

Master's Dissertation/
Trabajo Fin de Máster

CAP-ICT: A FRAMEWORK FOR PLANNING AND DEVELOPING CLIL UNITS AND LESSONS

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ABSTRACT AND KEY WORDS

RESUMEN Y PALABRAS CLAVE

1. INTRODUCTION	1
2. OBJECTIVES	2
3. THEORETICAL FRAMEWORK	2
3.1. A brief summary of CLIL	2
3.1.1. Definition	2
3.1.2. Features that characterize CLIL	5
3.1.2.1. <i>The primacy of tasks</i>	5
3.1.2.2. <i>Language as a vehicle of doing tasks</i>	5
3.1.2.3. <i>Conceptual sequencing</i>	5
3.1.2.4. <i>The Language Triptych</i>	6
3.1.2.5. <i>Conceptual fronting</i>	6
3.1.2.6. <i>Prioritising the three dimensions of CLIL:</i>	
<i>Content, procedure and language</i>	7
3.1.2.7. <i>Diverse multimedia input: reading</i>	
<i>and listening</i>	7
3.1.2.8. <i>Supporting student output: speaking</i>	
<i>and writing</i>	7
3.1.2.9. <i>Scaffolding and embedding</i>	7
3.1.2.10. <i>Enhancing peer communication</i>	8
3.1.2.11. <i>Language categories</i>	8
3.1.2.12. <i>Language skills</i>	9
3.1.2.13. <i>The 4C's framework for CLIL</i>	9
3.1.2.14. <i>BICS and CALP</i>	9
3.1.2.15. <i>LOTS, MOTS, HOTS</i>	10
3.1.2.16. <i>Active role of the learner</i>	11
3.1.2.17. <i>The teacher as an expert, as a facilitator</i>	11
3.1.3. Some benefits of CLIL in learners	12

3.2. Current and trendy approaches that should be present in a CLIL lesson	12
3.2.1. Collaborative vs Cooperative work	12
3.2.2. Task-based learning vs project-based learning	13
3.2.2.1. Task-based learning (TBL)	13
3.2.2.2. Project-based learning (PBL)	15
3.2.3. Multiple Intelligence Theory	16
3.2.3.1. Epistemological approach	16
3.2.3.2. Practical application in the CLIL classroom	18
3.2.3.3. Main assets/challenges/pitfalls	20
3.2.3.4. Effective Multiple Intelligence lessons and the relationship with the student-centred approach	21
3.2.4. Emotional Intelligence	22
3.2.4.1. Main aspects	23
3.2.4.2. Teaching techniques	24
3.2.5. The Flipped Classroom	25
3.2.5.1. Defining the concept	25
3.2.5.2. Active learning	26
3.2.5.3. The Flipped Classroom	26
3.2.5.4. Benefits of using a Flipped Classroom Model	27
3.2.5.5. Some tips for teaching: The Four Pillars, F-L-I-P	27
3.2.6. ICT in the CLIL classroom	28
3.3. Designing a CLIL Unit	29
3.3.1. Template of a CLIL Unit	30
3.3.2. The CLIL lessons	33
3.3.2.1. Input materials	33
3.3.2.2. Types of activities	33
3.3.2.3. Materials for CLIL lessons	44
3.3.3. Assessment	48
3.3.3.1. Types of assessment	48
3.3.3.2. CLIL assessment	48

4. A PRACTICE PROPOSAL	49
4.1. The CAP-ICT application	49
4.1.1. The creation of the CAP-ICT app	49
4.1.2. What is the CAP-ICT app for?	49
4.1.3. How it works	50
4.1.4. When to use the app	50
4.2. Designing the didactic unit	51
4.2.1. First step. Using the ACTIVITY template and the CLIL template	51
4.2.2. Second step: Using the CAP-ICT app	51
4.2.3. Third step: Transforming and adapting the general activities to the topic	51
4.2.4. Fourth step: Linking content, language, activities and focusing on the project	51
4.2.5. Fifth step: Considering some tips for teaching CLIL	51
4.3. Putting it into practice: The didactic proposal	54
4.3.1. Completing the CLIL template	54
4.3.2. Development of lessons and classroom procedures	58
4.3.2.1. Lesson 1	58
4.3.2.2. Lesson 2	60
4.3.2.3. Lesson 3	62
4.3.2.4. Lesson 4	64
4.3.2.5. Lesson 5	66
4.3.2.6. Lesson 6	68
4.3.2.7. Lesson 7	72
4.3.2.8. Lesson 8	73

5. CONCLUSIONS	74
6. ANNEXES	77
7. BIBLIOGRAPHICAL REFERENCES	85
8. WEBGRAPHY	90

ABSTRACT

The course has begun. This year there is a new programme that has arrived at your school. You know that this programme will focus on bilingual education and you are one of the teachers that will take part and get involved in this new educational approach:

Situation 1: You are an expert. You will design your own material and plan the activities for the lessons of the units. Although you are an expert, you know you will spend a lot of time reading and searching for information about current and modern teaching and learning approaches that would help you design those materials and activities.

Situation 2: You are a skilled teacher. You have read about this term, but you would like to improve and get informed about what CLIL implies. You have the book as a support, and you like to create or adapt the lessons to your pupils' needs in order to be more motivating and interesting for them. You know you will spend a lot of time reading and searching for information about current and modern teaching and learning approaches that would help you at least adapt some materials or activities.

Situation 3: You have no idea. Your teaching and learning process will be focused on the tips, resources and books your publishing house has sent to you. You will follow all the instructions the lesson has. You would not worry about anything if it is not easy or time-consuming.

The fact is that one of these three situations could represent at any point of time, the agents that would be involved in any pedagogical change in education. This means that not only CLIL needs an effort from the teachers. The degree of involvement is an important variable that will directly affect the success of any educational approach.

Obviously, there are other factors such as loss of time, motivation, open-minded teachers, formation and information, quality of materials and activities... that could influence the final result.

What if an application could help teachers make a work unit and its lessons considering the most modern approaches? What if this application could guide you through the process of planning, creating or adapting new activities? What if this application could do it in a few clicks?

Here you have the CAP-ICT app. The **C**hoose, **A**dapt, and **P**ut into practice (CAP)-**I**nformation and **C**ommunication **T**echnology (ICT) framework is an application designed to help teachers make a lesson in just a few clicks, guiding the teacher in the process of choosing and giving them some tips to adapt the activities to any subject or topic.

Keywords: bilingual, educational approach, application, planning lessons, activities, CAP-ICT.

RESUMEN

El curso ha comenzado. Este año ha llegado un nuevo programa a tu colegio. Sabes que este programa se centrará en la educación bilingüe y eres uno de los profesores que participará y se involucrará en este nuevo enfoque educativo:

Situación 1: Eres un experto. Diseñarás tu propio material y planificarás las actividades para las sesiones de las unidades. Aunque seas un experto, sabes que pasarás mucho tiempo leyendo y buscando información sobre los enfoques de enseñanza y aprendizaje actuales y modernos que te ayudarán a diseñar esos materiales y actividades.

Situación 2: Eres un profesor experimentado. Has leído sobre este término, pero te gustaría mejorar e informarte sobre lo que implica AICLE. Usas el libro como apoyo y te gustaría crear o adaptar las sesiones a las necesidades de tus alumnos para que sean más motivadoras e interesantes para ellos. Sabes que vas a pasar mucho tiempo leyendo y buscando información sobre los enfoques de enseñanza y aprendizaje actuales que te ayuden a adaptar algunos materiales o actividades.

Situación 3: No tienes ni idea. Tu proceso de enseñanza y aprendizaje se centrará en los consejos, recursos y libros que te ha enviado tu editorial. Seguirás todas las instrucciones de las sesiones. No te preocuparás de nada si no es fácil o no lleva mucho tiempo.

El hecho es que una de estas tres situaciones podría representar, en cualquier momento, a los agentes implicados en cualquier cambio pedagógico en educación. Esto significa que no solo AICLE necesita un esfuerzo por parte de los profesores. El grado de implicación es una variable importante que afectará directamente al éxito de cualquier enfoque educativo.

Obviamente, hay otros factores como la pérdida de tiempo, la motivación, la apertura del profesorado, la formación y la información, la calidad de los materiales y las actividades... que pueden influir en el resultado final.

¿Y si una aplicación pudiera ayudar a los profesores a realizar una unidad didáctica y sus sesiones teniendo en cuenta los enfoques más modernos? ¿Y si pudiera guiarles en el proceso de planificación, creación o adaptación de nuevas actividades? ¿Y si pudiera hacerlo en unos pocos clics?

Aquí tiene la aplicación *CAP-ICT*. El marco ***Choose, Adapt, and Put into practice (CAP)- Information and Communication Technology (ICT)*** es una aplicación diseñada para ayudar a los profesores crear una sesión en unos pocos clics, guiándolos en el proceso de elección y dándoles una serie de sugerencias para adaptar las actividades a cualquier asignatura o tema.

Palabras clave: bilingüe, enfoque educativo, aplicación, planificación de sesiones, actividades, CAP-ICT.

1. INTRODUCTION

What features characterize CLIL? What principles could help the teachers when designing materials? How specialised is the language used in content subjects? How is the assessment in CLIL?

There is a need to make the CLIL approach reachable for everybody. The quantity of information about theories, approaches, materials, activities... is immense. And teachers do not have enough time in their daily lives for researching.

It would be important that teachers could create a motivating unit with a mix of sequenced activities that are likely to have high participation levels, to increase motivation and to show the connection between the classroom context to the real life, that is, to take into account the functionality of what is being learnt.

Then, the question now is:

What aspects would help make a CLIL lesson more effective? What are the most modern educational approaches that could be suitable for a CLIL lesson?

It seems difficult to answer this question due to the wide variety of variables that can make, or not, a lesson be a success, but there are some general issues that can help create a quality work unit. These and more aspects will be discussed in further detail below.

First, the objectives of this MA dissertation are clearly defined. These objectives are related to the main aspects this study is focused on. Next, some theory used to understand the main aspects of CLIL is included, to become aware of some trendy approaches and know about the key points that would guide the process of designing a CLIL unit. Then, a practice proposal, which is the strength of this MA dissertation, appears. It is based on designing a didactic unit by using a new own application; recommended tips and steps to put the created unit into practice are provided. Finally, some conclusions and limitations of the study are shown.

2. OBJECTIVES

- To carry out an in-depth investigation of the topics related to language learning, materials development and most modern approaches.
- To build a resource bank of exercises, activities, tasks, projects... and classify them so that it can be used by the application.
- To develop some tips based on the literature review in order to guide the teacher in the process of designing a CLIL lesson and adapting it to the students' needs.
- To create the CAP-ICT application. This app will work with the tips and the resource bank.
- To design a didactic unit using the CAP-ICT application.

3. THEORETICAL FRAMEWORK

3.1 A brief summary of CLIL

3.1.1 Definition

Foreign Language Education is changing due to the appearance of new pedagogical approaches that are affecting the way of teaching and, consequently, the way of learning a new language. In this way, the term CLIL (Content and Language Integrated Learning) or AICLE in Spanish (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) has emerged and nowadays is considered the European approach to bilingual Education.

There is a broad range of definitions of CLIL. Some of the most important ones are gathered below and can give an overall view of some of the key aspects of this new educational approach. CLIL is defined as “an umbrella term, covering a dozen or more educational approaches” (Mehisto et al., 2008, p.12).

CLIL has merged a series of traditional approaches to both subject and language teaching. The CLIL approach is flexible and fits in the 21st century classrooms.

a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or another at a given time (Coyle, Hood and Marsh, 2010, p.1).

It is now relevant due to the importance of teaching-learning mainly English as the additional language in Europe. Teachers can play with the focus and balance it, depending on their interests. Another conceptualization of CLIL refers to it as “the interplay of the theoretical foundations of constructivism and L2 acquisition” (Marsh and Frigols, 2013, pp.911-920).

It takes into account previous teaching-learning approaches focused on cognitive and communicative aspects, as we can see: “CLIL, in which pupils learn a subject through the medium of a foreign language...” (European Commission, 2005, p.6) and “an approach to bilingual education in which both curriculum content and English are taught together” (Graddol, 2006, p.86).

The idea of teaching content using the foreign language as a vehicle, gives the opportunity to learn language in a meaningful way: “CLIL is about using languages to learn [...] it is about installing a ‘hunger to learn’ in the student. It gives opportunity for him/her to think about and develop how s/he communicates in general, even in the first language” (Marsh et al., 2001, p.17).

On the one hand, it is difficult “to pin down the exact limits of the reality that this term refers to” (Alejo and Piquer, 2010, p. 220). Some of the most well-known advocates of CLIL are aware of this dilemma: “Applications of CLIL are multifarious depending on educational level, environment and the specific approach adopted” (Marsh, 2008, p. 233) or “There are no set formula and methods for CLIL” (Coyle, 2010, p.7).

It seems that the scope of CLIL is not clear and there are no core features. It depends on the way the term is understood.

On the other hand, although there is no precise definition of the term, we can assume that CLIL is based on four main principles. These are Cognition, Content, Communication and Culture (Coyle, 2008, pp. 97-111).

According to Wolff (2006, p.16), these four principles feed into the methodological approach which integrates focus on the message (topic of learning); medium (language of, for and through understanding the medium) and social (interactions with others to enhance overall learning):

CLIL theoreticians argue that the learning environment created by CLIL increases the learner's general learning capacities and also his motivation and interest. The integration of content subject and language creates a learning environment which cannot be set up within isolated subject or language teaching [...]

CLIL theoreticians also focus on the learner. They argue that in CLIL the separate roles of the learner as a foreign language learner and a content subject learner merge into one role. He or she acquires the concepts and schemata of the content subject first in another language... In CLIL the learner's concepts are foreign language based, the mother tongue concepts build on these foreign language concepts because the learner gets into contact with specific parts of the world around him first via the foreign language.

It is important to highlight that CLIL deals with teaching a subject at the same time as teaching language. So, this is more than language learning. It appears that CLIL is situated between a Content-Based-Language Teaching (CBLT) and Immersion programmes. While in CBLT language teachers teach another language through content, in immersion programmes learners are working all the time in another language. CLIL teachers are always paying attention to language and content.

To sum up, with CLIL, students learn various subjects in a foreign language. Language becomes a skill acquired in the classroom while mastering other types of content. It makes language relevant and meaningful in a way that few other methods can.

3.1.2 Features that characterize CLIL

These are the most important items that mark a CLIL-based landscape:

3.1.2.1 The primacy of tasks

There is a relationship between the input source given, usually a text, and the task that precedes it. The “difficulty” of a text is always conditioned by its related activities or task. The text should be the support mechanism, the vehicle to complete the task.

3.1.2.2 Language as a vehicle for doing tasks

The language occurs naturally through the concepts and the procedures. So, the language depends on the conceptual and procedural choices, and not vice versa. According to the Communicative approach, language is considered a means to communicate and learn instead of the target of the lesson.

3.1.2.3 Conceptual sequencing

Activities never exist in isolation. There is always a “before” and an “after”. We have to take the impact of sequencing on board. It is important to follow the suggested stages of a sequence when planning, considering the approximate percentage recommended of time used in a lesson:

0 Detecting previous knowledge/Motivating	10%
1 Preparatory	10%
2 Main conceptual content	60%
3 Finalising the main conceptual content	10%
4 Synthesis or assessment activity	10%

These stages can be summarised in three new stages so that they could be easier to use. These new stages will be considered when planning the lessons.

Activating: which includes 0 and 1 previous stages	20%
Development: which includes 2 and 3 stages	70%
Closure: which includes stage 4	10%

The teacher needs to consider this sequence and, in consequence, the language that will be used at any of those stages, how the discourse changes at any point and take into account students' understanding because then, they will need to use it or it will be used at the assessment stage.

3.1.2.4 The Language Triptych

The Language Triptych (Coyle et al., 2010, p.36) and the dichotomy BICS (Basic Interpersonal and Communication skills) and CALP (Cognitive Academic Language Proficiency) (Cummins, 1984, p.137) let us observe language awareness.

In this way, content objectives and language objectives are connected, thus providing a framework for analysing the vehicular CLIL language from three perspectives which are interrelated:

- **The language OF learning:** language needed to access concepts and skills of a field of knowledge.
- **The language FOR learning:** language that enables the learner to be functional in a foreign language environment.
- **The language THROUGH learning:** the language generated in the process of learning.

3.1.2.5 Conceptual fronting

There is a prioritisation of the conceptual and procedural content. This is not normally practised in language teaching. The language is crucial for understanding concepts and procedures, but it is not the priority.

3.1.2.6 Prioritising the three dimensions of CLIL: content, procedure and language

By considering content in a three-dimensional framework, consisting of conceptual content, procedural choices and language used, teachers can make daily decisions in their classroom about which dimensions they wish to prioritize at any given point of time. The constant interplay between these three dimensions, and the readjustments that teachers have to make, are in a sense the very essence of CLIL practice.

So, CLIL teachers could apply the following formula (Table 1):

Table 1:

CONTENT	PROCEDURE	LANGUAGE
Concepts	Skills used to work on concepts	Language related to conceptual content
Concepts to be acquired <i>by doing</i> something <i>using</i> a certain type of discourse.		

Table 1. Three dimensions of CLIL summarised in a formula.

3.1.2.7 Diverse multimedia input: reading and listening

There is plenty of good material on the web to support the lessons. The majority of the current media is experienced through a more natural combination of aural and visual stimuli. The Internet is a fantastic source of information.

3.1.2.8 Supporting student output: speaking and writing

Taking into consideration the ideas contained in Swain's useful **output hypothesis** (1985, pp. 165-179) in which learning takes place when there is a gap in L2 and the student receives feedback after testing, CLIL teachers must support the speaking acts that take place on the educational stage. Talking about writing, they also need to consider the array of text types, genres, and discourse that permeate the curriculum.

3.1.2.9 Scaffolding and embedding

Didactic material in L2 is subject to particular patterns of task design. Language support is either scaffolded or embedded into the text.

- **Scaffolding** is an explicit form of language support. The materials writer presents the language needed for a purpose.
- **Embedding** is a more implicit form of language support. The materials writer weaves the key language into the flow of the sequence of tasks or activities.

It might be said that the effective practice depends on a constant balancing of scaffolding and embedding techniques.

3.1.2.10 Enhancing peer communication

The initiation-response-feedback pattern of questioning by the teacher-initiator, often abbreviated to IRF, is the most common pattern of dialogue. But an over-emphasis on this can limit both language and cognitive development. The classroom atmosphere and the quality of learning could change radically by breaking the IRF trap, and providing more moments of peer communication, that is, student-student interactions.

3.1.2.11 Language categories

- **Grammar:** Types of sentences and grammatical structures to understand different texts and language used related to the subject itself so that students can produce output later.
- **Vocabulary:** Subject-specific, general academic, cross-curricular or not related to learning at all.
- **Discourse markers:** Phrases used for organising ideas.
- **Language functions:** why the language item is learnt.
- **Language skills:** Listening/watching/reading and speaking/writing.

These categories should be present at the work units. We could start from a more general perspective in the unit, going through lessons, to a more detailed view in the activities. It will depend on the degree of precision the teacher wants to show.

3.1.2.12 Language skills

In a CLIL lesson, all four language skills should be combined:

- **Listening.** Input or receptive skill: People hear the spoken language.
- **Reading.** Input or receptive skill: People see language by symbols.
- **Speaking.** Output or productive skill: People repeat what they hear.
- **Writing.** Output or productive skill: People reproduce the symbols on paper.

It is important to highlight that teachers should try to develop the four skills in each lesson but, obviously, the most important aspect is to develop these skills in a balanced way in each work unit.

3.1.2.13 The 4C's framework for CLIL

In this way, the **4C's framework for CLIL** (Coyle 2007:551) has become a first-step guideline and reference to introduce CLIL in a classroom. In this way, a CLIL lesson should combine these four items focusing on the following aspects:

Content: Subject-specific knowledge.

Communication: BICS / CALP.

Cognition: Learning skills, learning styles, thinking skills.

Culture: Awareness and empathy.

3.1.2.14 BICS and CALP

Conforming to Cummins (1984, p. 137), CLIL is about going from BICS to CALP, so these areas of language need to be covered in the CLIL classroom:

BICS: Basic Interpersonal Communication Skills (functional language for instructions, social interaction and courtesy, class activity...)

CALP: Cognitive and Academic Language Proficiency (language needed to have a good command of content, specific technical vocabulary, formal language register for academic purposes, ...)

- Language in the early years is mainly BICS. It is an everyday, concrete language, including the peripheral interactive language of the classroom and some general academic language.
- Language in the older years is mainly CALP and is abstract, specialized, “static” language, including subject-specific vocabulary and general academic language.

Nevertheless, the BICS-CALP dichotomy is one which requires us to be alert to the need for opportunities to use both kinds of language throughout the curriculum and age range, and to plan learners’ academic language experience accordingly.

3.1.2.15 LOTS, MOTS and HOTS

CLIL methodology approaches the learning experience by acknowledging and placing cognitive skills at the first line of effective teaching practice. The kind of activities we choose to carry out in class will determine the required cognitive skills to complete it and will also determine finally achieving more or less complex learning outcomes. In this case, it could be important to classify the activities to carry out depending on their demand of thinking skills. Although there are some authors that relate High Order Thinking Skills with the last three stages of Bloom’s taxonomy, I think that the following classification of activities is easier to remember, use and relate:

Level 1: Exercise. Low Order Thinking Skills (henceforth LOTS) related to Bloom’s Remember and Understand stages.

Level 2: Activity. Middle Order Thinking Skills (henceforth MOTS) related to Bloom’s Apply and Analyse stages.

Level 3: Task. High Order Thinking Skills (henceforth HOTS) related to Bloom’s Evaluate and Create stages.

These relationships are shown in the following picture (Figure 1):

Figure 1:

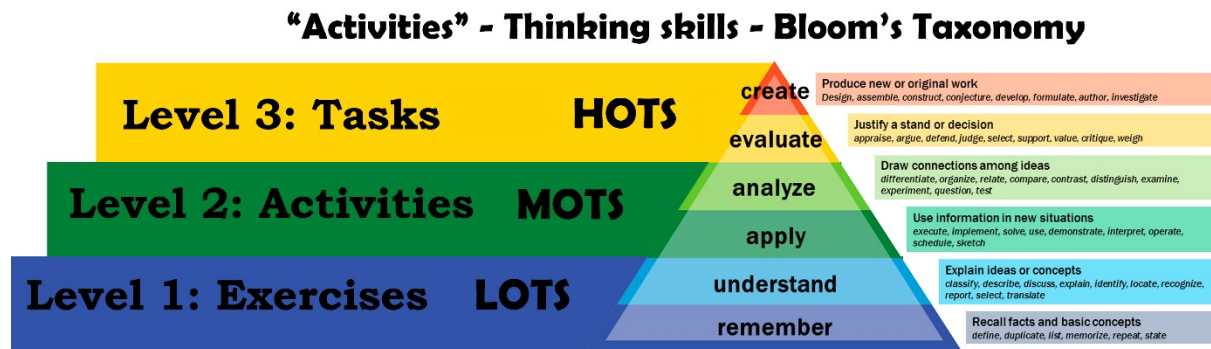


Figure 1. Relationships between activities, thinking skills and Bloom’s Taxonomy (My own design).

This is important when planning because it ensures that the lessons comprise different levels of thinking skills. It does not necessarily mean that there should be a progression from LOTS from HOTS (exercise, activity, task). The most important aspect is that the teachers must ensure that the three types of activities (in order to be more precise when talking about the thinking skills that are developed: exercise-activity-task) are present in the CLIL lesson.

3.1.2.16 Active role of the learner

It should be based on learning by doing. Student-student interaction would be increased by group work, cooperative and collaborative activities. CLIL lessons should provide a communicative atmosphere where students can communicate with each other, helping them construct their own knowledge and showing them the responsibility of learning with each other.

3.1.2.17 The teacher as an expert, as a facilitator

The teacher must have different skills in pedagogical and theoretical aspects of content-language acquisition and innovation. The teacher must be competent and take into consideration all the aspects related to teaching-learning in order to facilitate the acquisition of language.

3.1.3 Some benefits of CLIL in learners

Research supports the benefits of CLIL programmes that are being implemented into the school curricula. Although there is an increase of the time of exposure to the target language, there are other advantages that appear due to the particularity of the CLIL context:

- Increase of motivation
- Cognition development
- Development of communication skills
- Better connection between the classroom and the real life
- Learners' language progresses more
- More exposure to multimodal input
- Meaningful interaction about the content and the language
- More output production: speaking and writing
- Intercultural awareness development
- Thinking, writing and speaking like subject specialists
- Prepared for studying in another language
- Different ways of learning
- Development of ICT skills

3.2. Current and trendy approaches that should be present in a CLIL lesson

3.2.1. Collaborative vs Cooperative work

Although these two concepts are always interchanged, they are related but not the same ones. Cooperative learning can be considered part of collaborative learning:

- **Collaborative work** focuses on working together. It is student-centred so small groups are given open complex activities.
- **Cooperative work** focuses on the product of this work. It is often teacher-centred so there are more specific answers and more close activities.

It is important to focus on the advantages of using both strategies in the class:

- Active role of the student.
- Social interaction and teamwork are encouraged.
- Use of higher order thinking skills (HOTS)
- Shared learning experiences. Knowledge is constructed, discovered and transformed by students.
- Increased motivation.
- Safe working environment to interact with others.

3.2.2. Task-based learning vs. project-based learning

3.2.2.1. Task-based learning (TBL)

Definition, characteristics and dimensions of “task”.

There are many different definitions of “task”. “The definition of task is an issue in itself” (Bruton, 2002, p. 285). Some of the most important definitions are featured below:

- Estaire and Zanon (1994, pp. 13-20) distinguish two main categories of task within it:
 - Communication tasks:
 - Learner’s attention is focused on meaning rather than form.
 - They involve all the learners in the comprehension, the production and the oral interaction of the target language.
 - They resemble activities which students carry out in everyday life.
 - They have a pedagogic purpose.
 - Enabling tasks: Central focus is on linguistic aspects (vocabulary, grammar, functions, pronunciation and discourse. They could be useful for:
 - Presentation of necessary new language.
 - Pre-communication practice focused on accuracy.
 - Checking and improving the linguistic quality of the activities.
- Stern (1992, pp. 195-96) associates tasks with “realistic language use”.

- According to Willis (1996, p. 23), “tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” and Ellis (2000, p. 195) believes that this communicative definition now represents “a broad consensus among researchers and educators”.

It seems important to highlight the dimensions of “tasks”, taking into consideration the things that students do in the process of learning. It could be useful for the teacher to understand what a task implies, the different types of activities, the moment of the lesson in which they fit better and the purpose for which they are planned:

- **From focus on forms to focus on meaning:**
 - o Exercises. Non-communicative language: Uncontextualized activities such as grammar exercises, substitutions and pronunciation drills and “discovery” activities. Enabling tasks (Estaire and Zanon, 1994, pp. 13-20).
 - o Activities. Communicative language practice: Use of predictable range of language in a context to communicate new information such as information-gap activities.
 - o Tasks. Authentic communication: Use of unpredictable language in different situations such as role-playing, problem-solving or discussions. Communication tasks (Estaire and Zanon, 1994, pp. 13-20).
- **The degree of the learner’s involvement.** It could be assumed that the more the learner engages in the “activity”, the more they learn.

In accordance with the task-based approach, the following aspects should be emphasised:

- The lesson is organized as a sequence of activities, which will enable students to do something new (or better than they could) in the target language.
- Tasks generate the language to be used, not vice-versa.
- Tasks are completed either individually or in groups.
- Tasks are responsible for the construction of formal knowledge.
- There is a real-life connection and usually based on problem-solving.
- Topic-centred tasks.

3.2.2.2. Project-based learning (PBL)

What is PBL? Characteristics

By focusing the learners on a project, teachers show the way they should follow, and this will depend on their knowledge and the skills needed to reach that goal. Some of the most important skills developed are critical thinking, problem-solving, collaboration, and communication.

It seems necessary to show some of the most relevant key points that could characterise PBL in order to make the difference between PBL and TBL. These aspects are listed below:

- Real-world connection: Students are giving solutions to a problem. They are thinking on it and looking for solutions and activities make sense.
- Core to learning. The project is the way the students are learning contents.
- Structured collaboration. Allowing students to work together but giving them instructions to work. It should be carefully scaffolded.
- Student driven. The teacher becomes a facilitator that gives the students some hints during the process, but not answers.
- Multifaceted assessment. Assessment is integrated in the PBL unit, during and after completing the project. In this way, self-assessment becomes an important part of the process, because the students realise that they are improving skills and learning.

Elements of PBL

- A central topic which drives the project towards a final objective.
- Investigation skills through collecting, analysing and using information.
- Different ways of sharing ideas, collaborating, cooperating and communicating with others.
- A final objective presented as a final product.

As we can see, PBL shares many features with TBL, but, whereas the task is the central focus of a lesson in TBL, PBL looks for making the task the focus of a whole term or academic year.

3.2.3. Multiple Intelligence Theory

3.2.3.1. Epistemological approach

Howard Gardner first outlined his theory in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*, and subsequently was developed by his team at Harvard's University through Project Zero. This theory "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways" (Gardner, 1991, p. 11). His theory suggests that traditional psychometric views of intelligence, based on I.Q. testing, are far too limited. People do not have just an intellectual capacity but have many kinds of intelligences.

In one of his books *The Unschooled Mind* (1991), Gardner presents the basis of his theory as follows:

I have posited that all human beings are capable of at least seven different ways of knowing the world- ways that I have elsewhere labeled the seven human intelligences. According to this analysis, we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences -the so-called profile of intelligences- and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains (Gardner, 1991, p.12).

A contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students and perhaps society as a whole- would be better served if disciplines could be presented in a number of ways and learning could be assessed through a variety of means (Gardner, 1983, pp. 12-13).

When Howard Gardner first proposed Multiple Intelligences in 1983, there were only seven intelligences in his theory. Some years later, he added Naturalistic Intelligence into the MI list. The eight identified intelligences are now as follows (Gardner, 2000):

Visual-Spatial Intelligence

Strengths: Visual and spatial judgement

These people learn best when taught using visual media and they are good at visualizing things. They enjoy maps, pictures, charts, doing puzzles, building blocks.

Linguistic-Verbal Intelligence

Strengths: Words, language and writing.

These people are excellent speakers. They are excellent interpreters of the language. These individuals are typically very good at speaking, reading, learning new languages.

Logical-Mathematical Intelligence

Strengths: Analyzing problems and mathematical operations.

These people are good at thinking logically, reasoning and identifying connections. These individuals tend to think conceptually about numbers, complex and abstract ideas, relationships, and patterns.

Bodily-Kinesthetic Intelligence

Strengths: Physical movement, motor control.

People who have high bodily-kinesthetic intelligence are good at physical learning. They are strong in this area and tend to learn by doing, exploring and discovering.

Musical Intelligence

Strengths: Rhythm and music.

These people are good at thinking in patterns, rhythms, sounds and lyrics. They have a strong appreciation for music and are often good at performing, composing and appreciating music.

Interpersonal Intelligence

Strengths: Understanding and relating to other people.

People who have strong interpersonal intelligence are good at relating with others and managing relationships. These individuals are skilled at assessing the emotions, motivations, understanding the others, empathy, desires, and intentions of those around them.

Intrapersonal Intelligence

Strengths: Introspection and self-reflection.

People who are strong in intrapersonal intelligence are good at being aware of their own inner world and feelings. They tend to enjoy self-reflection and analysis.

Naturalistic Intelligence

Strengths: Finding patterns and relationships to nature.

People who are high in this type of intelligence are more in tune with nature and are often interested in the world of animals, plants and the natural world around them. They have a sensitivity to and appreciation for nature.

3.2.3.2. Practical application in the CLIL classroom

An advantage of teaching with multiple intelligence theory is that there is no concrete lesson plan to follow. Therefore, all contents, topics and themes can easily be adapted to the methodology. It becomes apparent why a mix of media could be more effective when teaching bearing in mind the multiple intelligences present in the classroom. It could satisfy the many types of learning preferences that a class may embody.

For a more detailed account of the activities that can be put into practice in the classroom, accompanied by suggestions for teaching-learning materials, educational strategies, teacher presentation skills and samples of activities to start a lesson, Armstrong's (2009, pp. 58-59) summary of the eight ways of teaching can be consulted (Table 2):

Table 2:

Intelligence	Teaching Activities (examples)	Teaching Materials (examples)	Instructional Strategies
Linguistic	lectures, discussions, word games, storytelling, choral reading, journal writing	books, tape recorders, typewriters, stamp sets, books on tape	read about it, write about it, talk about it, listen to it
Logical-Mathematical	brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking	calculators, math manipulatives, science equipment, math games	quantify it, think critically about it, put it in a logical framework, experiment with it
Spatial	visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization	graphs, maps, video, LEGO sets, art materials, optical illusions, cameras, picture library	see it, draw it, visualize it, color it, mind-map it
Bodily-Kinesthetic	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises	building tools, clay, sports equipment, manipulatives, tactile learning resources	build it, act it out, touch it, get a "gut feeling" of it, dance it
Musical	rhythmic learnings, rapping, using songs that teach	tape recorder, tape collection, musical instruments	sing it, rap it, listen to it
Interpersonal	cooperative learning, peer tutoring, community involvement, social gatherings, simulations	board games, party supplies, props for role plays	teach it, collaborate on it, interact with respect to it
Intrapersonal	individualized instruction, independent study, options in course of study, self-esteem building	self-checking materials, journals, materials for projects	connect it to your personal life, make choices with regard to it, reflect on it
Naturalist	nature study, ecological awareness, care of animals	plants, animals, naturalists' tools (e.g., binoculars), gardening tools	connect it to living things and natural phenomena

Table 2. Summary of the eight ways of teaching (Armstrong, 2009, pp. 58-59)

Taking all the previous information into consideration, we can plan and develop different exercises and activities according to our students' multiple intelligences. We can try to plan it into one lesson, but it depends on the time the students need to carry out the activities. Maybe, it is better to develop it in three or four lessons, depending on which activities you want to focus on. No multiple intelligences syllabus has been created but we can follow these stages (Lazear, 1991, pp. 106-118):

- Stage 1: Awaken the intelligence with a broad variety of sensory input.
- Stage 2: Amplify it telling, bringing and sharing their own experiences.
- Stage 3: Teach with/for the intelligence by group project worksheets.
- Stage 4: Transfer of the intelligence. Relate these tasks to other school or real-life problems.

3.2.3.3. Main assets/challenges/pitfalls

Pitfalls:

- Some psychologists believe that Gardner's theory is not based on empirical research.
- The few studies that have been done do not actually support the idea that there are different intelligences working separately from each other.
- Gardner's rejection of the existence of the general intelligence is one of the main criticisms of the theory.

Assets:

- The student as an individual.
- Teaching is adapted to each student.
- Increase of motivation and self-esteem.
- Due to many different tasks the students are more intrinsically motivated.

Challenges:

- To avoid teacher's limited knowledge and misconception about Multiple intelligences through different training and simulation sessions to make them feel confident.
- To highlight the fact that multiple intelligence education depends on the effective utilization of available resources.
- To reinforce the idea that it may be a way of teaching where you can raise students' motivation only adapting a few things of your lessons.
- To allow students to realize their strengths in learning to raise their self-esteem, understand the content and learn best.

3.2.3.4. Effective Multiple Intelligence lessons and the relationship with the student-centred approach

Our school system seems to be focused on the students. Now students must learn all skills they can and that is why the teaching process needs to change in order that each student reaches their full potential. Each student is different from the other because we cannot find two identical students in our classroom or in the world. Everyone has their own set of intelligences and skills.

The question that arises is: How can we teach everyone in the same way?

The teacher facilitates the learning process when planning, by recognizing and accommodating the learning preferences to the “activities” (these “activities” could be exercises, activities or tasks), and the lessons. So, the key of a multiple intelligence lesson could be:

- Choice. The teacher can provide different types of activities related to a topic and the students choose one based on their interests. These activities could be for activating, assessing or reinforcing. It could be interesting to provide activities with different thinking skills level (and points related to the level) and they must choose different ones in order to reach a specific quantity of points.
- Grouping. The teacher can group students with different preferences together so that they may benefit from each other's strengths.

The student-centred approach incorporates the students' characteristics, interests and skills into the learning process, so that the experience is adapted and more personalized, involving the student in the process of learning. These are some of the key aspects that make it work in a classroom:

- Personalized learning. Teachers can meet students in their exact point of development.
- Competency-based system and skills teacher. Students can proceed at their own pace in every subject and teachers are focused on teaching skills.

- Learning happens anytime, anywhere. Teachers and students should bear in mind that learning happens beyond the school day.
- Decisions. Teachers should not make decisions about students without them.
- Learning by doing. Students work most of the lesson time, they learn by doing and learn after making mistakes.
- Content. It should be relevant to the students' lives.
- Task/Project-based learning forms an essential aspect of student-centred approach.
- Speaking time. There should be more student communication, so it could be important to work in pairs or in groups. They learn from interaction with classmates by questioning, exploration and experimentation.
- Different roles. The teacher could invent some roles based on the needs of the group and the skills that should be developed or those that are already developed.
- The teacher as an expert witness of the learning process. Now, teachers watch how students interact, carry out researches, organise the teams and maybe, they even get the skilled student to teach their peers how to do some things and motivate a lifelong learning.

3.2.4. Emotional intelligence

The term emotional intelligence was popularised by journalist Daniel Goleman's book, *Emotional Intelligence: Why It Can Matter More Than IQ*, 1995.

It is necessary that teachers can help the students develop their emotional skills. Teachers can develop their skills first, to identify, to understand, to express and to manage their feelings and healthy ways. And then, try to transmit it. They probably want their students to understand what their feeling state is so that the teachers can show what strategies they should apply in what circumstances.

Students' feelings are important. They mainly affect attention, behaviour and learning. If students are not stressed, they can feel better with themselves and with the others and they can easily concentrate on the present moment, on the activity they are doing, and that fosters learning and understanding.

3.2.4.1. Main aspects

Active listening

The skill and the strategies used of active listening create authentic two-way communication. It involves following and understanding dialogues so that you can respond to others by using body language.

A vocabulary for feelings

Interpersonal skills could be improved by increasing students' emotion vocabulary. Every emotion word is a new way to express yourself for future emotional intelligence.

Developing self-awareness

Some researchers found that teaching students metacognitive strategies would help them improve their self-awareness. This could be developed by encouraging them to ask self-reflective questions or by using a communication self-evaluation questionnaire, which can help students begin to understand their interpersonal skills.

Empathy

Empathy is the ability to recognise the emotions other people are feeling, that is, what other people feel, by taking the perspective of them with no judgement, seeing things from their point of view, and imagining yourself in their place. In addition, this increases then the probability of collaboration and support.

Managing thoughts and feelings

By improving our students' self-regulation, that is, the ability to monitor thoughts, emotions and behaviour, we provide them with the needed tools to engage with other students in a better way and become independent. It is one of the most effective ways to support students.

3.2.4.2. Teaching techniques

Activities focused on sharing ideas and communication in the classroom will develop Emotional intelligence. Here are some key aspects that should be considered when planning and designing lessons:

- It is interesting for students to do varied activities so that we can maintain their motivation high, use different approaches and adapt them to individual learning styles.
- Ice breakers, warmers and mingle activities help students be active, search for previous ideas, connect and relate them to the topic area. They also get to know each other and raise their interest in lessons.
- Brainstorming and discussion are good ways to develop opinions and sharing-knowledge skills.
- The use of a fictitious role could help some learners to reveal themselves. Role-plays and simulations should be carefully set up and connected to the real world. There are other tools such as guided fantasy and drama techniques that could guide learners into their roles.
- Group work encourages cooperation. Teachers should plan and design tasks considering that all the members of a group must contribute in order to achieve the objective, that is to say, the final outcome. Collaborative activities should be used in the classroom to develop and improve collaboration skills.
- Project work. Teachers could encourage cooperation and collaboration skills through the use of group completion projects because students are often competitive and that is a good opportunity to improve these skills.
- Feedback is an important way of maintaining our students' motivation in the process of teaching-learning. Feedback should be objective, specific and focused on an aspect of performance so that what is expected for the student is clear. It enables the correction of mistakes and changes.
- Getting feedback about the feelings when doing tasks could be an important research tool for teachers.
- All positive aspects of a student's performance should be assessed and rewarded by using continuous assessment.

The language for feelings consists of some verbs, the use of modals and a variety of adjectives. This can be related to language functions in a table and shown on a wall mural so that the students can get used to this language easily (Table 3):

Table 3:

Function	Language
Labelling feelings	I feel / I am sad / shocked / annoyed...
Taking responsibility for feelings	I feel isolated / alone / excited...
Empathising	I know / understand...
Suggesting	I / you might / should
Stating wants and needs	I / you want to / would like...
Being positive	I'd feel better if

Table 3. Some language functions related to the language for feelings.

Source: <https://www.teachingenglish.org.uk/article/emotional-intelligence-elt>

3.2.5 The Flipped Classroom

3.2.5.1. Defining the concept

The flipped classroom can be defined as an educational technique by which students practise working through interactive group learning activities inside the classroom and are introduced to content through direct computer-based individual instruction at home. See Figure 2.

Figure 2:



Figure 2: Traditional model vs The Flipped Classroom. (My own design)

3.2.5.2. Active Learning

Teachers must change the teaching strategies and methods in order to focus not only on memorization but on understanding, that is, “deep learning” through “active and constructive processes” (Ritchhart et al., 2011, p. 7). To achieve this goal, teachers must shift from a teaching-centred approach toward a learner-centred one.

Chickering and Gamson (1987, p.3) suggested seven principles as ideal best practices in active learning:

- Encouraging interactions between students.
- Developing cooperation and collaboration among students.
- Fostering active learning activities.
- Giving feedback making clear what you expect.
- Emphasizing time on task.
- Increasing motivation through high expectations.
- Respecting ways of learning, skills and talents.

Active learning is an umbrella term for pedagogies. It implies that students are now the main protagonists in the learning process. Teaching methods fostering active learning are those "instructional activities involving students in doing things and thinking about what they are doing" (Bonwell and Eison, 1991, p. 1).

3.2.5.3. The Flipped Classroom

Active learning strategies assume that teachers must restructure the lesson and assign the instructional content as homework. The time of the class is now used for working through problems, concepts, solving doubts and learning from mistakes. Activities must be integrated in the class by finding innovative ways to focus on the learner.

The use of varied technologies to help teachers prepare instructional lessons and create interactive activities to do at home could increase students' motivation because they can access and get used to the content before the class.

3.2.5.4 Benefits of Using a Flipped Classroom Model

Giving the students the opportunity to interact with the content at their own pace makes them become more aware of their own learning process. Students will need more space to make connections to the course content. The teacher must bear in mind this time for reflection and plan this component in the course structure. This reflection should be assessed by specific feedback.

There are a lot of teaching methodologies that can be employed such as:

- Videos. Using screen-capture software for creating videos or search and use online videos.
- Visual aids for instructions. Creating new pictures by using editing software.
- Online sources. Websites for searching and using videos and pictures.

It seems that there is more interaction between the student and the teacher due to the time gained by removing the lecture portion. As students can “replay” the lectures as many times as they need, they can formulate questions and ask them in the classrooms that teachers can solve the doubts and students have individual feedback.

3.2.5.5. Some tips for teaching: The Four Pillars, F-L-I-P

Flexible environment

The creation of flexible spaces in which students choose when and where they learn is recommended. Furthermore, teachers are flexible in their expectations of student timelines for learning and in their assessments of student learning. Teachers should remember that the pace will vary between individuals so they need to adapt to different timelines and take it into consideration when it comes to projects and other assessments.

Learning Culture

In the flipped classroom environment, teachers must bear in mind that the class time now will be dedicated to solving doubts, practising problems, doing activities or tasks and discussing information students previously learnt at home. So students will be actively engaged in the learning process.

Intentional Content

In the flipped classroom environment, where students learn outside the classroom, the content moves to play a more central role and a less supporting one. Teachers use Intentional Content to maximize classroom time to adopt methods of instruction such as peer instruction, problem-based learning, and active learning, strategies, depending on subject matter and grade level.

Professional Educator

The role of a Professional Educator is very important and should be competent in order to stay up-to-date on educational practices, collaborate with other colleagues and build relationships, get access to innovative ideas, and improve classroom practices by offering feedback to ensure no gaps in students knowledge.

3.2.6. ICT in the CLIL classroom

Throughout history we have experienced great technological revolutions: the television, the press, and the recent emergence of a digital culture whose development and progress are further than ever from the reality of our classrooms.

The use of Information and Communication Technology (ICT) should be understood as a resource and as a process itself that fosters learning. Due to the increase of the level of participation from the students, it should be considered the learning of the language through which the students access the content.

It is important to use these new technologies as a source of learning and not just as a resource. There is a wide variety of ICT tools. They could be found surfing the internet and searching information about the use of new technologies in the classroom. The most important thing is to bear in mind that in the unit, each lesson, every action or activity is capable of being made and done then through these ICT tools.

Social networks, blogging, microblogging, webquests, webpages, RSS, podcasts, videos... These are the current ways of communication, but they are always changing and adapting to the current needs. Teachers should be digitally competent. They should be informed and constantly self-formed or formed by others so that they can use all the tools the new technologies provide to make the lessons highly motivating and accessible for students anytime, anywhere, using computers, laptops, phones... or other new devices that are emerging.

If there is something that can reach our students, that is using the ways of communication they are using exactly at this moment, and thus to change the teaching-learning process, adapting it to the 21st century.

3.3. Designing a CLIL Unit

The theoretical framework tries to sum up the most important aspects to understand the key elements of a unit and the reasons of integrating them in it. There are a lot of interesting items that can take part in the criteria for designing a quality CLIL unit.

The mainstays of a unit should revolve around:

- **The CLIL Unit: goals and desired outcomes:** Indicate the abilities, skills, competences and knowledge that students will acquire from the lesson. It is important to relate them to the goals and relevant standards from the curriculum. They could include:
 - Previous knowledge about the topic.
 - Content and language expectations.
 - Learning objectives

- **Lessons: sequence of exercises, activities and tasks and duration:** List instructional exercises, activities and tasks that students will engage in during the lessons in order to achieve a goal. This includes:
 - Input materials.
 - Materials for the lesson

Both of them will be discussed in detail in the following points.

- **Types of assessment:** Include checks for understanding that allows students to demonstrate what they have learnt and what they are able to do. This includes:
 - Relevant kinds of assessment.

3.3.1. Template of a CLIL Unit

Subject and Topic	Which topic could you address through CLIL for a particular subject area?
Level	Which course/group is this unit for?
Lessons number	This is the number of lessons inside the unit
Lesson time	This shows the duration of the lesson
Key competences Related key competences	According to Royal Decree 126/2014, February 28th, Curriculum for Primary Education, the Key Competences of the curriculum are as follows: 1. Competence in linguistic communication. (CLC) 2. Competence in mathematics, science and technology. (CMST) 3. Digital competence. (DC) 4. Learning to learn. (LTL) 5. Social and civic competences. (SCC) 6. Sense of initiative and entrepreneurship. (SIE) 7. Cultural awareness and expression. (CAE)

Learning standards	Learning standards developed according to ROYAL DECREE 126/2014, February 28th, Curriculum for Primary Education.
CONTENT What will I teach?	Prior knowledge about the topic: What do students know about the topic?
	Teaching objectives: What do I intend to do as teacher? What are my teaching objectives? What are the knowledge, abilities, skills, competences and understanding which are intended to be taught and developed?
	At the end of the lesson students will be able to and understand... Learning outcomes: What will they learn and understand? What are the desired learning objectives? What will the students be able to do by the end of the lesson?
COMMUNICATION What language do they need to work with the content? Learning to use language and using language to learn	Grammar: Will I need to check out key grammatical coverage of language structures/a particular tense?
	Vocabulary: Specialised vocabulary? Nouns? Adjectives? Verbs?
	Discourse markers: Specialised words or phrases?
	Language functions: What will the students be able to use language for ?
	Language skills: Speaking, reading, listening, writing. What language skills are developed? What will the students be able to use language through ?

	BICS: What classroom language will I use? What kind of talk will they engage in?	
	CALP: What about the classroom activities and language of tasks? What about debate and discussion?	
COGNITION	Cognitive skills: What activities will I develop to encourage LOTS, MOTS and HOTS? Which thinking skills are appropriate for the content?	
	Level 1: Exercises – LOTS (Remember, understand)	
	Level 2: Activities – MOTS (Apply, analyse)	
	Level 3: Tasks – HOTS (Evaluate, create)	
CULTURE	What are the cultural implications of the topic? What about otherness and self?	
EXERCISES ACTIVITIES TASKS	Sequence of exercises, activities and tasks and their duration.	
	Exercises	Activating: 20%
	Activities	Development: 70%
	Tasks	Revision:10%
	Input materials: Those used as a source of information.	
	Materials for the lesson: Those which have to do with the activities	
UNIT PROJECT	The final outcome of the activities that should show all the learning concepts and language.	
ASSESSMENT	Types of assessment and tools for the assessment.	

(My own design)

3.3.2. The CLIL lessons

3.3.2.1. Input materials

Input materials refer to the material from different sources that let expose learners to authentic language in use. Input materials should be used through the different stages of a didactic sequence. Some great examples of these materials are:

- Real objects (*realia*), instruments and manipulatives.
- Multisensorial media for presenting vocabulary: songs, picture flashcards, videos, models, semi-scripts, word lists, annotated visuals...
- Total Physical Response (TPR) or kinaesthetic activities for teaching vocabulary, procedures or expressions.
- Demonstrations, pictures, diagrams... through Slideshow presentations.

3.3.2.2. Types of activities

Activating activities: 10 minutes

Finish the sentence	
Type	Exercise
Purpose	Activating
Bloom's taxonomy	Remember
Thinking skills level	Level 1: Recalling
Language skills	Writing
Multiple intelligences	Linguistic intelligence, interpersonal intelligence
The teacher	Write a keyword as the start of a sentence 10 times on the board or on a worksheet.
The students	They have to complete the sentences quickly using previous knowledge about the topic.
Work	Individually / In pairs

Target practice	
Type	Exercise
Purpose	Activating
Bloom's taxonomy	Remember, understand
Thinking skills level	Level 1: Remembering, understanding
Language skills	Writing and speaking

Multiple intelligences	Spatial intelligence, linguistic intelligence, intrapersonal intelligence
The teacher	Show the topic and provide a handout of a target for each learner.
The students	They write the chosen topic in the middle of the target. They have to note down how the topic affects themselves in the other circles (Me, my town, my country and the world)
Work	Individually / In pairs

Complete a Venn diagram	
Type	Activity
Purpose	Activating
Bloom's taxonomy	Analyse
Thinking skills level	Level 2: Comparing
Language skills	Writing and speaking
Multiple intelligences	Linguistic intelligence, spatial intelligence
The teacher	Give out the Ven diagram or draw it on the blackboard
The students	They have to note down similarities between the topics in the middle space and differences in the outer spaces
Work	Individually / In pairs

Quickest, most, best	
Type	Activity
Purpose	Activating
Bloom's taxonomy	Remember, understand
Thinking skills level	Level 1: Brainstorm, remember, identify
Language skills	Writing and speaking
Multiple intelligences	Linguistic intelligence, interpersonal intelligence.
The teacher	Decide on the topic and make some questions related to it.
The students	They answer the questions as quickly as they can do.
Work	Small groups

Scrambled eggs	
Type	Activity
Purpose	Activating
Bloom's taxonomy	Analyse
Thinking skills level	Level 2: Order, organise
Language skills	Speaking
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, spatial intelligence, interpersonal intelligence
The teacher	Choose a sentence or question which is relevant. Create small cards, one word per card.
The students	Learners create one sentence and share it with the class.
Work	In pairs / Small groups

Guessing the lesson	
Type	Task
Purpose	Activating
Bloom's taxonomy	Evaluate
Thinking skills level	Level 3: Guessing, hypothesising
Language skills	Speaking
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, intrapersonal intelligence
The teacher	Write some key words or clues about a topic
The students	They have to guess what the lesson is going to be about
Work	Individually

KWL (know, want, learn) grid	
Type	Task
Purpose	Activating
Bloom's taxonomy	Evaluate
Thinking skills level	Level 3: Recalling and predicting
Language skills	Writing and speaking

Multiple intelligences	Intrapersonal intelligence, linguistic intelligence, mathematical-logical intelligence
The teacher	Prepare and give a KWL grid for each learner
The students	They write what they already know about a topic, what they want to know and then, what they have learnt about the topic after some lessons.
Work	Individually

Researching the lesson	
Type	Task
Purpose	Activating
Bloom's taxonomy	Analyse, evaluate
Thinking skills level	Level 3: Reason, evaluate, categorise
Language skills	Reading and speaking
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, spatial intelligence, interpersonal intelligence
The teacher	Ask half of the learners to bring a picture and the other half to bring a short text related to a new topic.
The students	Learners think of four or five main categories into which all the texts and images could be placed.
Work	In pairs / Small groups

Development activities: 30 minutes

Mind the gap	
Type	Task
Purpose	Development
Bloom's taxonomy	Evaluate
Thinking skills level	Level 3: Reason, understand, select, evaluate
Language skills	Reading
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, intrapersonal intelligence, interpersonal intelligence
The teacher	Select a short text. Delete a number of important subject-specific words. Delete only words for which

	there are clues in the text. Number the gaps for easy reference.
The students	They fill in the missing words in a text. They compare their answers with the partners and then with the original text.
Work	Individually / In pairs

What was the question?	
Type	Task
Purpose	Development
Bloom's taxonomy	Evaluate and create
Thinking skills level	Level 3: Reason, evaluate, create
Language skills	Reading and writing
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, interpersonal intelligence
The teacher	Select a short text. Make up some questions and their answers. Divide the class into two halves and give each learner in one half of the class a question and give an answer to each learner in the other half.
The students	They have to find the correct couple of question-answer related to the text.
Work	Whole class

Gist statements	
Type	Exercise
Purpose	Development
Bloom's taxonomy	Understand
Thinking skills level	Level 1: Understand
Language skills	Reading and listening
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, intrapersonal intelligence and interpersonal intelligence.
The teacher	Select a written or spoken text or video. Identify three to five main points and formulate a true/false statement.

	Break up each statement into two halves and mix them up.
The students	Match and answer statements about a text before reading for detail. First, individually; then, they check their statements.
Work	Individually / In pairs

Speaking frames	
Type	Exercise
Purpose	Development
Bloom's taxonomy	Remember
Thinking skills level	Level 1: Remember
Language skills	Speaking
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, intrapersonal intelligence and interpersonal intelligence.
The teacher	Choose a speaking activity. Imagine that your learners are carrying out the activity and make a note of the language you would expect them to use as they speak. Use the language to make a speaking frame.
The students	Use language support during speaking activities.
Work	In pairs

Vivid visuals	
Type	Task
Purpose	Development
Bloom's taxonomy	Evaluate, create
Thinking skills level	Level 3: Synthesis, create
Language skills	Speaking
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, intrapersonal intelligence, spatial intelligence and interpersonal intelligence.

The teacher	Design a suitable task on your chosen topic for which learners can create illustrations. Collect any sample illustrations to give your learners ideas.
The students	Create and explain an illustration or visualisation of the idea.
Work	Individually

Aliens	
Type	Exercise
Purpose	Development
Bloom's taxonomy	Understand
Thinking skills level	Level 1: Remember, order
Language skills	Writing
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, intrapersonal intelligence, spatial intelligence and interpersonal intelligence.
The teacher	Show learners a picture of an alien. Explain that each group is going to write a clear, short description of something related to the subject. Each group represents one type of alien. Tell them the topic and hand out five sticky labels to each learner. On each label they write one piece of information about the topic. Each group gets a poster and organises their pieces into categories. Then the group reads the labels to the other groups, "the aliens". The "aliens" have to guess it.
The students	Brainstorm and organise ideas by using sticky labels as preparation for writing.
Work	Small groups

Graphic organiser	
Type	Activity
Purpose	Development
Bloom's taxonomy	Analyse
Thinking skills level	Level 2: Comparing, ordering, classifying, analysing
Language skills	Reading
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, spatial intelligence, intrapersonal and interpersonal intelligence.
The teacher	Select a text. Choose a graphic organiser. You can show the learners some examples on the Internet. Give each learner a copy of the graphic organiser and ask them to work first individually, then in pairs.
The students	Complete a chart or table to represent information from a text visually. They can search for information on the Internet to complete the graphic, giving extended information.
Work	Individually / In pairs

Listening questions	
Type	Exercise
Purpose	Development
Bloom's taxonomy	Understand
Thinking skills level	Level 1: Ordering and understanding
Language skills	Listening
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, spatial intelligence and intrapersonal intelligence.
The teacher	Select a presentation or video which you will use in class. Write down 6 to 10 important points you want learners to remember. Put the points in random order.
The students	Complete a focus task as they listen to a presentation or video. They have to order the key aspects.
Work	Individually

Closure activities: 5 minutes

Assessment questions	
Type	Activity
Purpose	Closure
Bloom's taxonomy	Analyse
Thinking skills level	Level 2: Analysing
Language skills	Writing and speaking
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, and intrapersonal intelligence.
The teacher	Design a short yes-no rubric
The students	Do the self-assessment rubric
Work	Individually

Class rubric	
Type	Task
Purpose	Closure
Bloom's taxonomy	Evaluate
Thinking skills level	Level 3: Evaluating, reasoning
Language skills	Writing and speaking
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, and intrapersonal intelligence.
The teacher	Create a class rubric for assessing them.
The students	Brainstorm assessment criteria, think about questions.
Work	Whole class

Group self-evaluation	
Type	Task
Purpose	Closure
Bloom's taxonomy	Evaluate
Thinking skills level	Level 3: Evaluating, giving opinions
Language skills	Writing

Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, and interpersonal intelligence.
The teacher	Prepare a self-evaluation sheet for the group.
The students	Complete a self-evaluation sheet for the group.
Work	Individually

Multiple intelligence assessment	
Type	Exercise
Purpose	Closure
Bloom's taxonomy	Understand
Thinking skills level	Level 1: Identifying and recognising
Language skills	Writing and speaking
Multiple intelligences	Linguistic intelligence and intrapersonal intelligence.
The teacher	Offer learners a multiple intelligence assessment sheet.
The students	They choose what assessment task they would like to do.
Work	Individually

Picture-word revision	
Type	Activity
Purpose	Closure
Bloom's taxonomy	Analyse
Thinking skills level	Level 2: Relating
Language skills	Writing
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, and intrapersonal intelligence.
The teacher	Provide the learners with a sheet with pictures and words related to the topic.
The students	Relate the pictures with the words from the vocabulary.
Work	Individually

Quick test	
Type	Exercise
Purpose	Closure
Bloom's taxonomy	Understand
Thinking skills level	Level 1: Recalling
Language skills	Writing
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, and intrapersonal intelligence.
The teacher	Provide the learners with a test
The students	Complete the test
Work	individually

Language feedback	
Type	Activity
Purpose	Closure
Bloom's taxonomy	Analyse
Thinking skills level	Level 2: Analysing
Language skills	Speaking
Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, and intrapersonal intelligence.
The teacher	Ask the students about the topic and the vocabulary, sentences or the main aspects related to it. Give them feedback.
The students	Answer the questions the teacher makes.
Work	Individually

First person revision	
Type	Activity
Purpose	Closure
Bloom's taxonomy	Analyse
Thinking skills level	Level 2: Comparing, contrasting
Language skills	Listening and speaking

Multiple intelligences	Linguistic intelligence, logical-mathematical intelligence, and intrapersonal intelligence.
The teacher	Create statements in the first person and write different concepts related to it.
The students	Learners have to guess which is the best choice from the concepts shown.
Work	Whole class

3.3.2.3. Materials for CLIL lessons

Reference books, specific publications, newspapers, multimedia resources, one's own materials... We need to provide information and instruct our learners to improve their acquisition process through different materials; however, we also need language and content experiences that keep us motivated, interested and elicit creativity and interaction by exploring new learning paths (Tomlinson, 2003, p.2). The latest evidence from research on CLIL should be taken into account when selecting, using, designing and developing CLIL materials, considering the needs and wants of the learner; flexibility and adaptation is a must have for these materials so that teachers and students can realise the components of learning. (Ávila-López, 2020, pp. 298-319)

According to Tomlinson (2003, p.2) there are four types of materials:

- **Informative and instructional materials** that inform learners about the language and help instructors in the teaching-learning process. Richards (2001, p. 251) states: "instructional material generally serves as the basis of much of the language input that learners receive and the language practice that occurs in the classroom."
- **Experiential materials** that provide learners exposure to the language used by giving them the opportunity to learn by doing.
- **Elicitive materials** that stimulate learners to use the target language without telling them to do so, with no instructions. They are suitable for the CLIL context because they focus on the content, instead of on vocabulary and grammar, and

develop critical thinking and analysis as the basis to provide easy scaffolding for the students.

- **Exploratory materials** facilitate discoveries about language use, about self and the environment. These materials “can help learners to make discoveries about language for themselves” (Tomlinson, 2003, p. 2). This approach is sometimes called a discovery approach or language awareness or consciousness raising approach. According to Bolitho (2003, p. 422), these materials encourage “learners to discover and make sense of language for themselves”, through practical implementation of awareness-raising tasks in language classrooms.

Drawing on Tomlinson (2003, 2008, 2012) and paying special attention to the language acquisition side of the CLIL process, there are some aspects that shape the main criteria for selecting and developing materials:

Criteria for materials selection and development

- Exposing the learners to language in authentic use.
- Using the language for communicative purposes to develop communicative skills.
- Promoting interaction and intellectually demanding activities.
- Bearing in mind the learners’ motivation, fostering their curiosity, and trying to get their attention.
- Facilitate an affective text experience by fostering a multidimensional experience.
- Less analytical than experiential activities (not focusing on the content area but on the language point of view)
- Personalising using significant materials
- Promoting multicultural awareness.
- Providing opportunities for outcome feedback
- Stimulating emotional, aesthetic and intellectual involvement

Specific criteria for CLIL materials

Following (Mehisto, 2012, p. 16), the basic objectives any CLIL programme seeks to develop in the students are:

- appropriate levels of L1 competence in reading, writing, speaking and listening according to the learners' age.
- advanced proficiency in L2 reading, writing, listening and speaking in non-language school subjects, that is, look for age- and grade-appropriate levels using the *Common European Framework of Reference for Languages* as a guide.
- an esteem for both L1 and L2 cultures.
- intercultural communication.
- the cognitive and social skills and habits required for success in an ever-changing world (Mehisto, 2012, p. 7).

Development of quality CLIL materials

Mehisto (2012:17) sets ten criteria for the development of quality CLIL materials:

1. Learning intentions and process are visible to students. Content, language and learning skills are clearly developed.
2. Providing contextual information and including language outcomes to systematically foster academic language proficiency.
3. Fostering learners' autonomy by helping them plan the steps to complete a task, offering them choice and control over the learning process.
4. Formative assessment is present as a way to measure language over time, draw conclusions, set targets and the steps to meet them.
5. Creating a safe learning environment.
6. Developing cooperative learning by interpersonal and group interactions.
7. Authentic language from the media and authentic language used in everyday speech in different contexts.
8. Developing critical thinking
9. Improving cognitive fluency through scaffolding of content, language, and learning skills development.
10. Helping to make learning meaningful.

Selecting a quality CLIL textbook

It could be interesting to make a checklist in order to evaluate the quality of a textbook. The following table (Table 4) could be an interesting starting point to create a checklist and to evaluate the quality of a CLIL textbook:

Table 4:

	CRITERION		YOUR TEXTBOOK/MATERIAL
GENERAL	The objectives are specified explicitly.	It is important to know and bear in mind the goals students have to achieve.	The textbook shows general objectives and specific objectives in each unit.
	The resource pack includes varied ICT resources	Teachers and students should be competent when using ICT resources.	This textbook includes ICT resources for teachers and students.
CONTENT	The activities suggested for practicing the content are varied	Activities provide the students opportunities to develop different skills and acquire content while doing them.	Different and varied activities in each unit due to the content and ways of doing them.
	Learning outcomes for learning are specified	Assessment criteria let teachers know the goals and the learning outcomes students must achieve.	Goals and assessment criteria are well shown, related and organised.
COGNITION	Activities are motivating	Activities should be varied and motivating to attract the students' attention.	Activities seems to be funny and materials used for doing them are varied.
	Activities activate previous knowledge	Teachers must review, revise, refresh... in order to connect with previous knowledge to favour the teaching-learning process.	There are some tips to evoke previous knowledge using different pictures, videos, questions...
COMMUNICATION	Activities are balanced between individual response, pair work and group work	Activities should provide the students with Individual, pair and group work times to develop different skills from the communicative competence.	Activities are first individual to make them useful in a pair or group work experience.
	Activities are developed to encourage teacher-student and student-student communication	Activities should create a communicative environment where students and teachers share opinions and works.	Activities provide the teacher and the students with some time to practise, use or show them in different communicative contexts.
CULTURE	It relates content to the learners' culture and environment	To appreciate the importance of artistic, cultural and digital productions and help to develop the systematic interpretation of different types of works.	The textbook relates the content to meaningful and current works from the students' environment.
	The content involves culture-specific items	To bring students closer to current productions, works and the techniques used to produce them.	Some of the activities are related to some famous works, using them as models to encourage them produce new ones.
LANGUAGE	It gives guidance in the presentation of vocabulary	It makes the student acquire new vocabulary in an easier way.	There is an interesting sequence of the units, a sequence of topics and vocabulary.
	The number of new words in each module is appropriate to the students' level of L2.	Too much new vocabulary could create frustration, cause boredom or even not to wish to know more about the topic.	The textbook is adapted to the level, so the new input is limited and moderate.

Table 4: Criteria for selecting a CLIL textbook. My own design, based on the tentative checklist for CLIL textbooks (Medina, 2016, pp. 172, 173).

It is important to adapt teaching materials to different students' characteristics and the content level that they are supposed to acquire.

CLIL teachers need tools and templates that help them plan their lessons and create or adapt their materials in an effective way.

3.3.3. Assessment

3.3.3.1. Types of assessment

There are two main types of assessment: summative and formative:

- Summative:
 - Focused on assessing what learners have achieved at a specific point of time.
 - Associated with end-of-year/term testing.
 - Non-continuous.
- Formative:
 - Focused on learners' understanding and takes place during the course.
 - Associated with ongoing and developmental assessment.
 - Continuous.
 - It includes:
 - Self-assessment: Learners monitor their own assessment.
 - Peer assessment: Learners provide feedback to their classmates.
 - Portfolio assessment: A collection of learners' work gathered over a year or course.

3.3.3.2. CLIL assessment

Teachers should assess the students by considering clearly stated outcome objectives. An "outcome" is a visible, observable result. In any type of assessment, the objective must refer to something that we can observe in a students' behaviour or performance.

The three dimensions of content are also useful in the context of assessment because they enable teachers to “adjust the volume” of any of the three content types (concepts, procedures, language). This can also be done at the end of the lessons, when testing or in a more informal situation. If an action or activity demands high levels of all three content types, then it is difficult.

It is important to note that during the closure stage of the lessons, students check what they have achieved, and they are aware of the missing or mistaken things. Teachers should be competent in this way because they are learning but making mistakes too. It could be interesting to review previous mistakes daily in order to avoid making them again.

Rubrics are a good tool for both teachers and learners to check the level of achievement of the students or even of the class. “Analytic” rubrics place the qualitative criteria and accompanying scores along the top row and then analyses them in the columns, according to the demands and objectives of the tasks. They could be based on the competences and skills we want to develop, the content, procedures, the language...

4. A PRACTICE PROPOSAL

4.1 The CAP-ICT application

4.1.1. The creation of the CAP-ICT app

The CAP-ICT application was made using Scratch, a block-based visual programming language. Due to the wide range of activities and the variables that can affect each one of them, it has been limited to a few activities and the key aspects teachers are interested in (*3.3.2.2. Types of activities*).

4.1.2. What is the CAP-ICT app for?

The **C**hoose, **A**dapt, and **P**ut into practice (CAP)-**I**nformation and **C**ommunication **T**echnology (ICT) framework is an application designed to help teachers make a lesson in just a few clicks:

- **Choosing** different types of exercises, activities, tasks and materials previously classified from a resource bank and fitting them in a lesson plan template.
- **Adapting** it to students' needs by following some tips and guiding the teacher in the creation of ready-to-go materials (to print it out or to use it online)
- **Putting into practice**, assessing the quality of the work done.

4.1.3. How it works

At first sight, teachers can see a series of activities classified by the moment they are developed for: activate, develop and closure lesson stages. When the teacher selects an activity, the characteristics that would be developed if it is chosen are illuminated, such as the type of activity, the language skills, the intelligences, level of thinking skills....

The application is made in such a way that teachers have to choose one activating activity, one development activity and one closure activity. Only in that way will the duration of the lesson be forty-five minutes. That is because the activities were previously selected to fit in one of the three stages:

- Activating stage: ten minutes.
- Development stage: thirty minutes.
- Closure stage: five minutes.

It always guides the teacher in the process of choosing, because it shows in a visual way which characteristics are developed and which ones are left out. These activities are general so that they can be changed, modified and adapted to any subject or topic.

The main objective is to develop skills as much as possible.

Not necessarily in each lesson, but during the lessons of the work unit.
Only in this way is it ensured that all the main aspects of a CLIL lesson/unit are covered.

4.1.4. When to use the app

Teachers can use the application after using the CLIL template for the unit and after having decided the topic that will be developed.

4.2 Designing the didactic unit

4.2.1 First step: Using the ACTIVITY template and the CLIL template

Teachers will create a resource bank by searching for activities and completing the ACTIVITY template for the CAP-ICT app. Teachers will be guided in the process of creating a new unit header through some questions and tips.

4.2.2 Second step: Using the CAP-ICT app

Teachers can use the application to choose the activities from the resource bank provided by the application. (3.3.2.2. *Types of activities*)

4.2.3 Third step: Transforming and adapting the general activities to the topic

Teachers have the general activities and the lessons for the unit, but they need to be adapted to the subject and topic we are centred on. Teachers should bear in mind that a final unit project will wrap up the work in a final and observable outcome.

4.2.4 Fourth step: Linking content, language, activities and focusing on the project

Now that the teachers have the lessons ready, they should look for missing aspects, link the content, the language and the activities by focusing them on a unit project.

4.2.5 Fifth step: Considering some tips for teaching CLIL

Having read the articles, research, and the information related to the process of teaching and learning through CLIL, it seems there are some tips that can guide the teachers create a proper CLIL unit:

- Content first, then language.
- Lessons are connected with real life.
- The INPUT is the vehicle to complete the activities
- Language is a means of communication and learning.
- Stages of CLIL lessons: Activate-develop-close.
- Compensate content, procedure and language.
- Diverse multimedia INPUT.
- Support the OUTPUT.
- Consider the text types, genres and discourse.

- Scaffolding or embedding?
- Foster student-student interaction.
- Don't forget the language categories.
- Don't forget the language skills.
- Take the 4C's framework into account.
- Adapt BICS and CALP to the needs and age range.
- Compensate LOTS: Exercises, MOTS: Activities and HOTS: Tasks.
- Student-centred lessons.
- Teacher=facilitator.
- Learners should work individually, in pairs, in small groups and in whole class activities.
- Move from non-communicative language to authentic communication.
- Different lesson tasks lead to Project work.
- Look for different activities for different intelligences.
- Let the students choose.
- Group the learners by mixing different intelligences.
- They learn by doing, they learn from mistakes.
- Make a vocabulary list for feelings.
- Foster empathy in the class.
- Help the students self-regulate.
- Give specific and objective feedback.
- Get the students' feedback about their feelings.
- Lectures at home and homework becomes classwork.
- Use ICT tools for activities.
- Make use of multisensorial input materials.
- Employ the four types of materials in the work units.
- Use criteria for selecting and developing CLIL materials.
- Use criteria for selecting a quality CLIL textbook.
- Bear in mind the types of assessment.
- Use formative assessment: self-assessment, peer-assessment and portfolio.
- OUTCOME=observable result.
- Use individual and group rubrics.

(My own list)

These steps are displayed in Figure 3:



Figure 3. Steps for designing the didactic unit. (My own design)

4.3. Putting it into practice: The didactic proposal

4.3.1. Completing the CLIL template

Subject and Topic	Natural Science: Living things around us!
Level	6th Primary Education
Lessons number	8 lessons
Lesson time	45 minutes each lesson.
Key competences	CLC, CMST, LTL, DC, CAE
Learning standards	Block 3: Living beings 1.1 Identifying and explaining the differences between living beings and non-living things. 2.1 Classifying the living beings: kingdoms. 2.2 Identifying and classifying invertebrate animals. 2.3 Identifying and classifying invertebrate animals. 3.5 Observing and explaining different habitats. 4.1 Showing a respectful behaviour and care to living beings.
CONTENT	Prior knowledge about the topic: Animal nutrition Plant nutrition Some aspects of the kingdoms Some aspects of the organisms
	Teaching objectives: Living things in the world Classification of living things Use of different sources of information The animals and the habitats Classification keys Interest in the observation related to Natural Science.

CONTENT	Reading, analysis and synthesis of texts belonging to the subject. Individual and work group. Creativity and originality in projects.
	At the end of the lesson students will be able to... Learning outcomes: - Outline the characteristics of organisms - Make use of a hierarchical classification system for living organisms. - Sort living organisms into kingdoms. - Compare animals and plants - Determine the terms nutrition, excretion, respiration, sensitivity, reproduction, growth and movement. - Value myself, my group and my class. - Identify non-living things. - Name different types of movement. - Detect my favourite style for works. - Differentiate unicellular and multicellular organisms. - Relate the animals to the habitat where they live. - Discriminate vertebrate and invertebrate animals.
COMMUNICATION What language do they need to work with the content? Learning to use language and using language to learn.	Grammar: Simple Present tense: affirmative, negative and interrogative sentences. Wh- questions Review: Use of the verb TO BE and TO HAVE GOT
	Vocabulary: Prepositions

	Adjectives New nouns
	Discourse markers: Passive voice in some sentences
	Language functions: Strategies for reading, understanding, writing, summarising, and speaking in public.
	Language skills: Speaking, reading, listening, writing. Oral skills development to carry out the activities. Use of language in a communicative way when working in pairs or groups.
	BICS-Learners: Listening: Follow general classroom directions. Speaking: Communicate easily and talk about social situations with peers and teacher. Reading: Read, understand and follow written rules. Writing: Find and copy words and sentences, correcting mistakes.
	CALP-Learners: Listening: Follow specific directions for academic activities. Speaking: Express their opinion and ask for help or clarification during the activities Reading: Read academic material from the activities Writing: Can write, draw, organise different information about the topic.

COGNITION	Cognitive skills: <i>Developed through exercises, activities and tasks.</i>	
	Level 1: Exercises – LOTS (Remember, understand)	
	Level 2: Activities – MOTS (Apply, analyse)	
	Level 3: Tasks – HOTS (Evaluate, create)	
CULTURE	To understand that there are different types of vertebrate and invertebrate animals in different habitats. To locate animals in several places around the world. To show interest in plants and animals and respect to the environment.	
EXERCISES/ACTIVITIES/TASKS <i>CAP-ICT app (Section 4.3.2)</i>	Sequence of exercises, activities and tasks and their duration.	
	Exercises	Activating: 20%
	Activities	Development: 70%
	Tasks	Revision:10%
	Input materials	
	Materials for the lesson	
UNIT PROJECT	Students should make a collage at the end of the unit gathering all the information learnt. They can use pictures, drawings, diagrams, photos, texts and their own writings.	
ASSESSMENT	Formative: - Self-assessment - Peer-assessment Tools: - Individual rubric - Group rubric	

4.3.2. Development of lessons and classroom procedures

All the texts and illustrations used to show how the CAP-ICT app works, are taken from the Internet, considering that teachers use this resource (or the publishing house textbook) when they design new activities. These texts and illustrations allow to demonstrate how teachers can use the CAP-ICT app to create different activities and adapt them to any topic taking into consideration the unit project.

The following lesson templates, consisting of different types of activities, have been turned into curricular materials in order to show how these templates can be adapted to any topic, subject or situation. These ready-to-go resources can be found in the annexes. Texts and illustrations used to create these educational materials were found making a random search on the Internet. Then, these texts and illustrations have been used to design and create an original material for didactic purposes.

4.3.2.1. Lesson 1

Activating: 10 minutes.

Finish the sentence

1. Living things... **grow.**
2. Living things... **need energy.**
3. Living things... **eat.**
4. Living things... **move.**
5. Living things... **reproduce.**
6. Living things... **breathe.**
7. Living things... **die.**

Development: 30 minutes.

Mind the gap

Characteristics of living things

There are seven activities, characteristics of living organisms which make them different from non-living things.

1 Nutrition

Living organisms use materials from their surroundings for growth or to provide energy. The process by which organisms obtain energy and raw materials from nutrients such as proteins, carbohydrates and fats is called nutrition.

2 Respiration

The release of energy from food substances in all living cells is called respiration. Living things break down food within their cells to release energy for carrying out the following processes.

3 Movement

All living things move. The movement of plants may be so slow that it is difficult to see but they move in different ways. The movement of animals is very obvious.

4 Excretion

All living things have to get rid of waste products which might poison the cells. The removal of toxic materials is called excretion.

5 Growth

It involves using food to produce new cells. Growth is the permanent increase in cell number and size.

6 Reproduction

All living things can produce offspring.

7 Sensitivity

All living things are able to sense and respond to stimuli around them such as light, temperature, water, gravity and chemical substances.

Closure: 5 minutes.

Assessment questions

There are five characteristics which make organisms different from non-living ones.

Excretion is the process by which organisms obtain energy.

All living things and non-living things move.

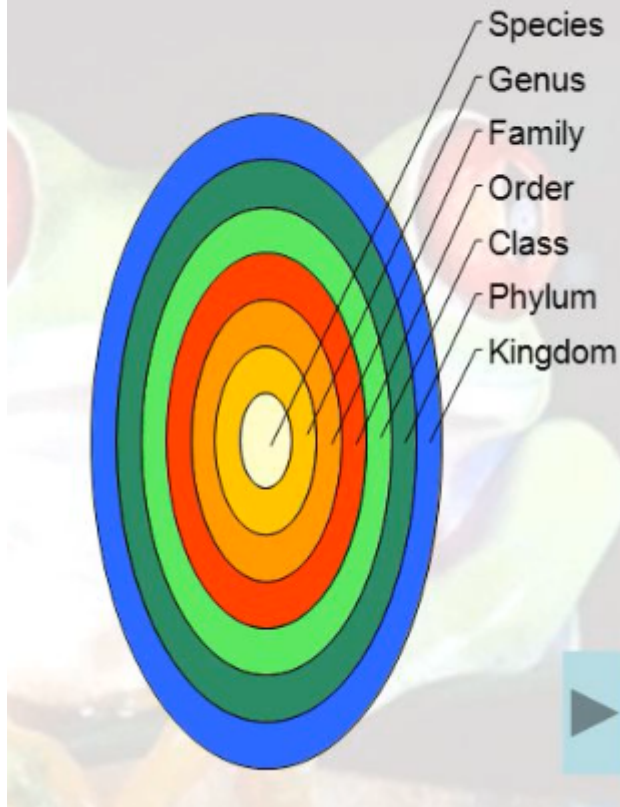
Plants move so slow.

Non-living organisms can produce offspring.

4.3.2.2 Lesson 2

Activating: 10 minutes.

Target practice



Development: 30 minutes.

What was the question?

The study of living things is called Biology. It deals with what all living things can do, how they do it and why they do it. In Biology, there is always a relationship between the structure of an organism and the environment. Biology also addresses topics such as population, environmental issues as well as health issues.

Scientists consider many aspects to classify organisms into groups. They take into account the organism's shape, the number of cells or if the cells have nucleus and other cell parts, how it gets food, if it moves from place to place, how it grows and develops before it is born.

There is a classification system to describe organisms developed by scientists. This system divides them into large groups called kingdoms.

Organisms share basic features in each kingdom. Organisms are different from organisms in other kingdoms.

Questions

1. Why do scientists study organisms' characteristics? They study organisms' characteristics in order to classify them into groups.
2. What is Biology? It is the study of living things.
3. What is a kingdom? It is a large group in which organisms share basic characteristics.
4. Are organisms in a kingdom different to others in that kingdom? No, they are similar to others in that kingdom.
5. Is there any relationship between the structure of an organism and the environment? Yes, there is a relationship between the structure of an organism and the environment.
6. Do scientists look at the colour of the organisms to classify them? No, they look at the organisms' shape so that they can classify them.
7. What is a classification system for? It is useful for describing organisms.
8. Are organisms in a kingdom similar to others in another kingdom? No, they are different from others in the other kingdom.
9. What Science studies the living things? Biology.
10. What is the number of cells important for? It is important for classifying organisms into groups.

Closure: 5 minutes.

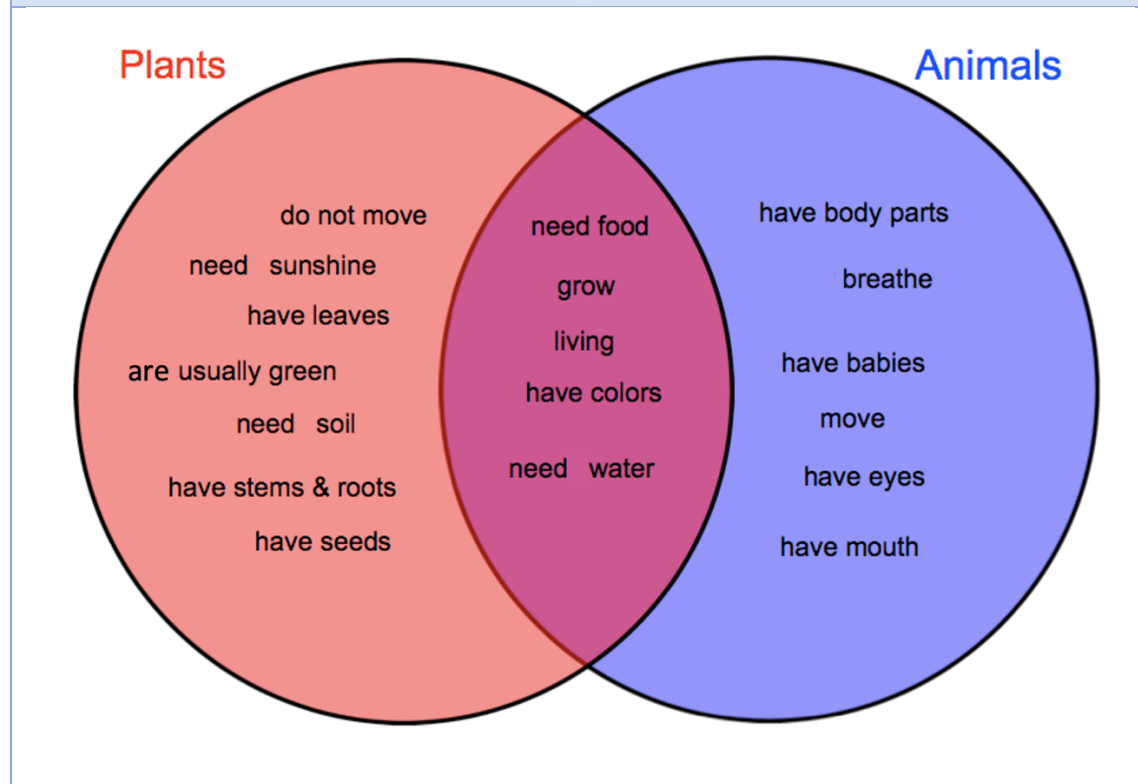
Language feedback

We can use the previous questions to review the content.

4.3.2.3. Lesson 3

Activating: 10 minutes.

Complete a Venn diagram



Development: 30 minutes.

Gist statements

Animals and plants

Animals and plants are very different, but they are both living things.

Animals:

- Animals move from place to place to look for food, water and shelter.
- Animals communicate with other animals.
- Animals eat other animals, plants or both.
- Animals are born. Some of them are born from eggs. Others are born from their mother's womb.

Plants:

- Plants cannot move from place to place but they can turn to face the sun. Their roots hold them in the ground.
- Plants can make their own food using water, sunlight, air and soil.

- Plants produce seeds which grow into new plants.

Statements:

- Animals don't move from place to place to look for food, water and shelter. F
- Animals also communicate with other animals. T
- Animals eat other animals, plants or both. T
- Animals aren't born. F
- Some animals are born from eggs. T
- Other animals aren't born from their mother's womb. F
- Plants cannot turn to face the sun. F
- Plants can make their own food using water, sunlight, air and soil. T
- Plants produce seeds which grow into new plants. T
- Animals and plants are both living things, but they are very similar. F

Closure: 5 minutes.

Class rubric	1	2	3	4	5
Enthusiasm					
Classroom climate					
Classroom noise					
Behaviour					
Collaborative work					
Amount of Content and Language					
Content and Language Learnt					

4.3.2.4. Lesson 4

Activating: 10 minutes.

Quickest, most, best

1. What is the process by which the organisms obtain the energy? Nutrition
2. How many activities make organisms different from non-living things?
Seven
3. Do all living things move? Yes, they do
4. What is the excretion? The removal of toxic materials
5. What is Biology? The study of living things
6. What is a kingdom? It is a large group in which organisms share basic characteristics
7. What is a classification system for? It is useful for describing organisms
8. Do animals communicate with each other? Yes, they do
9. What part hold the plants to the ground? The roots.
10. What do plants produce? They produce seeds.

Development: 30 minutes.

Speaking frames

Plants	can	hold the plants	into new plants
Animals	cannot	move	slowly
Non-living things	is	living things	from place to
The roots	isn't	grow	place
The seeds	are	the study	from the soil
Biology	aren't	obtain energy	a plant
		a part of	

Closure: 5 minutes.

Group self-evaluation

	Content	Language
1. Who worked the hardest in your group on content and language?		
2. Say what you would like to improve on next lessons.		
3. What did the group do well in this lesson?		
4. Say what aspects of the task the group didn't do so well.		
5. What did you personally do well in this lesson?		

4.3.2.5. Lesson 5

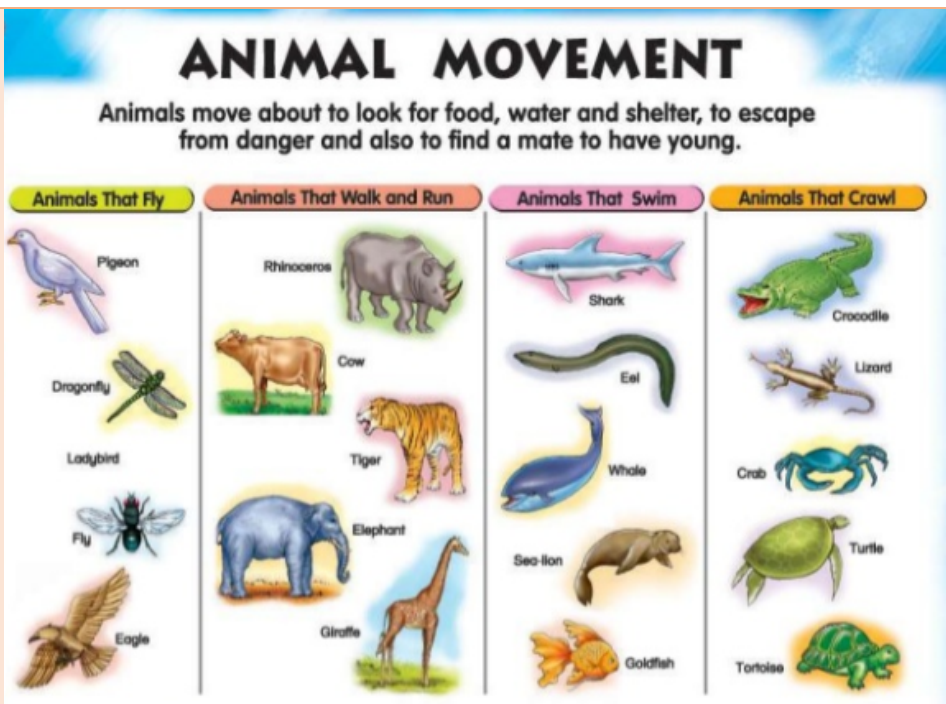
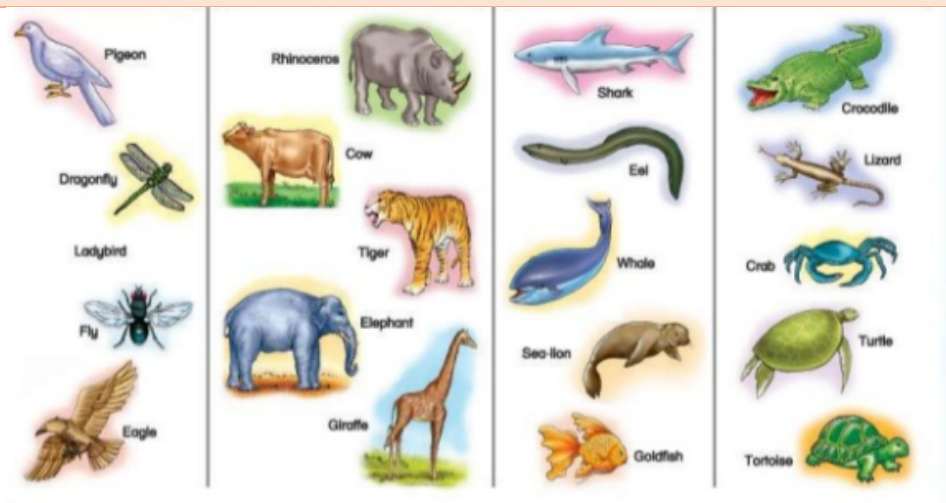
Activating: 10 minutes.

Scrambled eggs

Animals move from place to place to look for food, water and shelter or to escape from danger.

Development: 30 minutes.

Vivid visuals



Closure: 5 minutes.

Multiple intelligence assessment

Multiple Intelligences Product Grid							
Stand Alone / Paper-based Format							
Verbal / Linguistic	Logical / Mathematical	Visual / Spatial	Kinesthetic	Musical	Interpersonal	Intrapersonal	Naturalist
Advertisement	Advertisement	Art Gallery	Calligraphy	Fairy Tale	Bulletin Board	Bulletin Board	Artifact Collection
Bulletin Board	Chart	Bulletin Board	Collage	Poem	Chart	Chart	Diorama
Comic Strip	Code	Cartoon	Costumes	Rap Song Lyrics	Comic Strip	Collage	Field Study
Diary	Collage	Chart	Diorama	Riddle	Editorial Essay	Comic Strip	Original Song
Editorial Essay	Collection	Sculpture	Etching	Song Lyrics	Fairy Tale	Diary	Photo Essay
Fairy Tale	Crossword Puzzle	Collage	Flip Book		Journal	Editorial Essay	Scientific Drawing
Family Tree	Detailed Illustration	Costumes	Hidden Picture		Museum Exhibit	Fairy Tale	Timeline
Fictional Story	Fact File	Diorama	Model		Pamphlet	Family Tree	
Interview	Family Tree	Display	Mosaic		Petition	Journal	
Jingle	Game	Etching	Mural			Learning Center	
Joke Book	Graph	Flipbook	Needlework			Poem	
Journal	Hidden Picture	Game	Painting			Riddle	
Letter	Labeled Diagram	Graph	Poem			Timeline	
Letter to the Editor	Scale Drawing	Hidden Picture					
Newspaper Story	Map with Legend	Illustrated Story					
Non-Fiction	Mobile	Mobile					
Pamphlet	Model	Model					
Petition	Petition	Mosaic					
Play	Prototype	Mural					
Poem	Puzzle	Painting					
Riddle	Recipe	Photo Essay					
Science Fiction Story	Riddle	Pictures					
Slogan	Survey	Political Cartoon					
	Time-line	Prototype					
	Venn Diagram	Rebus Story					
		Story Cube					
		Travel Brochure					

Adapted from Dr. T. Roger Taylor 2002

4.3.2.6. Lesson 6

Activating: 10 minutes.

Guessing the lesson

Microscope, unicellular, multicellular, living things, nutrition, reproduction, interaction, division, shapes, sizes, functions.

CELLS

Development: 30 minutes.

Aliens

ANIMALS

1. Are born from the mother's womb
2. Are born from eggs
3. Move
4. Can swim
5. Can fly
6. Can run
7. Can walk
8. Can crawl
9. Eat
10. Grow
11. Reproduce
12. Communicate
13. Look for shelter
14. Living things
15. Cells

PLANTS

1. Have roots
2. Cannot move
3. Have stems
4. Have seeds
5. Have leaves
6. Have Cells
7. Are living things
8. Need water
9. Need sunshine
10. Need soil
11. Need food
12. Have colours
13. Can make their own food
14. Are usually green
15. Can turn to face the sun

CELLS

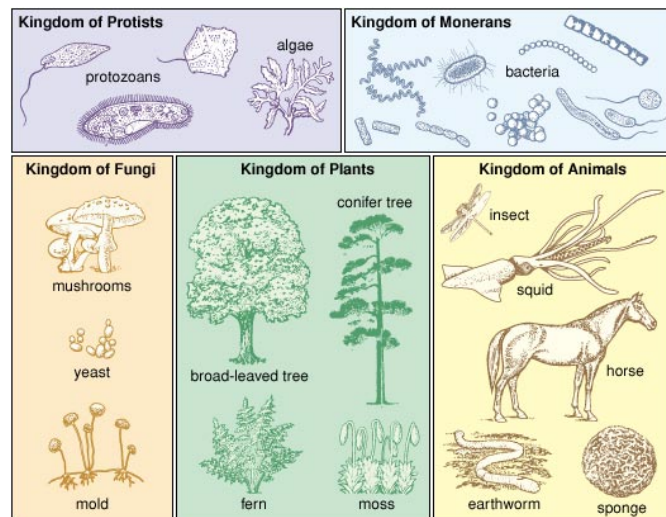
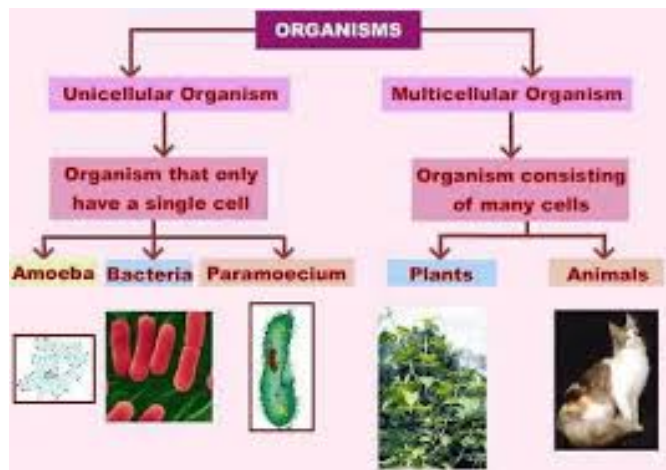
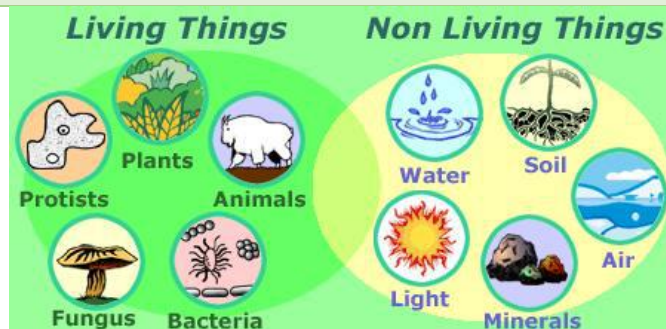
1. Microscope
2. Unicellular
3. Multicellular
4. Living things
5. Nutrition
6. Reproduction
7. Interaction
8. Division
9. Shapes
10. Sizes
11. Functions
12. Organisms
13. Smallest living unit
14. Nerve cells
15. Blood cells

CLASSIFICATION SYSTEM

1. Kingdoms
2. Monera kingdom
3. Protist kingdom
4. Fungi kingdom
5. Plant kingdom
6. Animal kingdom
7. Phylum
8. Physical similarities
9. Classes
10. Order
11. Families
12. Genus
13. Species
14. Cells
15. Living things

Closure: 5 minutes.

Picture-word revision



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Kingdom	Number of cells	Nucleus	Food	Move from place to place
Monera	one	no	Make or obtain	some
Protist	one or many	yes	Make or obtain	some
Fungi	one or many	yes	Obtain	no
Plant	many	yes	Make	no
Animal	many	yes	obtain	yes

4.3.2.7. Lesson 7

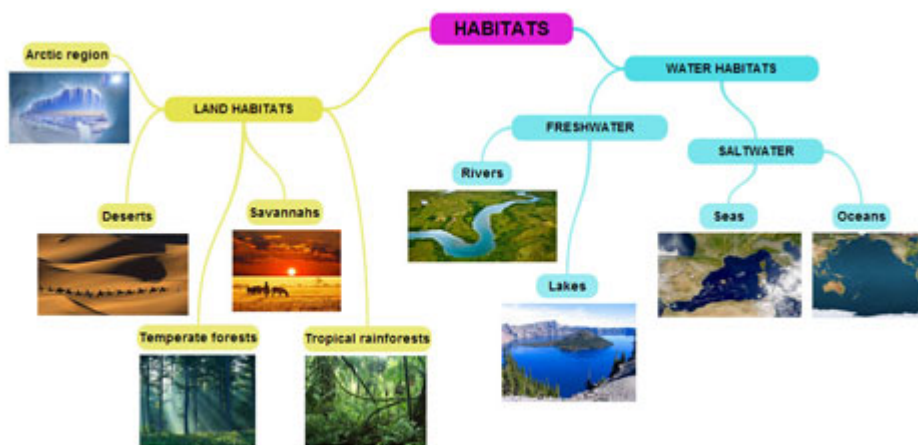
Activating: 10 minutes.

KWL grid: TOPIC - HABITAT

Know	Want to know	Learnt

Development: 30 minutes.

Graphic organiser- Search for information about the different habitats and animals or plants that live in each one.



A **habitat** is a place where plants or animals live. Habitats provide animals and plants with food and shelter. Animals and plants **adapt** to their habitats.

Closure: 5 minutes.

Quick test

Polar bears live in...
Camels live in...
Lions live in...
Rabbits live in...
Frogs live in...
Crabs live in...
Tigers live in...
Snakes live in...
Dolphins live in...

4.3.2.8. Lesson 8

Activating: 10 minutes.

Researching the lesson

Vertebrates: Mammals, birds, fishes, reptiles, amphibians.

Invertebrates: Jellyfish, worms, molluscs, arachnids, insects.

Development: 30 minutes.

Listening questions

Video: <https://www.youtube.com/watch?v=Old4GnP8x8Y>

KEYPOINTS:

Internal skeleton Exoskeleton

Viviparous Molting

Oviparous Fins

Gills Metamorphosis

Shells

Fly

Attached to rocks

Tentacles

Soil health

Toxic substances

Closure: 5 minutes.

First person revision

I am viviparous. JELLYFISH, HUMAN, BIRD, TURTLE, WORM.

I have got fins. HUMAN, BIRD, FISH, JELLYFISH, SPIDER.

My exoskeleton protects my soft parts. WORM, SPIDER, BIRD, CRAB, OCTOPUS.

I have eyes in my tentacles. OCTOPUS, JELLYFISH, SNAIL, SNAKE, FISH.

I use toxic substances to protect from danger. FISH, JELLYFISH, SNAIL, CRAB, HUMAN.

5. CONCLUSIONS

The work is done. After searching for and reading information about the new educational approaches, I think there is an important and outstanding aspect related to CLIL: no matter what approach you find, the time spent since its origin or the specific criteria that will be needed to succeed, it will fit into CLIL with no doubt.

It means that, although CLIL teachers should be trained and spend time searching for and developing new and original lessons or materials, CLIL can collect different strategies, techniques, methods... into a new approach that will adapt to 21st century education, that is, to new ways of teaching and learning.

When you get involved in a CLIL environment, you will probably notice that:

- There are a lot of activities that can be carried out individually, in pairs, in small groups or even with the whole class. Collaborative or cooperative learning is ensured through these ways of interaction, developing social language skills.
- Teachers will be able to select low, middle and high order skills activities when planning. This will ensure varied activities that, later, will be adapted to different intelligences and focused on the unit project.
- It is highly important to raise and keep our students' motivation. It is recommended to learn some techniques centred on the emotional management for both, teachers and students.
- Students learn by doing and they learn by doing the activities in the classroom, where the teacher is a facilitator and the support who can solve doubts.
- ICT skills are as important as any other aspect of CLIL. Teachers should be digitally competent and use different tools, apps, blogs, webpages, social networks... and create new and original materials.

On the one hand, this work summarises the most modern educational approaches as a way of justifying the use of some important aspects in the process of planning CLIL units.

On the other hand, this work will serve as a practical guide to create units, using my own CLIL template that was created taking into account the key points mentioned in the previous paragraph.

Then, my application, the CAP-ICT app, tries to help teachers to ensure that the most important characteristics of the most modern approaches are covered in every single lesson. Once the lessons are created, teachers should check for missing aspects, try to focus on the unit project, adapt the lessons to their needs, and, if necessary, develop new and original materials for the lessons.

The didactic unit that is presented in this MA dissertation was designed following the above-mentioned steps. I think it is important to highlight that the time needed for developing the eight lessons of the unit will take about 6 hours: completing the CLIL template, selecting the activities for each lesson, adapting them to the topic and creating the materials that students could need during the lesson. The only thing left to do is to put this didactic unit into practice, assess and improve it. In this way, the CAP-ICT application could be updated with some feedback the teachers and the students can provide.

This didactic unit is not a book. It is designed to be used as complementary material to digital input or other sources, but I consider that planning a didactic unit and creating the materials needed in 6 hours can show that this way of planning saves time for teachers. In the case the materials will not be developed, it could be carried out in just 4 hours or less.

However, this work has its limitations: On the one hand, the CAP-ICT app is in the first stages of development. This involves that the idea, strategies, and resources needed, the functional objective and the relationship between all these items are present. Now, a deep study is needed to transform this idea into an intuitive application for mobile phones, tablets and PCs that could really help teachers create a didactic unit in a short time. On the other hand, it has not been implemented yet, so there is no feedback from teachers or students that could reflect the real impact in the educational context.

There is no doubt that educational approaches are constantly changing. Teachers have the responsibility to keep up to date, to try what they consider relevant ideas and to adapt them to the students in a process of improvement.

To conclude, this work, this guide, seeks to be a pleasant reading that shows the most important aspects of the most modern approaches, tries to organise the current information related to the teaching and learning process, wants to help teachers design lessons and didactic units in a clear way in less time and provides some tips for teaching CLIL.

Last but not least, I would like to mention that teachers should be aware of the role they are playing every day in the school environment. Teachers should be artists, counsellors, competent professionals... and the most important thing: Just enjoy teaching!

6. ANNEXES

LESSON 1

1. Finish the sentence

Living things...
Living things...
Living things...
Living things...
Living things...
Living things...

2. Mind the gap
Characteristics of living things
There are seven activities which make organisms different from non-living things. These are the seven characteristics of living organisms.

1 Nutrition
Living things take in materials from their surroundings that they use for growth or to provide energy. _____ is the process by which organisms _____ energy and raw materials from nutrients such as proteins, carbohydrates and _____.

2 Respiration
Respiration is the release of energy from food substances in all living cells. Living things break down food within their _____ to release energy for carrying out the following processes.

3 Movement
All living things move. It is very obvious that a leopard moves but what about the thorn tree it sits in? _____ move in various different ways. The movement may be so _____ that it is very difficult to see.

4 Excretion
All living things excrete. As a result of the many chemical reactions occurring in cells, they have to get rid of _____ products which might poison the cells. Excretion is defined as the removal of _____ materials, the waste products of metabolism and substances in excess from the body of an organism.

5 Growth
Growth is seen in all living things. It involves using food to _____ new cells. The permanent increase in cell number and _____ is called growth.

6 Reproduction
All living organisms have the ability to produce _____.

7 Sensitivity.
All living things are able to _____ and _____ to stimuli around them such as light, temperature, water, gravity and chemical substances.

YES!

___ There are five activities which make organisms different from non-living things.

___ Excretion is the process by which organisms obtain energy.

___ All living things and non-living things move.

___ Plants move so slow.

___ Non-living organisms have the ability to produce offspring.

NO!

(My own design)

LESSON 2

1. Where do you think it goes?



CLASS

KINGDOM

SPECIES

CLASS

FAMILY

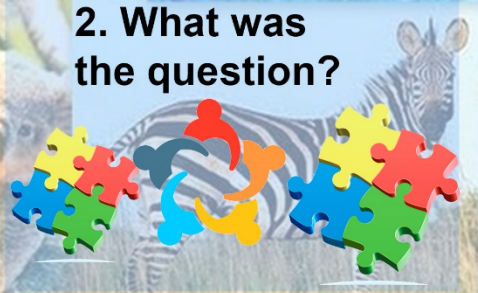
Biology is the study of living things. It deals with what all living things can do, how they do it and why they do it. In biology, there is always a relationship between the structure of an organism, its function, and its adaptation to its function or environment. Biology also tackles the important topics such as population, environmental issues as well as health issues.

Scientists study many characteristics to classify organisms into groups. They look at the organism's shape, the number of cells (one or many), if the cells have nucleus and other cell parts, how it gets food, if it moves from place to place, how it grows and develops before it is born.

To describe organisms, scientists developed a classification system. This system divides the organisms into large groups called kingdoms.

Organisms in each kingdom share basic traits or characteristics. Organisms that belong to one kingdom are similar to others in that kingdom. They are different from organisms in other kingdoms.

2. What was the question?



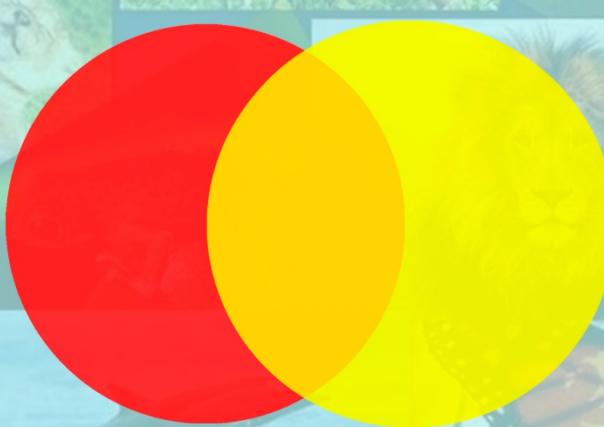
3. Just answer!



(My own design)

LESSON 3

1. Time to compare!



2. Search and find!



PLANTS

ANIMALS

3. Evaluate the class:



Class rubric	1	2	3	4	5
Enthusiasm					
Classroom climate					
Classroom noise					
Behaviour					
Collaborative work					
Amount of Content and language					
Content and Language Learnt					

- Animals don't move from place to place to look for shelter, food and water. ____
- Animals also communicate with each other. ____
- Animals eat plants, other animals or both. ____
- Animals aren't born. ____
- Some animals are born from eggs. ____
- Other animals aren't born from their mother's womb. ____
- Plants cannot turn to face the sun. ____
- Plants can make their own food using water, sunlight, air and soil. ____
- Plants produce seeds which grow into new plants. ____
- Animals and plants are both living things, but they are very similar ____

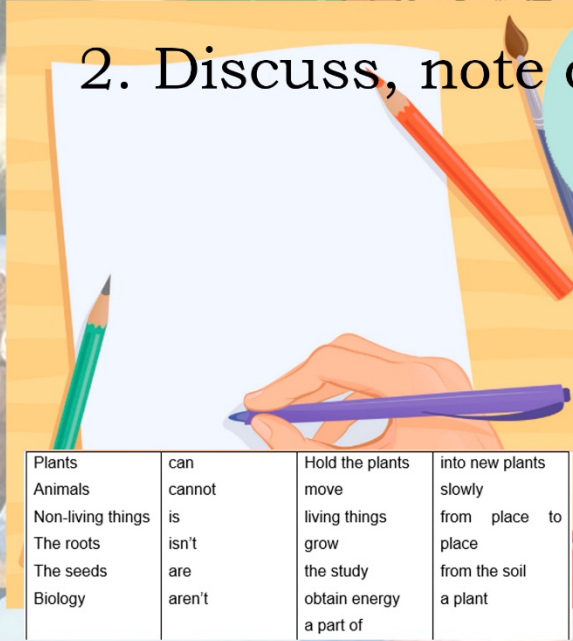
(My own design)

LESSON 4

1.


2. Discuss, note down and speak!


Plants	can	Hold the plants	into new plants
Animals	cannot	move	slowly
Non-living things	is	living things	from place to
The roots	isn't	grow	place
The seeds	are	the study	from the soil
Biology	aren't	obtain energy	a plant
		a part of	



3. Group Evaluation:



	Content	Language
1. Who worked the hardest in your group on content and language?		
2. Say what you would like to improve on next lessons.		
3. What did the group do well in this lesson?		
4. Say what aspects of the task the group didn't do so well.		
5. What did you personally do well in this lesson?		

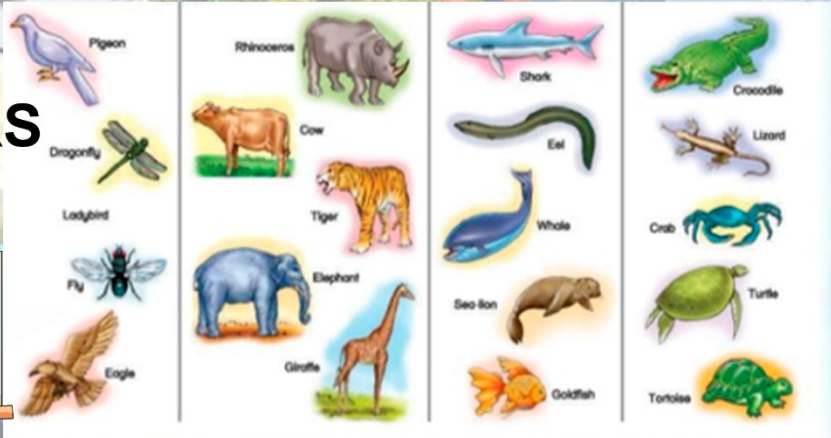
(My own design)

LESSON 5

1. Scrambled eggs!



2. POSTERS TIME!

3. MULTIPLE INTELLIGENCES

Stand Alone / Paper-based Format							
Verbal / Linguistic	Logical / Mathematical	Visual / Spatial	Kinesthetic	Musical	Interpersonal	Intrapersonal	Naturalist
Advertisement	Advertisement	Art Gallery	Calligraphy	Fairy Tale	Bulletin Board	Bulletin Board	Artist Collection
Bulletin Board	Chart	Bulletin Board	Collage	Phon	Chart	Chart	Classroom
Comic Strip	Code	Cartoon	Costumes	Rap Song Lyrics	Comic Strip	Comic Strip	Field Study
Diary	Collage	Chart	Costumes	Riddle	Editorial Essay	Editorial Essay	Original Song
Editorial Essay	Collection	Sculpture	Etching	Song Lyrics	Fairy Tale	Diary	Photo Essay
Fairy Tale	Crossword Puzzle	Collage	Flip Book		Journal	Editorial Essay	Scientific Drawing
Family Tree	Detailed Illustration	Costumes	Hidden Picture		Museum Exhibit	Fairy Tale	Timeline
Fictional Story	Fact File	Costumes	Model		Pamphlet	Family Tree	
Interview	Family Tree	Display	Music		Poem	Journal	
Joke Book	Game	Etching	Mural		Learning Center		
Journal	Graph	Flipbook	Needlework		Poem		
Letter to the Editor	Hidden Picture	Game	Painting		Riddle		
Letter to the Editor	Labeled Diagram	Graph	Poem		Timeline		
Letter to the Editor	Scale Drawing	Hidden Picture					
Newspaper Story	Map with Legend	Illustrated Story					
Non-Fiction	Mobile	Mobile					
Pamphlet	Model	Model					
Poem	Poem	Music					
Riddle	Prototype	Mural					
Science Fiction Story	Puzzle	Painting					
Sketch	Recipe	Photo Essay					
	Riddle	Picture					
	Survey	Political Cartoon					
	Timeline	Prototype					
	Warm Diagram	Robot Story					
		Story Cube					
		Tweed Brochure					

Adapted from Dr. T. Roger Taylor 2002

(My own design)

LESSON 6

1. Guess the lesson

Microscope, unicellular, multicellular, living things, nutrition, reproduction, interaction, division, shapes, sizes, functions.

2. Post it and write!

JOIN US
Sheet

Plant



The image is a collage representing a lesson plan. At the top, a green hexagon with a white question mark is next to the text '1. Guess the lesson'. Below this, a list of biological topics is provided. In the center, two cartoon aliens, one green and one blue, are shown with colorful sticky notes around them, under the heading '2. Post it and write!'. At the bottom, a man in a lab coat points to a 'JOIN US Sheet' which features a small plant growing from soil. An arrow points from this sheet to the word 'Plant'. A white owl is visible in the bottom right corner of the collage.

(My own design)

LESSON 7

1. Think, rethink...

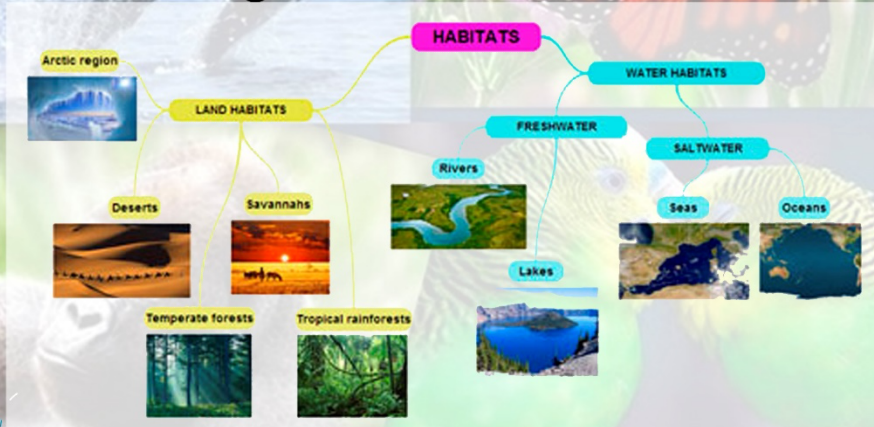


Humm...

KWL grid: TOPIC - HABITAT

Know	Want to know	Learnt

2. Time to investigate!





3. Quick test!

- Polar bears live in...
- Camels live in...
- Lions live in...
- Rabbits live in...
- Frogs live in...
- Crabs live in...
- Tigers live in...
- Snakes live in...
- Dolphins live in...

(My own design)

LESSON 8

1. Research the lesson!



KEYPOINTS:

Internal skeleton	Exoskeleton
Viviparous	Molting
Oviparous	Fins
Gills	Metamorphosis
Shells	
Fly	
Attached to rocks	
Tentacles	
Soil health	
Toxic substances	

3.



I am viviparous. JELLYFISH, HUMAN, BIRD, TURTLE, WORM.
I have got fins. HUMAN, BIRD, FISH, JELLYFISH, SPIDER.
My exoskeleton protects my soft parts. WORM, SPIDER, BIRD, CRAB, OCTOPUS.
I have eyes in my tentacles. OCTOPUS, JELLYFISH, SNAIL, SNAKE, FISH.
I use toxic substances to protect from danger. FISH, JELLYFISH, SNAIL, CRAB, HUMAN.

(My own design)

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