea that literacy is more than reading and writing and, thus, cannot be taken for granted.

To work on this redefinition, the Genre-based approach was chosen as the most appropriate methodology to train adequate and updated literate learners. Among the reasons that stand out is the focus on improving the learners' communicative and discourse skills, and the leading and autonomous role given to them to take control of their literacy abilities (Abbaszadeh, 2013).

The selection of the Text-based approach also rested in the theoretical elements it shared with CLIL, the cornerstone of this Master's Degree. In this sense, CLIL (Coyle et al., 2010) allows sufficient flexibility to work on both the linguistic and content aspects through text genres; and it encourages and demands the constant participation of students in all aspects of the teaching and learning process, answering the student-centered methodology of the Genre-based approach (Feez, 1999). Moreover, besides linking CLIL with the Text-based approach to introduce children to our definition of literacy, this union sought to contribute to CLIL methodological research, which requires further investigation (Pérez Cañado, 2011).

Consequently, the theoretical framework and the didactic proposal tried to expose the importance of researching and adapting such a basic concept as literacy. On the other hand, these two sections described two methodologies (CLIL and Genre-based approaches) that defend those teaching views that put the focus on the students.

Nonetheless, this reevaluation should not end with this study, in future lines of research, teachers should investigate new ways to pass on information and, for instance, include other literacy forms such as financial or health literacy (Connecticut State Library, 2022) to address other major challenges of this century. Moreover, although CLIL and Genre-based frameworks have discussed the interrelation between mother tongue and second language literacy (Abbaszadeh, 2013; Marsh, 2012), increased research and improvement are still needed. By doing this continued development, a more conscious and meaningful education is more likely to be achieved, allowing pupils to enter their class by saying “I am somebody. I was somebody when I came. I’ll be a better somebody when I leave” (Pierson, 2013, 3:52).

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## 7. APPENDICES

Appendix 1. Expository text on the formation of the EU and its values (Canva). My elaboration.

# THE FORMATION OF THE EUROPEAN UNION

## What is the European Union?

The **European Union (EU)** is an organization that develops and controls the **political, economic, and social areas** of a set of European countries. The EU once had **28 members**, but in **2020** the **United Kingdom** left the EU through the process known as **Brexit**; as a result, it now has **27 members**.



## How did the European Union originate?

After **World War II**, most of Western Europe was devastated in some way (economically, politically, and / or socially). In addition, many nations feared that **France** and **Germany** might clash again in a future war.



World War II

That is why, in **1952**, six countries signed the **Treaty of Paris**. With this agreement, these nations formed the **European Coal and Steel Community (ECSC)**. This organization was the first step in creating the EU because it united the **industrial strength** of part of Europe. Also, with this treaty, Germany and France began to cooperate.



Flag ECSC

Thanks to the success of the ECSC, these six countries signed another agreement in **1957**: the **Treaty of Rome**. With it, they agreed to cooperate in **more economic sectors**, and they approved the creation of four institutions: the **Council**, the **Commission**, the **Parliamentary Assembly**, and the **Court of Justice**.



Treaty of Rome

In **1973**, **three** new countries joined the European institutions. In **1979**, the first **elections** to the Parliament took place.

In **1981**, a **new member** entered this organization after the re-establishment of its **democracy** in **1974**. The same occurred with **two states** in **1986**.

## How did the European Union originate?

With the **Treaty of Maastricht (1992)**, the diverse European institutions became one: the **European Union**. This milestone was followed by the achievement of the **single market**; it allows people, money, goods, and products to travel **freely** within the EU. These advantages helped the EU gain **three** new members in **1995**.



Shield EU

In **1999**, the EU approved the launch of the **euro**; three years later, **12 countries** switched to euros. This currency contributed to the EU's strength in the **global stock market**.



Euro

Thanks to the security, economic power, and democratic reassurance provided by the EU, **ten** new nations entered in **2004** and **two** more in **2007**.

With the **Treaty of Lisbon (2007)**, the EU ratified its commitment to safety and peace, and began to talk about **climate change**.

The **last country** accepted into the EU was in **2013**. Nowadays, Europe is evaluating if nations such as Serbia or North Macedonia can join the institution in the future.



EU Parliament

Moreover, the EU is focusing on **maintaining peace** on the continent, developing **green policies**, and helping countries to adapt to the new **technological demands**.

## The values of the European Union

To prevent Europe from repeating the conflicts and crises suffered in the past, the EU established that all member countries must follow these **values**:

- **Human dignity** -- We are all valuable: no one is above another. 
- **Freedom** -- Any EU citizen can move and live in another EU country. They are also free to express, think, and believe as they wish. 
- **Democracy** -- Every EU nation has to be democratic. 
- **Equality** -- All men and women have the same rights.
- **Human rights** -- All EU citizens have the right to be free from discrimination, to be protected, and to have access to justice. 

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**"Textual" logbook**

**Type of text:** .....

**Subject:** ..... **Unit:** .....

**Theme:** .....

**Usual purpose of the text:** .....

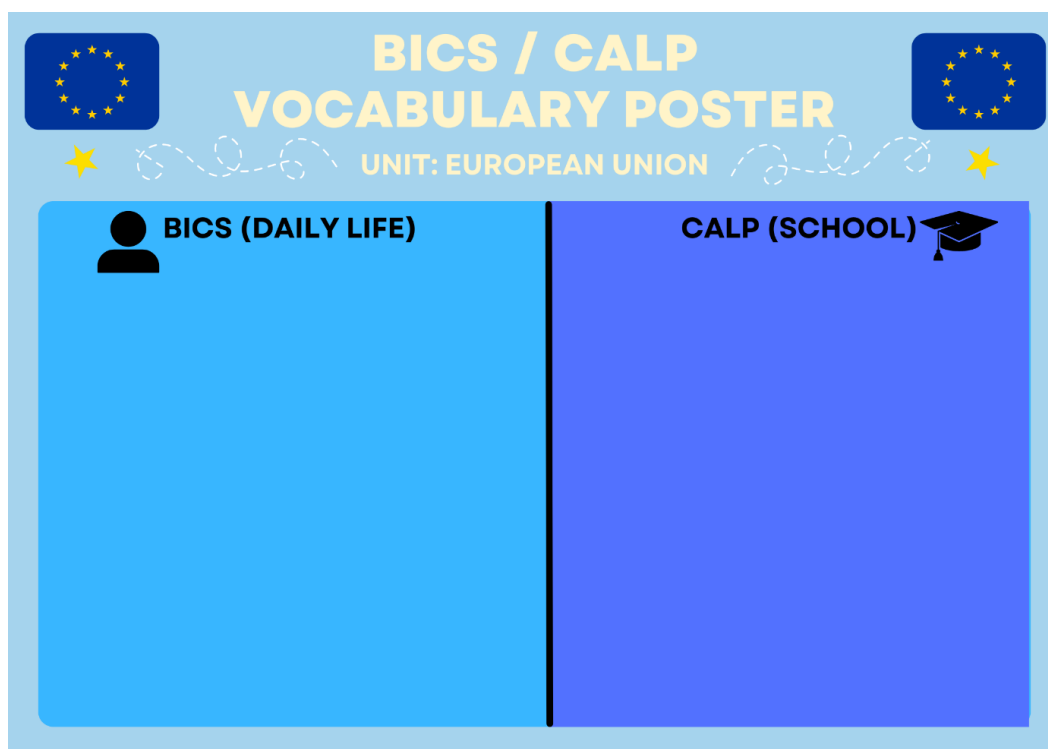
.....

**Structure of the text:**

| Main sections | Information to be included in each section |
|---------------|--------------------------------------------|
|               |                                            |

**Other important aspects:**

Appendix 3. BICS / CALP poster (Canva). My elaboration.



Appendix 4. Note-taking treaty (Canva). My elaboration.

THREE BENEFITS OF THIS TREATY

1.

2.

3.

UE MEMBERS THAT SIGNED THE TREATY

YEAR

COUNTRY WHERE THE TREATY WAS SIGNED

PREVIOUS TREATY

NEXT TREATY

Treaty of

## THE EUROPEAN UNION

# Institutions and their functions



### EUROPEAN PARLIAMENT

The European Parliament is the body that **represents** the European citizens. Every **five years**, adults in European Union countries **vote** for the members of the Parliament.

The **more population** a country has, the **more members** it has in the Parliament (i.e., **Spain** has **59**, while Italy has 76). In total, the Parliament has **705 members**.

The Parliament also has a **president** who controls the sessions; currently, the president is **Roberta Metsola** (Malta).

Members of parliament must **pass** or **reject** European laws, decide if more countries can **join** the EU, and **make agreements** with other non-EU nations.



### COUNCIL OF THE EU

This institution represents the different **governments** of the EU countries.

The **Prime Ministers** of each EU nation meet to discuss various issues: the EU **laws**, **international** agreements and policies, the EU **budget**, and EU **security**.

Every six months, an EU country **chairs** the Council of Europe. This year **Sweden** and **Spain** hold the **presidency**.



### EUROPEAN COMMISSION

The European Commission is the EU **"government"**:

- It controls that the nations **follow the law** and **proposes new ones**.
- It monitors that the countries **use the money** correctly.
- It represents the **EU internationally**.

The European Commission has a **president**: **Ursula von der Leyen** (Germany). She is like the **Prime Minister of the EU**.

It also has **18 "ministers"**; they are called **"Commissioners"**.

This EU "government" has a **High Representative for Foreign Affairs** too:

- This person maintains **international relations** and ensures **Europe's security**.
- **Josep Borrell** (Spain) has this position at the moment.



### COURT OF JUSTICE OF THE EU

This body **monitors** that all **EU countries** and **organizations** follow **EU legislation**.

It also reviews the **treaties** that EU countries sign, and ensures that **EU values** and **human rights** are respected.

It is divided into the **Court of Justice** (with one judge per EU country), and the **General Court** (two judges per EU country).



### EUROPEAN CENTRAL BANK

The European Central Bank controls that the economy of the EU is **stable** and monitors the correct use of the **euro**.

The president is **Christine Lagarde** (France).



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# SPAIN



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## LOCATION

Spain is on the **Iberian Peninsula**, which is in **Southwestern Europe**.



## CAPITAL

**Madrid** is the capital of Spain



## SPOKEN LANGUAGES

**Spanish** is the official language of the entire country.

However, there are autonomous communities that also have other **co-official** languages: **Galician**, **Basque**, and **Catalan**.



## DEMONYM

**48 million** are now people living in Spain.



## CURRENCY

Spain pays in **euros**. People started using the euro in **2002**.



## EU ENTRY

Spain joined the European Union in **1986**.



## POSITIONS IN INSTITUTIONS

The Spanish politicians **Enrique Barón**, **José María Gil-Robles**, and **Josep Borrell** were **presidents** of the **European Parliament**. Nowadays, Borrell is the **Foreign Affairs representative** of the EU.

Finally, Spain has **chaired** the **Council of the European Union** four times. This year, we will chair it again.



Appendix 6. Example of two logic worksheets with / without the answer key (Discovery Education). My elaboration.



Puzzlemaker is a puzzle generation tool for teachers, students and parents. Create and print customized word search, criss-cross, math puzzles, and more-using your own word lists.

## Facts about Austria

| A  | B | C | D | E  | F | G | H | I | J  | K | L | M | N | O | P | Q | R | S | T | U | V  | W | X | Y | Z |
|----|---|---|---|----|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|----|---|---|---|---|
| 12 |   |   |   | 22 |   |   |   |   | 10 |   |   |   |   |   |   |   |   | 4 |   |   | 14 |   |   |   |   |



### Decode the message.

Each letter in the phrase has been replaced with a random letter or number.

Try to decode the message.



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Puzzlemaker is a puzzle generation tool for teachers, students and parents. Create and print customized word search, criss-cross, math puzzles, and more-using your own word lists.

## Facts about Austria

| A  | B  | C  | D  | E  | F | G | H  | I | J  | K | L | M | N  | O | P  | Q  | R  | S | T  | U | V  | W  | X  | Y  | Z  |
|----|----|----|----|----|---|---|----|---|----|---|---|---|----|---|----|----|----|---|----|---|----|----|----|----|----|
| 12 | 11 | 10 | 18 | 22 | 7 | 9 | 25 | 3 | 10 | 2 | 5 | 6 | 19 | 1 | 16 | 13 | 21 | 4 | 17 | 8 | 14 | 26 | 15 | 24 | 23 |

V I E N N A I S T H E C A P I T A L O F  
 A U S T R I A .  
 A U S T R I A P A Y S I N E U R O S .  
 A U S T R I A J O I N E D T H E E U R O P E A N  
 U N I O N I N 1 9 9 5 .

### Decode the message.

Each letter in the phrase has been replaced with a random letter or number.  
 Try to decode the message.

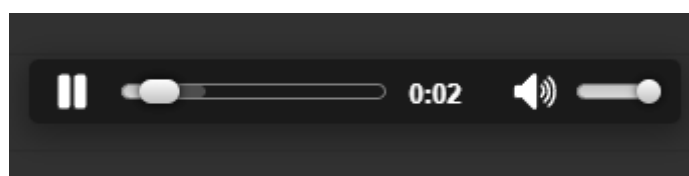


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Appendix 7. Example of an audio explaining the different roles that Germany has / had in the European Union. My elaboration.

Click on this link to listen to the sample:

<https://drive.google.com/file/d/1CfsCxUrYLMnhg5PLp1DCJrPrMPF1ZEVI/view?usp=sharing>



UE FOUNDING FATHERS

# WINSTON CHURCHILL

Biography

Sir Winston Leonard Leonard Spencer-Churchill or, in short, **Winston Churchill** was the **Prime Minister** of the United Kingdom in the **1940s** and **1950s**.

He **was born** in **1874** and **died** in **1965** at the age of 90.

Churchill entered the **army**, where he studied to become a **colonel**. He used his military experience to win **World War II**.



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Churchill wanted to **prevent** European countries from attacking each other in **revenge** for all the deaths and horrors.

He visualized the future Europe as a **family**. That is why he desired to form the **United States of Europe**.

To fulfill his wish, Churchill proposed the creation of the **Council of Europe**, which took place in **1949**. He also suggested the creation of the **European Court of Human Rights**, although EU countries did not form it until **1959**.

Appendix 9. Comparative table (Canva). My elaboration.

| COMPARATIVE<br>TABLE |                                                                                    |                     |
|----------------------|------------------------------------------------------------------------------------|---------------------|
| <u>ENGLISH TEXT</u>  | <u>ELEMENTS</u>                                                                    | <u>SPANISH TEXT</u> |
|                      | DO THEY HAVE A<br>SIMILAR STRUCTURE?                                               |                     |
|                      | DO THEY INCLUDE<br>WORDS THAT ARE<br>SPELLED SIMILARLY?                            |                     |
|                      | DO THEY INCLUDE<br>SENTENCES THAT ARE<br>WRITTEN SIMILARLY?                        |                     |
|                      | DO YOU SEE ANY MORE<br>COMMON ELEMENTS? IS<br>THERE ANYTHING WHERE<br>THEY DIFFER? |                     |

TEMPLATE

# JOSEPH BECH

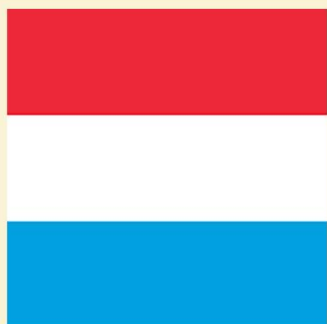
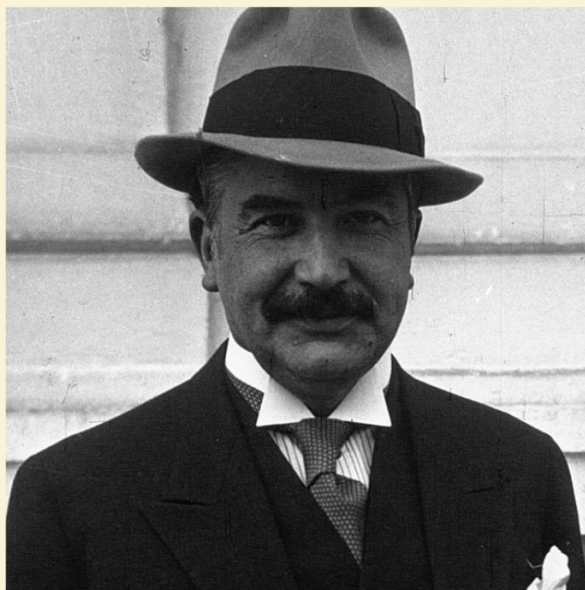
## Biography

Joseph Bech was Prime Minister of \_\_\_\_\_

He was born in 1887 in \_\_\_\_\_.

As a young man, he studied \_\_\_\_\_. In \_\_\_\_\_, he became \_\_\_\_\_ until \_\_\_\_\_.

He \_\_\_\_\_ in 1975.



### References

Unión Europea. (2013). *Comprender las políticas de la Unión Europea: los padres fundadores de la Unión Europea*.  
Comisión Europea.  
<https://tinyurl.com/4zpnr3k3>

During World War II, Bech went into exile in \_\_\_\_\_, where he continued to work as Prime Minister.

When World War II ended, he returned to his native country. There, he promoted the creation of the \_\_\_\_\_.

Bech believed that bringing European countries together was the solution to avoid \_\_\_\_\_.

Also, his ideas on the unification of the European \_\_\_\_\_ contributed to the \_\_\_\_\_ of goods in the Union.

Appendix 11. Template storyboard (Canva). My elaboration.

## THE LIFE OF WINSTON CHURCHILL



|                                        |                                        |                                        |
|----------------------------------------|----------------------------------------|----------------------------------------|
| <div></div> <div><hr/><hr/><hr/></div> | <div></div> <div><hr/><hr/><hr/></div> | <div></div> <div><hr/><hr/><hr/></div> |
| <div></div> <div><hr/><hr/><hr/></div> | <div></div> <div><hr/><hr/><hr/></div> | <div></div> <div><hr/><hr/><hr/></div> |

Appendix 12. Example of the audio in which a Founding Father talks (HeyGen). My elaboration.

Click on this link to listen to the audio:

<https://app.heygen.com/share/4100d85dda2a4687a56a36d3f236047b>



Appendix 13. Example of the correction card (Canva). My elaboration.

## ALCIDE DE GASPERI

---

**Date of Birth:** 1881

**Death:** 1954

**Studies:** Politics

**Important position:** Prime  
Minister of Italy (1945-  
1953)



### WHY WAS HE IMPORTANT FOR EUROPE?

He helped to create the European Coal and Steel Community.

De Gasperi encouraged the union and cooperation of European countries to avoid future wars.

# Orthographical conventions and connectors.

## Complete the sentences.

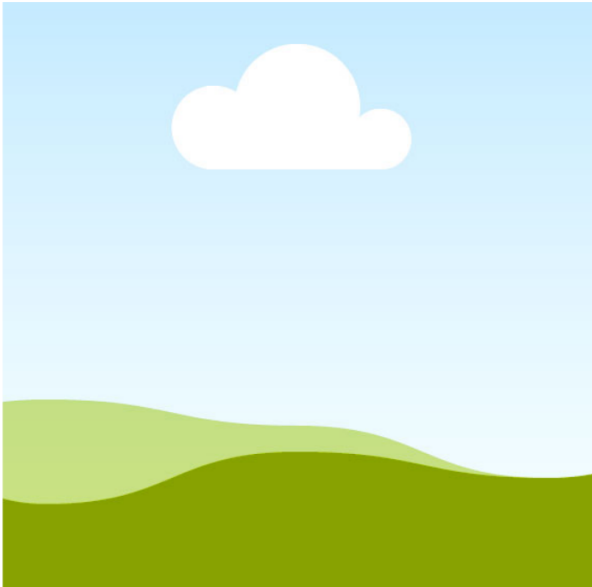
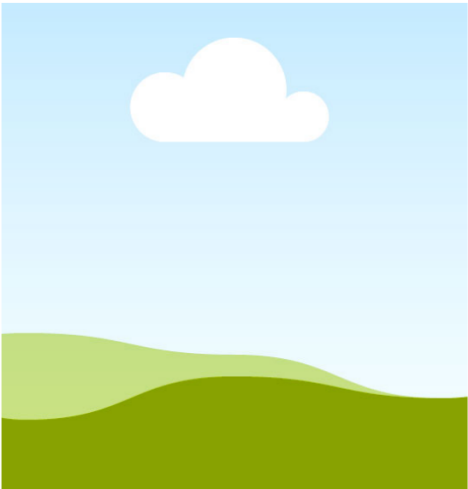
- The European Parliament makes deals with other non-EU nations. \_\_\_\_\_, they do not represent the EU internationally.
- \_\_\_\_\_ 1986, Spain joined the European Union. In that year, Portugal \_\_\_\_\_ entered.
- The Treaty of Paris \_\_\_\_\_ the Treaty of Rome were key in the formation of the European Union.
- Churchill promoted the creation of the Council of Europe. \_\_\_\_\_, he promoted the formation of the European Court.

## Include spelling points where appropriate.

The European Union has the following values democracy  
human dignity human dignity freedom equality and  
human rights

These values are important for so many countries to live  
together Otherwise we could return to conflicts and crises  
of the past

Appendix 15. Template biography (Canva). My elaboration.

| TEMPLATE                                                                            |                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <i>Biography</i>                                                                    |                                                                                     |
| BORN / DEATH                                                                        |  |
| STUDIES / IMPORTANT POSITION                                                        | IMPORTANCE FOR EU                                                                   |
|  | HIS VISION OF EU                                                                    |

Appendix 16. Example of the talking avatar (Voki). My elaboration.

Please click on this link to listen to the avatar: <https://tinyurl.com/2d4fd6nx>

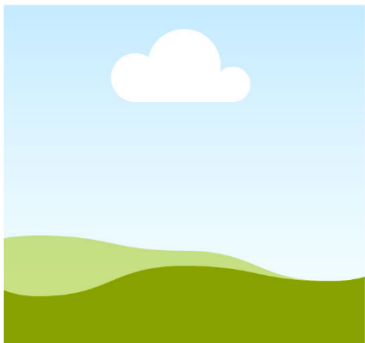


Appendix 17. Template treaty (Canva). My elaboration.

T E M P L A T E  
~~~~~  
**EU TREATIES**

---

*Treaty*



P R E V I O U S   T R E A T Y

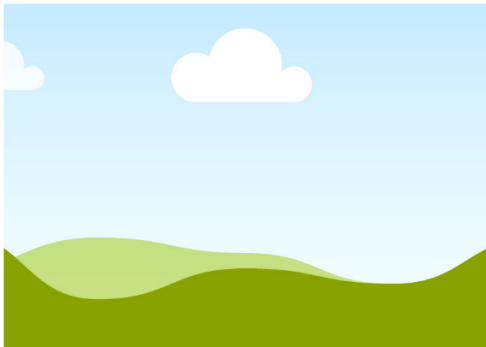
N E X T   T R E A T Y

---

C O U N T R I E S

Y E A R   /   L O C A T I O N

*UE members that signed*



---

*Three benefits*

Appendix 18. Template EU country and the functions it holds or has held (Canva). My elaboration.

## **TEMPLATE GENERAL CHARACTERISTICS OF AN EU COUNTRY**

---

|                                  |                         |
|----------------------------------|-------------------------|
| <b>LOCATION</b>                  | <b>CAPITAL</b>          |
|                                  |                         |
| <b>DEMONYM</b>                   | <b>SPOKEN LANGUAGES</b> |
|                                  |                         |
| <b>CURRENCY</b>                  | <b>EU ENTRY</b>         |
|                                  |                         |
| <b>POSITIONS IN INSTITUTIONS</b> |                         |
|                                  |                         |

Appendix 19. Example of the oral presentations quiz (Kahoot). My elaboration.



# CHALLENGES OF THE EUROPEAN UNION

## Technological modernization

Although European cities are **modernized**, there are **rural areas** that still do not have **Internet access**. For this reason, the EU is **investing** in infrastructure to solve this problem. The EU also encourages companies and factories to **innovate** in order to compete in the **global market**.



## Privacy

The EU takes the **privacy** of its citizens very seriously: it establishes **laws** to ensure that only **authorized people** can read our **personal data**; It also **fines** technology companies if they do not make good use of our **digital information**.



## Diversity

The EU is very **multicultural**. That is why it develops **campaigns** to make people value this diversity positively. Also, the **European Court** protects all Europeans so that they can **believe, think** and **love freely**.



## Climate change

Climate change may affect **peace** and the **ways of life** of EU citizens.

Therefore, governments are implementing progressive **measures** to reduce the use of **non-renewable resources**, such as **oil**.



## Refugees

**Conflicts** and **poverty** in the world cause many people to come to Europe for a better life. However, the **means** to reach Europe are frequently very dangerous and many **lose their lives**.

In this regard, the EU has **not** yet figured out how to ensure the protection of these people while trying to find a solution to the **migration crisis**.

## Appendix 21. Self-assessment (Google Forms). My elaboration.

To see the self-assessment better, click on this link:  
<https://docs.google.com/forms/d/e/1FAIpQLSeHqqbIGVHMY9t46IkUZaRilZ6YhnMn6ednEcVIg-UsTrY2hg/viewform>

### Self-assessment

[Iniciar sesión en Google](#) para guardar lo que llevas hecho. [Más información](#)

Did you like the topic?



Tu respuesta

Tell me something you didn't like



Tu respuesta

Is there a point you did not understand?



Tu respuesta

Which activity did you like the most? Why?



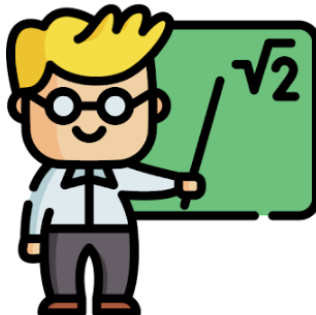
Tu respuesta

Which activity bored you the most? Why ?



Tu respuesta

Did I explain well?



Tu respuesta

Did the materials help you complete the tasks?



Tu respuesta

Did you like the texts we used? Which one interested you the most? Which one did you like the least?



Tu respuesta

From 1 to 10, this unit deserves...

|                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Enviar

Borrar formulario

## Appendix 22. Peer-assessment (Google Forms). My elaboration.

To see the peer-assessment better, click on this link:  
[https://docs.google.com/forms/d/e/1FAIpQLSdqx134f\\_8D21FeMQUitcIOLfGuWHEwmpkqLssq37IFGHgLmg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdqx134f_8D21FeMQUitcIOLfGuWHEwmpkqLssq37IFGHgLmg/viewform)

### Peer-assessment

[Iniciar sesión en Google](#) para guardar lo que llevas hecho. [Más información](#)

Did you enjoy working in teams / pairs?



Tu respuesta

Tell me something positive about working with your classmates



Tu respuesta

Tell me something negative about working with your classmates



Tu respuesta

Do you think you have worked adequately with your group?



Tu respuesta

Would you change any aspect of your participation in the group work?



Tu respuesta

From 1 to 10, the grade you would give your team is a...

|                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Enviar

Borrar formulario

Appendix 23. Example of a reinforcement gamified worksheet (Wordwall). My elaboration.



## Appendix 24. Analytic rubric of the assessment criteria. My elaboration.

To see the rubric better, click on this link:  
[https://docs.google.com/document/d/1MKshxDwntqQCV5770LkvXfzVKqW5yGr\\_q7eQb4doYBo/edit?usp=sharing](https://docs.google.com/document/d/1MKshxDwntqQCV5770LkvXfzVKqW5yGr_q7eQb4doYBo/edit?usp=sharing)

### Assessment criteria of the Social Sciences area

| Criteria                                                                                                                                                    | 1                                                                                                                                             | 2                                                                                                                                          | 3                                                                                                          | 4                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>3.1. Analyze relationships of causality, simultaneity, and succession between different social and cultural elements from diverse historical periods</u> | Students did not understand how the European Union was formed, the connection of its various institutions, and the challenges it has to face. | Pupils understood what the European Union is, but had problems visualizing the challenges to be solved.                                    | Learners had a clear idea of the European Union, its internal connections, and the challenges to overcome. | Children comprehended all the aspects studied in the unit, and they were committed to their role in solving the immediate problems of the European Union. |
| <u>3.2. Know relevant figures from different historical periods</u>                                                                                         | Children were not interested in learning about the Founding Fathers of the European Union.                                                    | Pupils did not comprehend the information given in the bibliographies of the Founding Fathers, and they had errors in their own biography. | Learners understood and prepared the biographies of the Founding Fathers correctly.                        | Students were very interested in knowing and writing about the Founding Fathers of the European Union.                                                    |
| <u>5.1. Resolve conflicts peacefully, and through a</u>                                                                                                     | Pupils did not mind nor integrate into their moral                                                                                            | Students had many difficulties designing                                                                                                   | Children understood the values encouraged by the                                                           | Learners understood and committed themselves to                                                                                                           |

|                                                                                                                                                                                        |                                                                                                                                                                    |                                                                                                                                                         |                                                                                                                                |                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <u>respectful and equitable interaction: apply the norms, rights, and duties of the European Union; know the role that the European institutions in maintaining peace and security</u> | background the values studied in this unit.                                                                                                                        | solutions to overcome the challenges of the European Union while applying the intrinsic values of the institutions.                                     | European Union and included them, without problem, in their solutions for the future challenges.                               | the values of the European Union; thus, these values were reflected in their subsequent attitudes and behaviors.        |
| <u>5.2. Explain the functioning of the European Union, valuing its services to citizenship</u>                                                                                         | Students did not try to learn the function of the diverse institutions of the European Union; thus, they did not contemplate their importance to European society. | Children remembered part of the functions of the different European organisms, but they did not really appreciate their importance to European society. | Learners identified the roles of each of the European Union, although they did not fully understand their role in our society. | Pupils comprehended the function of the European Union institutions together with their benefits in European countries. |

Assessment criteria of the Foreign Language area

| Criteria                                                                                                     | 1                                                                                                       | 2                                                                                                                                            | 3                                                                                                                               | 4                                                                                                        |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <u>1.1. Recognize, interpret, and analyze the global meaning and specific points of texts</u>                | Pupils did not identify the global meaning and specific points of the majority of the texts.            | Children had difficulties recognizing the specific ideas of texts, but they got the global meaning.                                          | Learners interpreted the global and specific meaning of most of the texts.                                                      | Children did not have many issues in the identification of the global and specific meaning of the texts. |
| <u>1.2. Select and apply strategies to obtain and process the global and specific information from texts</u> | Children did not transmit the main idea or the specific points that the text asked for.                 | In their texts, students conveyed correctly the overall meaning of the topic, but they did not achieve this aspect with the specific points. | Pupils showed in their texts the global ideas and the specific factors of the topics, although some minor errors were detected. | Learners transmitted the global and specific ideas of the topics correctly.                              |
| <u>2.1. Orally express texts while using verbal and non-verbal resources</u>                                 | In their oral presentations, the use of non-verbal language was inexistent; the students did not bother | Children were nervous or shy in their oral presentations, so they hardly applied the verbal                                                  | Learners utilized non-verbal language efficiently on the majority of occasions.                                                 | Pupils did not make any errors when working with non-verbal language.                                    |

|                                                                                                                   |                                                                                                   |                                                                                                                      |                                                                                                       |                                                                                         |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|                                                                                                                   | to carry them out.                                                                                | language properly.                                                                                                   |                                                                                                       |                                                                                         |
| <u>2.2. Organize and write texts, which have been previously prepared, through analog and digital tools</u>       | The students made no effort to produce any of the texts, regardless of the instruments they used. | Pupils had many difficulties in producing texts with digital tools.                                                  | Students had some minor trouble when employing ICTs to write their compositions.                      | Children carried out the texts without difficulties with both analog and digital tools. |
| <u>2.3. Select and apply strategies to produce texts considering their characteristics, context, and typology</u> | Children did not apply the textual elements studied in class.                                     | Pupils did not follow the internal organization of the majority of the texts.                                        | Students made some minor mistakes in the formal format of the texts.                                  | Students carried out texts where they considered all the textual aspects seen in class. |
| <u>3.2. Use strategies to present and introduce yourself</u>                                                      | In their presentations, pupils did not remember how to present themselves or the group.           | In their oral presentations, children did not make the correct transitions when presenting themselves and the group. | In the oral presentations, students presented themselves appropriately, they just hesitated a little. | Learners presented themselves and the group correctly.                                  |
| <u>5.1. Compare similarities and differences between</u>                                                          | Students did not make an effort to compare texts in                                               | Children compared texts in Spanish and English,                                                                      | Learners were eager to study the similarities and                                                     | Pupils worked on the comparison of texts in                                             |

|                            |                      |                      |                                                    |                                                                        |
|----------------------------|----------------------|----------------------|----------------------------------------------------|------------------------------------------------------------------------|
| <u>different languages</u> | Spanish and English. | but with reluctance. | differences between the Spanish and English texts. | Spanish and English and applied the ideas extracted in the activities. |
|----------------------------|----------------------|----------------------|----------------------------------------------------|------------------------------------------------------------------------|

Appendix 25. Holistic rubric of the key competences. My elaboration.

*Consejería de Educación. Dirección General de Ordenación, Evaluación y Equidad Educativa.  
Servicio de Ordenación Académica y Evaluación Educativa (2022)*

| Key Competences                               | Criteria                                                                                                                                                                                                                                                                            | Observations |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <u>Competence in Linguistic Communication</u> | Students communicated in written, oral, and digital formats with appropriate support (i.e., templates or instructions) and nonverbal language (i.e., gestures or pictures). When interacting, they applied basic social skills (i.e., taking turns) and cooperated with each other. |              |
| <u>Multilingualism Competence</u>             | Learners easily compared the differences and similarities between Spanish and English texts. This task helped them to better understand and reproduce the formal structures and linguistic points of subsequent English texts.                                                      |              |
| <u>Digital Competence</u>                     | Pupils utilized the ICTs tools without much difficulty. With these instruments, they communicated with others, searched for and analyzed online information, and created their own digital products.                                                                                |              |

|                                                                  |                                                                                                                                                                                                                                                                                             |  |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><u>Personal, Social, and Learning to Learn Competence</u></p> | <p>When pupils worked together or interacted, they respected each other (i.e., no interruptions or insults), and they tried to help one another if they could. Moreover, once the instructions were clear, the students worked almost autonomously with the support of the scaffolding.</p> |  |
| <p><u>Citizenship Competence</u></p>                             | <p>Children comprehended the main structures of the European Union and their different functions.</p> <p>Additionally, they became aware of the importance of this institution and the values it transmits.</p> <p>Finally, they tried to look for solutions to the challenges ahead.</p>   |  |

Appendix 26. Single-point rubric of the performance on the texts. My elaboration.

In this type of rubric, only the levels to be achieved by students at their proficiency level are described; the other two criteria (elements for improvement; exceeding established standards) are completed according to the performance observed in class.

| Criteria                                                                           | Achievement of the standards for their level.                                                                                                                                                                       | Elements for improvement | Exceeding established standards |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------|
| <u>Organization of the texts</u>                                                   | Children identified / used the specific structure of the texts they worked with.                                                                                                                                    |                          |                                 |
| <u>Understanding and application of linguistic points (vocabulary and grammar)</u> | The linguistic points studied in the unit were recognized / applied in the texts.                                                                                                                                   |                          |                                 |
| <u>Understanding and application of non-linguistic content</u>                     | Learners comprehended / produced texts that dealt with the non-linguistic contents of the unit.                                                                                                                     |                          |                                 |
| <u>Orthographical / phonetical aspects</u>                                         | Students recognized / pronounced oral texts correctly according to the type of intonation, accentuation, and rhythmic patterns they should know at their level.<br><br>Pupils understood / applied perfectly in the |                          |                                 |

|                                                  |                                                                                                                                                                                   |  |  |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                                                  | written texts the spelling conventions practiced at their level.                                                                                                                  |  |  |
| <u>Creativity</u>                                | Children try to bring originality to their written and oral productions; for example, by including additional images, or by employing gestures to make themselves understood.     |  |  |
| <u>Use of nonverbal language and scaffolding</u> | Students were able to implement the nonverbal language required by the texts, as well as to take advantage of the support given to them to understand / produce the texts.        |  |  |
| <u>Comparison with other texts</u>               | The comparison between other texts in English (or in English and Spanish) was satisfactory because it made them understand better the text they were working with at that moment. |  |  |