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THE BATTLE OF BAILÉN: A CLIL DIDACTIC UNIT TO PRESERVE THE LOCAL HERITAGE

Student: Palomares Garzón, María José

Supervisor: Dra. Yolanda Caballero Aceituno
Department: English Philology

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ABSTRACT

As a European approach to bilingual education, CLIL is considered one of the most effective methods for improvement and success in foreign language learning. In CLIL, a great variety of prototypical models are available to accommodate different contexts and cater for diverse pedagogical needs. History teaching shares a wealth of features with the essence of CLIL programmes, showing authentic forms of language and being contextualised in students' environments. Consequently, this Master's dissertation demonstrates the contribution of History to the CLIL programmes and their connection. Moreover, a didactic unit for primary students is proposed, in which learners will study the history of their own town: The Battle of Bailén.

Keywords: CLIL, Social Science, History, The Battle of Bailén, didactic unit, primary education.

RESUMEN

Como enfoque europeo de la educación bilingüe, AICLE es considerado uno de los métodos más efectivos para la mejora y el éxito en el estudio de lenguas extranjeras. En AICLE, hay disponible una gran variedad de modelos prototípicos para adaptarse a diferentes contextos y satisfacer diversas necesidades pedagógicas. La enseñanza de la Historia comparte una gran cantidad de características con la esencia de los programas CLIL, mostrando formas auténticas de lenguaje y contextualizándose en los entornos de los estudiantes. En consecuencia, este trabajo de fin de máster demuestra la contribución de la Historia a los programas AICLE y la conexión entre ambos. Además, se propone una unidad didáctica para el alumnado de primaria, en la que estudiará la Historia de su propio pueblo: La Batalla de Bailén.

Palabras clave: AICLE, Ciencias Sociales, Historia, La Batalla de Bailén, unidad didáctica, educación primaria.

1. INTRODUCTION

Nowadays, we are living in a fast-paced world in which everything is changing rapidly. What this implies is that citizens are constantly bombarded with news on the mass media. Besides, because of all the information available online, sometimes it is difficult to discern what is really true. On top of that, due to the vast variety of sources for entertainment existing, more and more children even refuse to read and write. These are essential skills to become literate and competent for society. All in all, a lack of critical thinking seems to be the key problem of education.

In light of this, students need to be stimulated to learn through active and student-centred methodologies, as Richards and Rodgers (2014) hold. These will encourage them to become more interested and, therefore, to develop personally as well. Metacognition and reflection about learning are of utmost importance (Murtadho, 2021) so that learners can finally reach high-order thinking skills and *think outside the box*. In this respect, teaching History in the classroom will undoubtedly contribute to cultivating the children's thoughts and appeal to their interests, as Otten et al. (2004) maintain. As a matter of fact, this subject will clearly assist students in the development of key competences, concretely, Social and Civic Competence. It actually leads to responsible citizenship, critical reflection and participation in civic and social life.

Specifically, this Master thesis focuses on teaching the history of children's towns ("The Battle of Bailén" in 1808) through Content and Language Integrated Learning (CLIL). Through the study of the diverse circumstances in which their ancestors lived, students will gain a critical understanding of both their town and the topic at hand. Aside from that, such contextualised learning will create an unbreakable nexus between the academic and the personal fields. In a similar way, within this Integrated Didactic Unit (IDU)¹, learners will acquire relevant values like respect for other cultures, solidarity and tolerance.

In fact, it will be designed from a gender perspective. Due to the low level of importance given to women in history lessons, female students are often deprived of having prominent female representatives in their learning. Ortega (2019, p. 1) insists that "the presence and leading role of women in History lessons will not be done

¹ IDU from now on

through additional inclusions in specific quotations or annexes, but through the discourse of change, with the aim of constructing integral social knowledge”. Consequently, learners will be able to fathom how societies have been shaped by the relationships of power between women and men (Wiesner, 2021).

Taking all the aforementioned aspects into account, we will first centre on describing the objectives of this work, followed by a theoretical framework of both CLIL and its connection to the teaching and learning of Social Sciences. Later on, our focus will be on History and we will concretely explain the Battle of Bailén. It will, in effect, be the central point of the IDU, which will be fully developed, covering everything from a justification of the topic to the design of an assessment plan. Finally, we will conclude this Master’s dissertation² with a conclusion incorporating personal reflections.

2. OBJECTIVES

This Master's thesis aims to create an IDU for Primary Education using CLIL to teach History. Because of all that has been already mentioned, the Battle of Bailén in 1808 within the Peninsular War will be our priority. We will clarify below both the general and specific objectives of our MD:

General objectives

- To use History as a valuable source of information for students to start thinking about topics of their interest in a critical and reflexive way.
- To relate Social Sciences with the CLIL methodology as a way of developing positive attitudes towards other languages and cultures.

Specific objectives

- To create a CLIL Integrated Didactic Unit for the Social Sciences subject to teach historical aspects connected to the students’ closest environment: the Battle of Bailén.
- To stimulate the acquisition of values that will be useful in students’ daily lives.
- To boost students’ oral and written English language proficiency while learning History.

² MD from now on

3. THEORETICAL FRAMEWORK

In the theoretical framework, we will present CLIL as an innovative methodology and, later on, we will specify its connection with Social Sciences.

3.1. Content and Language Integrated Learning (CLIL)

To start with, CLIL has been defined as “a pedagogical approach in which language and subject area content are learnt in combination” (Temirova and Westall, 2015). In other words, the use of topic-related teaching increases the chance of students receiving meaningful exposure to the FL at least part of the time. CLIL has several variants, as it is not a homogenous educational concept. Its distinctive feature is actually its adaptability to different contexts and its flexibility. For instance, operating factors (Coyle et al., 2010) are of utmost importance to make decisions concerning the CLIL programme. Some instances could be students' language level, time available or teacher availability, among many others.

3.1.1. Origin

In the 1990s, there was a call for Europe to encourage its citizens to master three European languages and “to confront the demands of a new society” (Bonces, 2012, p. 180). The overall language results were alarming for a large percentage of the Spanish population and CLIL thereby emerged as a solution to social trends. The predecessors of this approach are Canadian immersion and bilingual education in North America (Vallbona, 2014), which demonstrated how effective CLIL is in terms of linguistic proficiency, affective factors (e.g., motivation, attitudes or riskiness) or cognitive growth (Genesee & Jared, 2008). Accordingly, it can be concluded that incorporating L2 instruction into content matters leads to greater performance. It is important to note, however, that these settings cannot simply be transferred to Europe as they are based on very different scientific findings which are context-specific.

3.1.2. Key characteristics

CLIL has consequently become a timely solution to what is called "drip-feed education" (Vez, 2009, p. 8), that is, teaching through one single language. Its two goals are clear; theme-related and language-focused. In this respect, CLIL shares several characteristics with other kinds of bilingual education, including Content-Based Instruction (CBI),

Action-Oriented Approach (AOA) or Task-Based Language Learning (TBLL), as Lyster (2007) states. Language teaching approaches use pedagogical principles derived from similar epistemological sources. Then, it may be considered that these approaches have developed in different directions from the communicative approach:

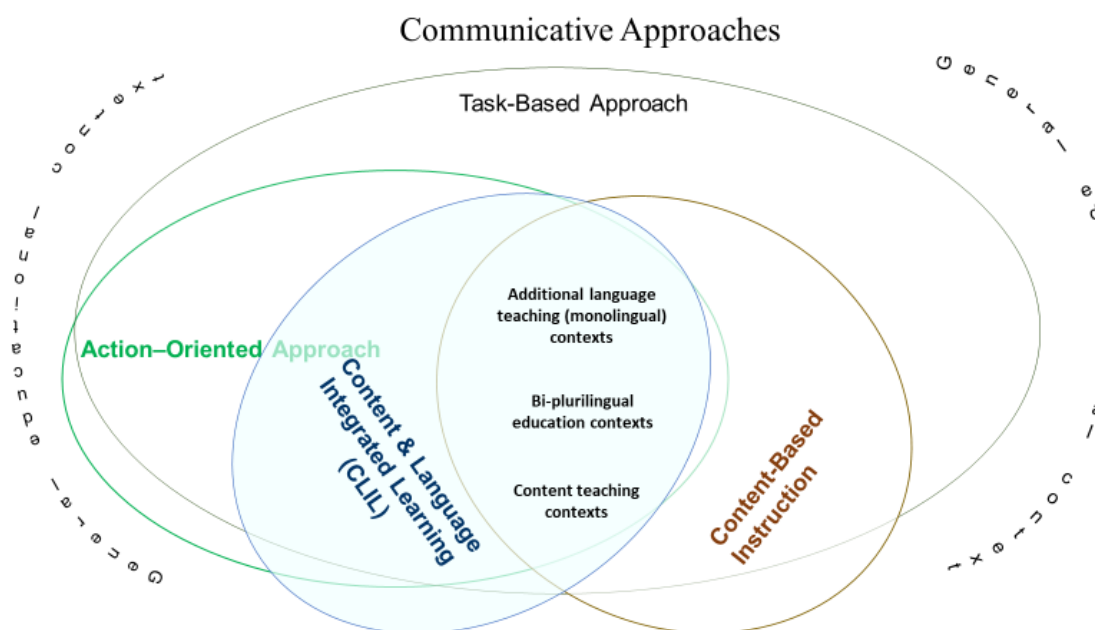


Figure 1: Approaches derived from the communicative approach (Gabillon, 2020, p. 37)

Retrieved from <https://journals.openedition.org/ced/1836#quotation>.

According to Lasagabaster and Sierra (2009), what makes CLIL unique is that a foreign or lingua franca is used as the medium of instruction and teachers are non-native content experts. In line with this, a CLIL lesson is typically scheduled as a content lesson (e.g., Maths, Physical Education, Music) with the target language remaining a separate subject. On top of that, less than a half of the curriculum in CLIL programmes is taught in a foreign language, normally the English language because of its “literacy feature worldwide” (Dalton-Puffer, 2011, p. 183).

Furthermore, by gaining meaningful exposure to the target language, learners can access the content matter and develop what Cummins (1984) called BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). While the former pertains to conversational and typical social language, the latter refers to formal academic learning. With regard to its theory of learning, it is highly related to the constructivist approach. As children gain knowledge, they build upon their previous

knowledge, skills, and experiences (Dalton-Puffer and Smit, 2013). When it comes to methodological aspects, it is worth mentioning that the teacher acts as a facilitator while the learner takes centre stage. In this respect, the programme employs active and innovative methodologies like Task-Based, Project- Based or Cooperative Learning.

3.1.3. *Myths and empirical evidence*

Despite being considered “the ultimate opportunity to practice and improve a foreign language” (Pérez-Vidal, 2013, p. 59), this approach has also sparked extensive debate in the last decade. The term CLIL actually refers to a wide range of educational approaches, such as immersion, multilingual education or enriched language programmes (Mehisto et al., 2008, p. 12). Then, some opponents criticise the programme for encompassing too many models. As a solution, Cenoz (2015) insisted on stressing their similarities rather than providing strict definitions of what CLIL consists of and how it differs from the others. In this respect, an essential concept in identifying CLIL models is the sequence of language and content integration:

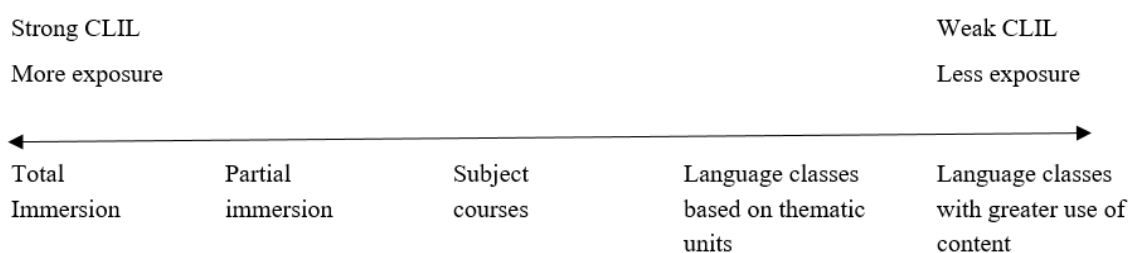


Figure 2: CLIL continuum (Ball, 2009, p. 13)

Retrieved from <https://journals.openedition.org/ced/1836?lang=en>.

Research is another area deeply examined. Despite the positive picture of its results at the beginning, a pessimistic outlook on its effectiveness has been pointed out in the past few years. In this sense, the validity of the research has been questioned, along with the dangers of adopting it prematurely (Pérez-Cañado, 2017). In broad terms, some of the most frequent criticisms have been centred on CLIL characterisation, implementation or research. In the next section, we will therefore debunk these misperceptions that are still spread in articles, magazines or the mass media.

3.1.3.1. Myths about L1

Some critics allege that, because of the long exposure to the target language in several disciplines, the development of students' mother tongue can be hindered. Nonetheless, much research has been conducted that demonstrates differing results.

Ramos (2011) investigated the effect of bilingualism on L1 competence in the monolingual community of Andalusia. The research was run for Primary and Secondary students and the results brought forth a very special connection between L1 and L2 development. In fact, they indicated that students acquire some communicative strategies in their mother tongue that can be extrapolated to L2, concretely in inquiring tasks. Correspondingly, writing skills are far better in CLIL learners, for example, in spelling. Despite that, what they lack is some planning strategies and typographical understanding (De Diezmas, 2020). In broad terms, as many other investigators have already shown (Madrid and Barrios, 2018; Pérez-Cañado, 2018a), the time spent teaching subjects in L2 is not detrimental to the global linguistic competence of L1.

3.1.3.2. Myths about L2

It is still widely believed that CLIL programs do not improve foreign language competence (Bruton (2011, p. 523). This would imply that non-CLIL learners could obtain similar results, contrary to what some empirical evidence has shown.

Pérez-Cañado (2018b) investigated the effectiveness of CLIL with students from Andalusia, Extremadura, and the Canary Islands. A great part was finishing the 6th grade of PE and the rest was on the verge of completing the 4th grade of Compulsory Secondary Education³. This research focused on the four skills, language dimensions and the use of English. Some of the overarching conclusions are that CLIL students outperformed non-CLIL ones regarding foreign language competence. Moreover, it was checked that these differences were even more markedly at the end of CSE, confirming the long-term impact of CLIL in the long run. Likewise, Villoria et al. (2011) studied the English performance in communicative skills of Primary and Secondary students in monolingual and bilingual schools in Andalusia. Some of the most interesting results are that bilingual pupils show higher results in oral competence and written expression.

³ CSE from now on

3.1.3.3. Myths about content knowledge

It has been often alleged that CLIL promotes the acquisition of foreign languages at the cost of the content, which is diluted. Let us now examine, using robust empirical evidence, whether this is true.

To start with, San Isidro and Lasagabaster (2019) investigated the effects of CLIL on English proficiency and Social Sciences in Galician schools. It consisted of two tests: one at the beginning of the third grade of SCE and the other at the end of the fourth grade. The results let them conclude that CLIL, apart from improving students' communicative competence after two years, did not negatively impact content learning at all. Additionally, Sotoca (2014) examined whether academic achievement differed among CLIL and non-CLIL students in public schools in Madrid in the second and third cycles of PE. For that, the subjects chosen were Mathematics and Environmental Sciences. He concluded that bilingual students had higher results in Maths, as Ouazizi (2016) could also confirm in his investigation. However, non-CLIL children outperformed CLIL ones in Environmental Science.

3.2. The Social Sciences area within CLIL

When reaching a general agreement on the subjects best suited to foreign language instruction, we must bear in mind the objectives of the programme, students' needs, human resources and the curriculum (Mehisto, 2012a). Singularly, Social Sciences are the most frequent discipline to teach through an FL, particularly in Secondary Education, as Pérez-Cañado affirms (2012, pp. 319-320). This may be attributed to their cultural component compared to other technical subjects (e.g., Physics or Engineering). In this section, the results of CLIL in teaching Social Sciences will be discussed.

3.2.1. Results of CLIL research on Social Sciences

Madrid (2011) studied the competence in Social Sciences (natural and cultural knowledge) in PE and History in CSE with both monolingual and bilingual students. This research, conducted in Andalusia, found that CLIL students could even obtain higher marks in terms of content matter. Similarly, with regard to Geography, an investigation was carried out in Evosmos Greece. The study was divided into a control non-CLIL group (tested in Greek) and an experimental CLIL one (tested in English). Using 51 sixth graders from primary education, Mattheoudakis et al. (2014) examined

how CLIL instruction affected content subject knowledge by using three Geography tests. Finally, they concluded that CLIL learners scored higher on two of the three Geography tests. These are only a few examples demonstrating the strong link between CLIL and Social Sciences.

3.2.2. Contribution to the development of the 4 C's

As San Isidro (2021) explains, CLIL can definitely lead to the acquisition of cross-curricular skills due to its interdisciplinary nature. Therefore, its contribution to content knowledge is unquestionable. In this section, we will focus on clarifying the assets of CLIL in teaching Social Science, placing a special emphasis on the 4 C's.

3.2.2.1. Content

Content in Social Sciences may be either History or Geography. Because of the contextualisation of CLIL, content will be easily accessible and will become significantly more useful. In fact, History can be presented in multiple forms, such as comics or short stories. In this manner, explanations are introduced in a more approachable manner, allowing learners to acquire vocabulary and more complex concepts. Far from dense texts found in textbooks, this structure contains support elements. In this sense, as put forward by Furner (2018), the story told is connected to the content in a meaningful manner. Thus, this may result in a lower level of anxiety associated with learning content.

3.2.2.2. Communication

History is a prime source for developing communication skills. Through the creation of enjoyable experiences (e.g., performances), students will naturally master both receptive and productive language skills. Children will pay attention to what is known as the “language triptych” (ibid, 36): the language of learning (e.g., scientific vocabulary), language for learning (e.g., communicative strategies) and language through learning (e.g., non-predictable language). Likewise, students will be able to interact with classmates in informal discussions (BICS) and talk about historical facts using the past simple form (CALP). As a result of their communicative competence, students access the content and, through their knowledge of the subject, they master the language.

3.2.2.3. Cognition

Considering the constructivist approach of CLIL, it is expected to expand “the learner's horizons to something broader than memorization, by engaging learners in the critical analysis of the educational material” (Othman and Moh'd Mahmoud, 2022, p. 2413). Then, we will centre on the Cognitive Discourse Function created by Dalton-Puffer (2013), which suggests the development of seven cognitive skills to integrate content, literacy and language. Developing critical thinking skills is thereby essential for students in order to analyse the past and reflect on it.

In fact, Gracia et al. (2023) investigated the levels of progression (understanding and historical and critical thinking) of Secondary students in historical education. This research was conducted in Zaragoza and the main findings were that creativity is scarce in students, who also find it difficult to infer or deduce (Sobejano, 2000). As a solution, Domínguez (2015) highlights the role of primary historical resources through technology, which are the most accessible sources for children.

3.2.2.4. Culture

Cultural aspects are of critical importance in Social Sciences. Through the teaching of History and Geography, students can be aware of past events both in their sociocultural environment and other geographical locations. Consequently, it will help them acquire cultural relativity and a more tolerant and sensitive attitude toward others. CLIL is committed to achieving this goal, especially in the plurilingual and multicultural world we live in today (Hodges et al., 2018).

4. SOCIAL SCIENCES AND HISTORY

The study of history involves examining the facts of the past from the dawn of humanity to the present day. In the words of Yilmaz (2008, p. 38), "as one of the disciplines among social sciences, history represents accounts of multilayered and multifaceted human experiences across time and space". Some of the most frequent procedures and skills are framing questions, selecting reliable sources or gathering evidence. This area then requires teachers to have a comprehensive understanding of its nature to teach it effectively (Matthews, 1998).

4.1. The concept of time in Social Sciences

In Social Sciences, time is a meta-concept that defines and explains the social construction of reality, as put forward by Pagés (1989). There have been two fundamental concepts underlying philosophical considerations of time: social time, which is a subjective condition that underlies all human experience, and physical time, which is an objective fact of nature that is independent of human activity.

4.1.1. Social time

Social time is clearly a cultural adaptation in a civilisation, associated with every individual and his/her lifestyle. For instance, watches and calendars are societal symbols to represent time that everyone agrees with. Within it, we can also consider collective time repeated over time (Henaio Vanegas, 2002), which used to allow humans to register the movements of the Sun and, therefore, discover the day and the night or the seasons. As Elias (1989) claims, this type of time arose because of the necessity of human groups to orient themselves in the social environment and regulate their co-living.

4.1.2. Historical time

One of the most famous authors in Social Sciences and, concretely, the teaching of History is Fernand Braudel, who studied the order of the multiple events in History and the speed with which they flow (Manzo, 2005). For Braudel, time is not unilinear, but presupposes different rhythms and cadences. For this, his historiographical proposal studies temporal durations (Braudel, 1990):

- Long duration, which is composed of immobile structures that persist over time. Despite that, they are fragmented and open the way for new structures.
- Medium duration, which refers to the time of the cyclical fluctuations, conjunctures, generally economic, which occur within the framework of the structures.
- Short duration is only meaningful when it is related to the two mentioned above, where he inscribes political History. It is a deceptive time that does not allow the analysis of the recurrences and changes.

In broad terms, historical time is therefore the simultaneity of durations, movements and diverse changes that occur in a human community throughout a certain period (Trepát and Comes, 1998).

4.2. Main problems of History learning

One of the main obstacles for a child in History learning is the perception of time. Its construction in Primary students is a slow and complex process. According to Piaget (1981), children in this stage are still in the Concrete Operational Period, which entails a transaction period from concrete to abstract thinking. Besides, learners often confuse two notions: space and time. As a result, we will explain in the table below the steps of time and space development throughout PE:

CYCLE	TIME	SPACE
1º	Learners find differences among days weeks and months, but they still need to focus on their closest environment	Students only understand their closest space (e.g., the school, the street, home)
2º	There is an increasing interest in relevant figures and the origin of things but no total comprehension	Learners get to know the place where they live (e.g., squares, museums, the centre of the town)
3º	Students are keen on details about real facts, how they start and end and their consequences. They can also order events	They can already generalise as well as deal with abstract concepts. Then, they start studying maps of their countries

Additionally, students struggle to identify certain concepts (e.g., vassals, abdication, sovereignty) due to their technical nature, which may be associated with the didactics of History. It seems to be one of the subjects that have maintained traditional teaching, overwhelming students with information and workload as proposed by Pruzzo de Di Pego and Nosei (2008). All these factors have led to a belief that successful performance in this area requires only memory. Nonetheless, the vital importance of these students being aware of the changes over time and the consequences of actions cannot be overstated (Martínez, 2018).

As a result, following what Gago (2002) suggested, History teachers should opt for a constructivist approach, which will stimulate children to think and become aware of their own mental processes. In this respect, it is beyond a shadow of a doubt that a methodology like CLIL will exert a positive influence on the quality of History teaching and learning.

4.3. History and coeducation

A coeducational educational model aims to eradicate stereotypes and promote cultural diversity (Delgado, 2015). Despite History being related to social and cultural constructions, priority has been given to the male gender, as Marañón (2018) highlights. This consequently represents a profoundly traditional perspective of History as a subject area (Ortega, 2018). On top of that, it is still rare to find individuals such as boys and girls, immigrants or middle-class workers in education, as Atienza and Van (2010) warn. As a result, some changes in methodological aspects should be considered to promote dialogic reflection and to form critical citizens (Sáez et al., 2019).

4.3.1. Teachers' and students' perceptions of coeducation

As learners lack a basis for constructing their own identities, cultural invisibility has adverse consequences. Provided that there is no variety of protagonists in History, children can suppose it is the result of a specific group of individuals, normally powerful men in the field of politics, society or economy.

In this sense, it is critical to enquire into teachers' and students' perceptions of coeducation. In 2020, a study was conducted in a Primary school located in Santa Cruz de Tenerife (Spain), which actually had an educational project to encourage real equality. Five teachers, the head director, two mothers, and two sixth-grade students (a boy and a girl) were included in the sample. Surprisingly enough, most teachers did not know about this project, confused terms (e.g., coeducation and mixed schools) or did not consider the school as the appropriate agent to foster equality. In addition, only one teacher had received training in coeducation, suggesting it is not enough (Pérez-Herrera, 2020). A common belief is that stereotypes in children are influenced more by their families than by their schools.

However, there is much that children can contribute to this discussion. Apart from pointing to school as one of their references, they also refer to the music they listen to. On top of that, gender is one of the attributes that exert a giant influence on students, who expressed their invisibility at school. For example, one of the female students refers to psychomotor activities, in which there is a clear division between boys and girls. According to her, girls are typically assigned skipping exercises while boys are assigned football games on a regular basis. On the whole, as Rebollo et al. (2011) insist, coeducation will only be possible with coordination among all stakeholders, who must be committed. Additionally, they must assume a main role in reflection and reflection on their teaching practice to transmit the appropriate values (Aristizabal et al., 2018).

5. LITERATURE REVIEW: THE BATTLE OF BAILÉN

During the Peninsular War, the Battle of Bailén was a hugely regarded battle against French forces. In this town, soldiers experienced the asphyxiating and boiling weather of such a hot part of the south of Spain. Finally, Teodoro Reding and Francisco Javier Castaños led the army of Andalusia to victory on 19 July 1808. It actually made history because it implied the first open-field defeat in the history of the Napoleonic army (Bautista, 2014). The French Empire's abuse of the people following the 2 May uprising was some of the antecedents of this battle. Below, we will briefly introduce the context of the era and we will then proceed to describe the main events in the town.

5.1. Historical period

In the context of the Napoleonic Wars, the Peninsular War was a fight from 1808 to 1814 between Spanish, British and Portuguese forces against France, which was seeking to place Napoleon's brother (José Bonaparte) on the Spanish throne. For that, by exploiting Spain's internal problems, Napoleon forced Charles IV and Ferdinand VI to abdicate.

The development of this war can be divided into two main steps, as Aymes (2008) suggests. The first one highlights the French predominance over the territory from 1808 to 1811. In these years, England, with General Wellington, sided with the Spanish soldiers, which defeated the French ones in the Battle of Bailén. Despite that, the French infantry continued to be superior and made the British retire. In the second step, since

the French were unable to provide more soldiers, the Spanish were in a position of greater control. The latter started to gain territories and, as a result of that, a pivotal event occurred: The Constitution of 1812, also known as "La Pepa". It entailed a socio-historical landmark in Spanish society. Finally, The Spanish forces retired on 21 June 1813 and the war ended on 17 April 1814, when Napoleon abdicated.

5.2. Main events

In 1807, Spain and France signed the Treaty of Fontainebleau, through which Napoleon and King Charles IV of Spain agreed to conquer and divide Portugal. However, the French forces unexpectedly started occupying many parts of the Spanish country, like Pamplona or Barcelona. At that moment, the national government hardly provided effective instructions and solutions to face this problem. In this manner, the French, most of which suffered from mange, occupied Madrid, provoking a vast array of mishaps with citizens. As a consequence, the 2 May Uprising took place, which resulted in over four hundred deaths of the French and almost two hundred wounded (García, 2007).

Despite all these consequences, the French continued the battle on their way to occupy Cadiz and rescue the French naval flotilla and the peninsular harbours. Nonetheless, they did not expect that the Spanish army was already deployed all over the territory. Napoleon ordered Dupont to enter Andalusia, where French soldiers sacked the city of Cordoba, as Annino and Rojas (2019) note. After a series of threats, he decided to leave and stay in Andújar and arrived at Bailén, where they experienced massive assaults. After ten hours of fighting and dying of thirst, most of the French soldiers threw their weapons (García, 2014). After the Battle of Bailén, the French abandoned the Andalusian territory and arrived in the northwest of Spain, concretely, the Pyrenees. Notwithstanding this, their efforts did not cease until occupying Cadiz and most of the cities. Finally, the French army left Spain in 1814, after six years of uninterrupted war.

5.3. The role of women in the battle

We must never overlook the decisive role played by women. The Battle of Bailén, with temperatures exceeding forty degrees, could easily exhaust the French soldiers (Ramírez, 2009). In spite of the harshness of the battle, the Spanish women did not hesitate to engage in it and risk their lives. This group's primary objective was to

transport water jugs to their compatriots, who were fortunate enough to continue their fight and defeat the French. In this respect, it is worth noting that the craftwork is one of the most representative elements of the town of Bailén from then on. In a similar way, women were in charge of keeping the artillery cool for their effective functioning. On the contrary, the French army saw their artillery reduced and destroyed.

Among all these women, one stood out because of the French soldiers' attack on her (López-Pérez, 1978). It was the one who nowadays is called María Bellido, who offered water to General Reding while the French shot at her. They, who expected her to run away, got shocked when they noticed she kept immobile, as Esparza (2011) declares. Notwithstanding this, a bullet damaged the jug, which then became a symbol of Bailén. As a symbol of the popular resistance and the bravery of women, this unheard-of fact provoked the construction of a statue representing María Bellido in Bailén.

6. INTEGRATED DIDACTIC UNIT

An Integrated Didactic Unit (IDU) is a planning tool that defines the conditions that will create educational experiences for the acquisition of key competences. In fact, its name stems from the connection among all the elements of the curriculum.

6.1. Justification

The history of students' towns will undoubtedly help them have a wider vision of the characteristics of the Peninsular War and how the world has evolved since then. In other words, becoming aware of what happened in the past will give them hints of what is currently taking place and what may happen in the near future. Being able to evaluate all these events will provide children with a critical sense that will be fruitful for them as individuals and citizens. By the same token, inheriting knowledge about one's town must be an invaluable treasure. By teaching this information, educators will enable students to pass it on to future generations, developing values like respect and appreciation of their local heritage. Without a shadow of a doubt, it will exert a giant influence on psycho-affective factors like motivation, participation and attitude.

Moreover, the application of a CLIL approach will contribute to the improvement of classroom management too. Through scaffolding techniques, learners will be able to

access the content matter through English and will recognise its value as a means of communication and learning. Consequently, they will feel more interested in the non-linguistic area as well. Needless to say, it will also benefit the coordination of all stakeholders, such as content and language teachers, language assistants and families.

6.2. Context

To contextualise this proposal, we will follow Bronfenbrenner's Ecological System theory (2005), which studies the interdependence of the factors influencing students: the town and the school environment and the students themselves.

This didactic planning will be developed in Bailén (Jaén), a town in the region of Sierra Morena with 18000 inhabitants. It is very well-known for the ceramics and the olive industry. Most inhabitants work in the agriculture and the service sectors. With regard to its historical heritage, the significance of Battle of Bailén (1808) must be highlighted, as already explained in the document.

The school is called “C.E.I.P Nuestra Señora de Zocueca”, which is located around several leisure spaces. In broad terms, learners belong to the middle class and the traditional family prevails. In fact, our proposal will be framed within one of its programmes; “Living and feeling our heritage”.

The sixth class of Primary Education is composed of eleven boys and thirteen girls, among which there is one with a mild Attention Deficit Hyperactivity Disorder⁴. At these ages, learners construct their independent identities and some emotional upheavals can occur (Gluckman & Hanson, 2006). Hence, sociometric studies have been prioritised to determine the classroom social structure. A welcoming atmosphere is overall appreciated along with heterogeneous relationships.

⁴ ADHD from now on

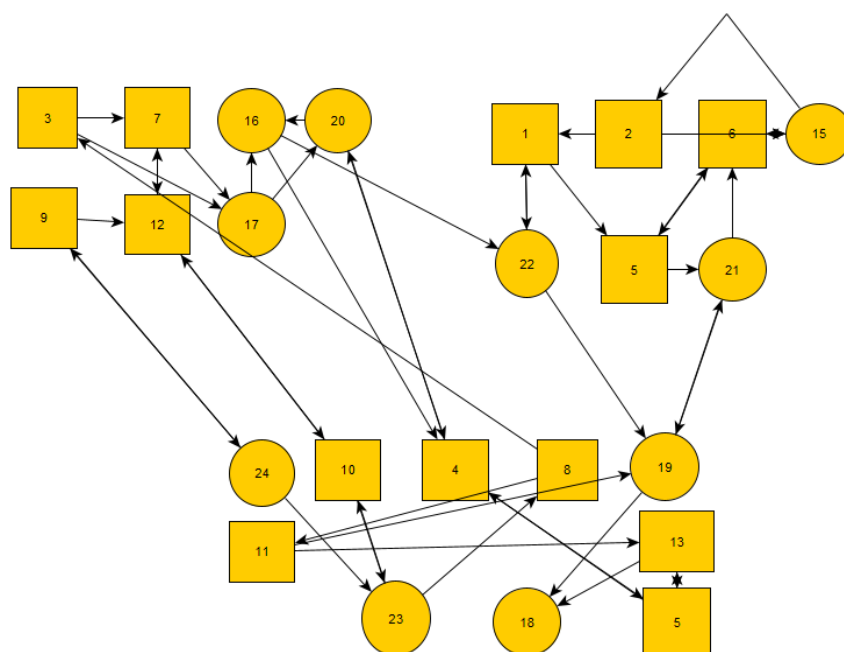


Figure 3: Sociometric studies. Own elaboration

6.3. Objectives

6.3.1. General objectives

During the teaching and learning process, objectives indicate what students should achieve at the end of each stage. On the one hand, stage objectives are the common attainments for every subject and can be found in Royal Decree 126/2014 February 28, which establishes the basic curriculum for Primary Education. On the other hand, area objectives deal with the concrete objectives for each of the subjects and are retrieved from Order January 15, 2021, which develops the curriculum for Primary Education in the Andalusian community. Based on the foregoing considerations, the following objectives are outlined:

STAGE OBJECTIVES
B) To develop individual and teamwork habits, effort and responsibility in the study, as well as self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit

D) To get to know, understand and respect different cultures and the differences between people, equal rights and opportunities for men and women and non-discrimination against people based on ethnicity, sexual orientation, identity, religion or beliefs, disability or other conditions.

F) To acquire, in at least one foreign language, the basic communicative competence that allows them to express and understand simple messages and manage in everyday situations

H) To get to know key aspects of Natural Sciences, Social Sciences, Geography, History and Culture

I) To develop basic technological skills and start using them for learning, developing a critical spirit regarding their functioning and the messages they receive and produce

AREA OBJECTIVES

• FIRST FOREIGN LANGUAGE

1. To listen and understand messages in varied verbal interactions, using the information transmitted to carry out various concrete tasks related to their experience

2. To express themselves and interact in simple and usual situations, using verbal and non-verbal procedures

3. To write texts with varied purposes on topics previously covered in the classroom and with the support of models

4. To read diverse texts comprehensively, related to their experiences and interests, to extract general and specific information

5. To learn how to use with progressive autonomy all the means at their disposal, including new technologies, to obtain information and to communicate in a foreign language

6. To effectively use the knowledge, experiences and communication strategies acquired in other languages for a faster, more efficient and autonomous acquisition of

the foreign language
7. To appreciate the foreign language as a means of communication between people of different origins and cultures, developing a positive attitude towards multilingual and multicultural diversity integrated into our Andalusian community
8. To manifest a receptive attitude, of progressive confidence in one's own ability to learn and use the foreign language
9. To identify phonetic aspects, rhythm, stress and intonation, as well as linguistic structures and lexical aspects of the foreign language
• SOCIAL SCIENCES
1. To develop beneficial habits for the use of strategies in individual and group work, presenting a responsible attitude, effort and perseverance, self-confidence, critical sense, personal initiative, curiosity, interest and creativity in the construction of knowledge and entrepreneurial spirit
2. To get started in the knowledge and use of information and communication strategies, developing information processing strategies for the development of implicit competences in the performance of daily tasks, through different methods, sources and texts
5. To get to know and value the natural and cultural heritage of Andalusia and Spain and actively contribute to its conservation and improvement, showing responsible and civic human behavior
9. To locate and build their own historical, social and cultural identity through relevant facts of the history of Andalusia and Spain in the different periods and historical stages: Prehistoric, Classical and Medieval, of the Discoveries, of industrial development and of the contemporary world, situating them in the context in which have been produced and describing its main features
10. To arouse curiosity and interest in learning and get to know the ways of life of the past, appreciate monuments, museums and historical remains as sources and spaces, showing an attitude of respect for their environment and culture, adopting

responsibilities for the conservation of their cultural heritage at the level of the town, Autonomous Community, Spain and Europe

6.3.2. Didactic objectives

Concerning didactic objectives, students, at the end of this work, will be able to...

CONTENT	● Enquire into the history of their town and its consequences ● Place the Battle of Bailén in the Peninsular War ● Get to know the features of that era
COGNITION	● Analyse historical facts from a critical point of view, appreciating and recognising the role of women ● Order, relate and evaluate historical facts
COMMUNICATION	➤ <u>BICS</u> ● Discuss with classmates about historical facts by using simple conversational skills ● Understand simple instructions on everyday language using both verbal and non-verbal strategies
	➤ <u>CALP</u> ● Listen and read texts about historical events critically, recognising simple vocabulary and structures ● Write and talk about historical facts by using the past ● Acquire concrete vocabulary related to Social Sciences ● Pronounce correctly the regular past suffixes ● Become familiar with the past simple form
CULTURE	● Value the history of the town and consider it as part of their cultural heritage ● Identify the culture of the era, such as costumes or lifestyles

6.4. Key competences

Below, we will develop the contribution of this work to the acquisition of some of the key competences according to Order ECD/65/2015 January 21, which describes the relationships among competences, contents and assessment criteria for Primary Education.

- **Competence in linguistic communication:** As a means of learning and communication, language serves as the gate to knowledge. As a consequence, learners will strengthen their communicative skills in English, acquire scientific vocabulary and become familiar with diverse text types. Consequently, foreign languages and cultures will be introduced to them in a positive manner.
- **Social and civic competences:** Teachers will foster respect for their town and appreciation for its cultural patrimony, developing a sensitive attitude towards it. Likewise, they will have a better understanding of social issues and will be able to respect other different viewpoints.
- **Learning to learn competence:** Pupils will be encouraged to develop self-confidence when learning materials through foreign languages. In this manner, autonomy, as well as teamwork, will be promoted. For that, the teacher will provide them with useful strategies to assimilate the content matter through the FL.
- **Sense of initiative and entrepreneurship:** Critical thinking skills are the priority of this competence along with leadership skills when interacting in groups. Similarly, the ability to assess themselves and their group will be considered.
- **Digital competence:** Among a wide variety of sources of information, students will learn how to select the appropriate and reliable ones. In a similar way, the use of historical sources is paramount together with their own creations and the communication of their findings.

- **Cultural awareness and expressions:** It is centred on the knowledge of cultural manifestations, in this case, in the local context. Consequently, an attitude of respect will be developed for the diversity of cultural expressions.

6.5. Contents

In line with objectives and competences, contents are a collection of knowledge, abilities, skills and attitudes. Both First Foreign Language and the Social Sciences areas have four blocks of contents, which can be found in Annex II of Order January 15, 2021, and will be worked on in an integrated way.

6.5.1. General contents

In the Social Sciences area, we will focus on the fourth block, which is called “The Traces of Time”. It is devoted to History teaching, such as 4.3. The 19th Century: The Peninsular War. Furthermore, as part of this work, we will also pay attention to contents from block 1, which is concerned with common elements of the area. For example, 1.14. Sensitivity, critical sense in analysis and commitment.

In the First Foreign Language subject, it is decisive to find a balance among the four blocks, which are centred on the development of linguistic skills. Whereas the first two blocks deal with oral skills (comprehension and production), the last two ones prioritise written skills (comprehension and production). By working on all of them in an integrated way, students will improve their communicative competence.

6.5.2. Didactic contents

As already divided into the 4C’s in the objectives section, the specific contents of this IDU are as follows:

TOPIC	SOCIAL SCIENCES	ENGLISH
T H E P E N	➤ The features of the Peninsular War ➤ Identification of connections among the	➤ Classroom interaction language ➤ Vocabulary related to historical aspects

I N S U L A R W A R	different historical events ➤ Main characters in History and the role of women ➤ The Battle of Bailén and its impact on students' context ➤ Investigation and analysis of historical facts	➤ Past simple structure ➤ Writing skills: critical reading and writing of brief texts about past events ➤ Oral skills: recreation of historical events, correct pronunciation of the past suffixes
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6.5.3. Cross-curricular contents

Corresponding to Decree 181/2020 November, 10, which modifies Decree 97/2015, March, 3, contents of cross-cutting nature are interdisciplinary abilities that enable globalisation of the teaching profession. Particularly, this work aims to foster effective equality between women and men, creativity, collaboration, self-confidence, critical thinking and an entrepreneurial spirit. On top of that, the effective use of technological tools must be stressed. Last but not least, it is worth pointing out the history and culture of the students' community so that it can be recognised as their own patrimony.

6.5.4. Interdisciplinarity

By applying the CLIL approach, this proposal will entail coordination between the English and Social Sciences teachers. As stated by Pavón (2014), solid collaboration must be established by content and language teachers. For example, to move from traditional approaches to the promotion of student-centred methodologies. In fact, Mehisto (2012b) assures that the main goal is to encourage the use of foreign languages toward an academic context and to teach students how to use materials and resources more effectively.

Furthermore, the importance of the foreign language in CLIL cannot be overstated. As a result, the English teacher will be responsible for stimulating fluency and focusing on meaning and paying attention to form too. As a rule, foreign language teachers are responsible for teaching the language associated with the subject matter (Deller and Price, 2007). In this way, students acquire the required knowledge of the language in order to participate in class on a regular basis.

In this respect, the CLIL coordinator, whose objective is to ensure the correct implementation of the programme (Julián, 2007), plays a crucial role. Concretely, his/her activity is of paramount importance for the collaboration between language and content teachers. Through regular meetings, teachers will reach agreements on the collaborative strategies, find common elements or apply methodological strategies.

6.6. Methodology

Following the CLIL principles, this proposal will be based on the constructivist approach. While children build their own knowledge from prior experiences, educators act as a guide and facilitators in learning. In some ways, CLIL is particularly related to some approaches like Task-Based Learning and Cooperative Learning.

6.6.1. Task-Based Learning

Task-based learning (TBL) is an approach that is centered around a task with a communicative purpose. According to Willis (1996), TBL sessions follow a certain structure: pre-task, when students are introduced to the topic, task, when they start working in groups to complete the task, and, finally, the post-task, when children present the final product and reflect on their work. As Pavón et al. (2015, p. 75) argue, TBL is “a methodological strategy which can be of use in the integrated learning of language and subject matter”, therefore clarifying the synergy with CLIL programmes. In fact, the authors could prove its effectiveness in a study in a CLIL centre in Córdoba. The sample was teachers and thirty-four students from eight to ten years old. They concluded that TBL can contribute to an increased participation, interaction and motivation. Not to mention other researchers who also confirmed these outcomes (Ebenberger, 2017; Pistorio, 2010; Ramos and Pavón; 2015).

6.6.2. Cooperative Learning

In the words of Johnson et al. (2014, p. 88), Cooperative Learning is “the instructional use of small groups so that students work together to maximize their own and each other's learning”. As a result, heterogeneous groups will be created to compensate for the strengths and weaknesses of each individual. Therefore, it is considered one of the most effective methodologies to promote autonomy, collaborative skills or learners' participation, among many others. (Johnson & Johnson, 2018).

Similarly, it should be noted that Cooperative Learning in CLIL environments can prevent too much reliance on receptive skills. In this manner, a balance between these and productive ones will be stressed. In fact, cooperation involves interaction, that is, the participation of individuals in conversations by listening to and talking to each other (Casal, 2008).

6.7. Attention to diversity

Teachers will prioritise Universal Design for Learning (UDI) to cater to diversity. This term refers to an inclusive approach whose goal is to delete or minimise the necessity of individual adaptations, focusing on the barriers that the inflexible curriculum presents for a minority of learners. Its application in this didactic unit will offer multiple ways of representation (colours, big letters, animations), multiple mediums of action and expression (non-verbal responses, use of computers, sentence starters) and multiple ways of implication (e.g., gamification). Some examples could be the implementation of comics, which actually appeal to a wide variety of intelligences, rewards and digital activities implying interaction with other classmates and the world around them.

Moreover, general measures of attention to diversity will supply a vast array of spaces, times and assessment tools. In addition, teachers will implement methodologies that ensure students' inclusion at both an educational and social level. A helpful example of this is Cooperative Learning, which encourages students to learn through discovery and active participation. In a similar way, tutorial action as a strategy will promote individual monitoring, along with actions for the prevention and control of absenteeism.

Within Attention to Diversity Programmes, reinforcement and deepening programmes (for really motivating students or with high intellectual capacities) can be found. Our student with ADHD will receive special educational attention, such as flexible environments and experiences connected to reality that contribute to their participation. However, he does not present much curricular discrepancy compared to his group class. Thus, as Order January 15, 2021 states, reinforcement programmes⁵ of learning will aim to enhance his performance in a variety of subjects. During these programmes, families will be periodically informed about their evolution.

⁵ See some examples of reinforcement activities for both language and content acquisition in appendix 1.

6.8. Lesson plan

SESSION 1.- Focus: The Peninsular War and Main Events: Origin				
SEQUENCING OF ACTIVITIES	TIME	COGNITIVE SKILLS	MATERIALS AND RESOURCES	INTERACTION PATTERNS
Brainstorming: To start with, the teacher will activate students' background knowledge about the Peninsular War with a brainstorming activity. It will make learning significant and will introduce the past simple and specific vocabulary.	10'	Remember	Stormboard	Pairs
The origin: Learners will watch a video about the Peninsular War (see appendix 2) and its main causes, providing them with factual knowledge to comprehend the events and how they occurred. As recommended in educational regulations, the content is first presented orally. Throughout the video, the teacher will be highlighting key ideas. After that, a discussion as a whole group will take place.	15'	Understand	Introductory video	Individual Whole class
Ordering: Some images about those events will be shown. For that, learners will order and match them with their corresponding dates (see appendix 3). It will help them have a better understanding of the content matter and become familiar with verbs in the past simple form (e.g., "it happened/ was/ took place).	10'	Apply	Worksheet	Pairs
Thinking routine: Lastly, the teacher will expect children to reflect on what they have learnt. For that, (s)he will employ a thinking routine template called "KWL" (see appendix 4): What I know, what I still wonder and what I learned. ⁶	10'	Evaluate	Thinking routine template	Individual

⁶ Following a flipped classroom technique, students will be informed about the final task they will complete throughout this didactic unit: the creation of a short documentary of the Peninsular War, paying special attention to the Battle of Bailén

SESSION 2.- Focus: The Battle of Bailén in 1808				
SEQUENCING OF ACTIVITIES	TIME	COGNITIVE SKILLS	MATERIALS AND RESOURCES	INTERACTION PATTERNS
1-2-4: Through this cooperative technique, the teacher expects students to think of what happened in the town of Bailén. First, this activity will be individual, then in pairs and, finally, in groups. In this manner, students will gather enough data about the Battle of Bailén.	5'	Remember	Stationary products	Individual Pairs Groups
Crossword: To check students' expectations, they will first need to complete a crossword (see appendix 5). In it, several keywords will appear and will give them hints of the battle. In fact, this activity is highly fruitful to foster observation, correct spelling and memory.	10'	Apply	Crossword	Individual
Comic: The teacher will use some comic strips to illustrate the story of the Battle of Bailén (see appendix 6). Considering the variety of learners and their multiple intelligences, these drawings will appeal to a broad range of learners, therefore catering to diversity. First, students will read the comic individually. Then, a whole-group discussion will take place, in which the teacher will raise awareness of the scarcity of women appearing in the battle. Students will reflect on this issue, comparing lifestyles of the era with current society.	15'	Understand Evaluate	Comics	Individual Whole group
Performance: At the end of the session, the teacher will select some students randomly to perform the different scenes of the comics. (S)he will pay especial attention to pronunciation, body language and fluency. Besides, learners will be able to feel sympathetic and put in their ancestors' shoes.	15'	Apply	Comics Realia	Groups

SESSION 3.- Focus: The role of women				
SEQUENCING OF ACTIVITIES	TIME	COGNITIVE SKILLS	MATERIALS AND RESOURCES	INTERACTION PATTERNS
Really? To start with, the teacher will examine students' expectations. In this manner, (s)he will pose several questions about the role of women in the Peninsular War and learners will have to decide whether it is true or not.	5'	Apply	Wordwall	Individual
Women power: To finally check the veracity of those statements and compare them with current society, students will investigate the role of women in the era and, concretely, María Bellido. For that, they will use ICT along with dictionaries.	15'	Evaluate	Computers Dictionaries	Pairs
Changing my mind: Having all the data, they will be shared with the whole class. The teacher will next propose students use this information to include women in the comic strips already analysed. For that, dialogues should be slightly changed as well as some drawings. In this respect, they will need to use the grammar structures acquired (the past simple) and the vocabulary pertinent.	20'	Create	Comic strips	Whole group Cooperative groups
Thinking routine: To realise what students have just learnt, they will reflect on what they used to know and what they know now (see appendix 7)	5'	Evaluate	Thinking routine template	Individual

SESSION 4.- Focus: Characters in the History				
SEQUENCING OF ACTIVITIES	TIME	COGNITIVE SKILLS	MATERIALS AND RESOURCES	INTERACTION PATTERNS
What can I remember? To start the third session, the teacher will propose a challenge. Organised in groups, students will have to remember what they learnt in the previous lesson. The teacher will say a category aloud and members of each group, standing up in a row, will go to the blackboard (respecting their turns) and will write the pertinent answer. The faster the group, the more probability to win. After that, rewards will be given through Classdojo (see an example on appendix 8).	5-7'	Remember	Classdojo	Cooperative groups
Google Maps: The teacher will suggest the use of Google Maps. In groups, students will examine the most relevant squares and streets in the town and the reason for their names (e.g., “Street General Dupont”). It will be an opportunity for them to investigate their town and its history in depth. Besides, students will be encouraged to create a concept map to relate each character with its role in this war. Later on, the conclusions will be discussed in class.	10'	Apply Analyse	Google Maps	Cooperative groups
Interview: Arising students' interest, the teacher will ask students to think of questions that they would ask all these characters. It will be useful to work on the Wh- questions in the past simple. For that, the teacher will offer children some guides for this writing as well as dictionaries. Finally, the most despicable enquiries will be chosen and will be used for the next activity.	10'	Create	Dictionaries	Pairs
Real researchers! By using the Internet, and choosing the right sources of information, learners will give responses to the questions posed by their classmates. For that, they will investigate one specific character assigned by the teacher. The data will be posted on Padlet, which will be our blog.	20'	Evaluate Create	Padlet	Cooperative groups

SESSION 5.- Focus: Supplementary activity: A visit to the town of Bailén

SEQUENCING OF ACTIVITIES	TIME	COGNITIVE SKILLS	MATERIALS AND RESOURCES	INTERACTION PATTERNS
Welcome to my town! Once students have become familiar and have analysed the varied historical events in Bailén, the teacher will take them to visit their own town. Apart from a more general tour around the town and the most relevant streets, the teacher will be interested in the museum and the statue of María Bellido. In fact, pupils will take the maps (see appendix 9) they were working on in class. This activity clearly relates to their experiences and their environment. In addition to this, families will be more than welcome, who will also be able to express their own experiences (especially grandparents).	9:00-14:00	Apply Evaluate	Maps	Whole class

SESSION 6.- Focus: Escape Room

SEQUENCING OF ACTIVITIES	TIME	COGNITIVE SKILLS	MATERIALS AND RESOURCES	INTERACTION PATTERNS
The students will experience an Escape Room in cooperative groups. Around the school, the teacher will place some challenges with hints that learners need to quickly find and solve with the knowledge acquired. It will imply the acquisition of several competences (e.g., digital, naturalist, interpersonal intelligences). Finally, historical cards will be given as a reward (appendix 10).	45'	Analyse Evaluate	ICT Classdojo	Cooperative groups

SESSION 7.- Focus: Preparation of the final product				
SEQUENCING OF ACTIVITIES	TIME	COGNITIVE SKILLS	MATERIALS AND RESOURCES	INTERACTION PATTERNS
Final product: The teacher will remind students of the final product. Learners should have been gathering information throughout activities to create their short documentary. Cooperative groups already arranged will remain the same. It will be paramount that each member is assigned a role, which must be in accordance with his/her features, needs and interests. While students create the documentary, the teacher will be a guide and facilitator. Providing that groups are running out of time, flipped classroom techniques will be considered, using digital applications like Skype, Google Meets or Zoom.	45'	Create	ICT	Cooperative groups

SESSION 8.- Focus: Presentation of the final product				
SEQUENCING OF ACTIVITIES	TIME	COGNITIVE SKILLS	MATERIALS AND RESOURCES	INTERACTION PATTERNS
Once students' works have been finished, learners will attend the Assembly Hall, where different classes will be brought together. It will be a wonderful opportunity to share their creations with the rest of the school community. Furthermore, the videos will be posted on Youtube as well.	45'	Create	Digital blackboard Youtube	Whole class

6.9. Temporalisation

This proposal will take place in the very beginning of the second quarter of the present school year 2022/2023. It will last eight sessions of forty-five minutes each. Then, it will start the 9th January and will finish the 26th January. It is worth pointing out that this unit will be developed after the teaching of the Middle Ages (Christian Kingdoms, Germanic invasions, Al-Ándalus) and the Modern Ages (Catholic Monarchs, the War of Spanish Succession, enlightened despotism). From that, we move on to Spain in the Contemporary Ages (the nineteenth century) and, particularly, we focus on the Peninsular War. Consequently, we follow a logical and chronological order of historical events. Below, we will show the timetable for each of the sessions proposed:

JANUARY 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	Session 1  The Peninsular War and Main Events	10	11	Session 2  The Battle of Bailén in 1808	Session 3  The role of women	14
15	Session 4  Characters in history	17	18	Session 5  A visit to the town of Bailén	Session 6  Escape Room	21
22	Session 7  Preparation of the final product	24	25	Session 8  Presentation of the final product	27	28

6.10. Assessment

Measuring students' knowledge and skills is crucial to complete and check the effectiveness of the teaching and learning process. Assessment is a process through which teachers gather relevant information and make well-founded inferences about what students know, understand and can do (McMillan, 2013). As a result, curriculum adjustment and improvement proposals are introduced, which will upgrade the quality of education.

6.10.1. Diagnostic and initial assessment

Four types of assessment have been often differentiated: diagnostic, initial, formative and summative. To start with, diagnostic assessment is prospective in nature, in that it predicts future academic performance in particular areas. Apart from that, this assessment may also be conducted for the purpose of placement (Bachman, 1990). After it has taken place, the initial assessment occurs, when the teacher determines the students' previous knowledge and detects any potential deficiencies. As recommended in Order January 15, 2021, and based on the results found, decisions and modifications are made.

In this case, students were tested following the Theory of Multiple Intelligences (Chen et al., 2009). The results showed that interpersonal, linguistic and naturalist intelligences are the most common in the class.

MOST DEVELOPED INTELLIGENCES IN THE CLASS

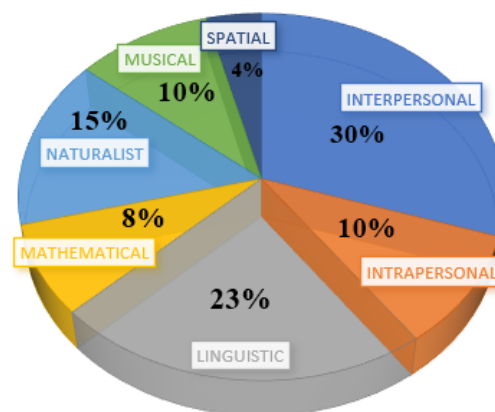


Figure 4: Results of the intelligence test. Own elaboration

Likewise, we also focused on the study of the four linguistic skills in English. For that, three levels were stated: level 1 (objectives have been successfully achieved), level 2 (objectives are in process of being achieved) and level 3 (objectives have not been achieved). The results demonstrate that receptive skills (listening and reading comprehension) are much more developed than production ones (oral and written production). Despite that, the students' level in the English language is quite high and appropriate to their age. According to the Common European Framework of Reference, students have an A2 level.

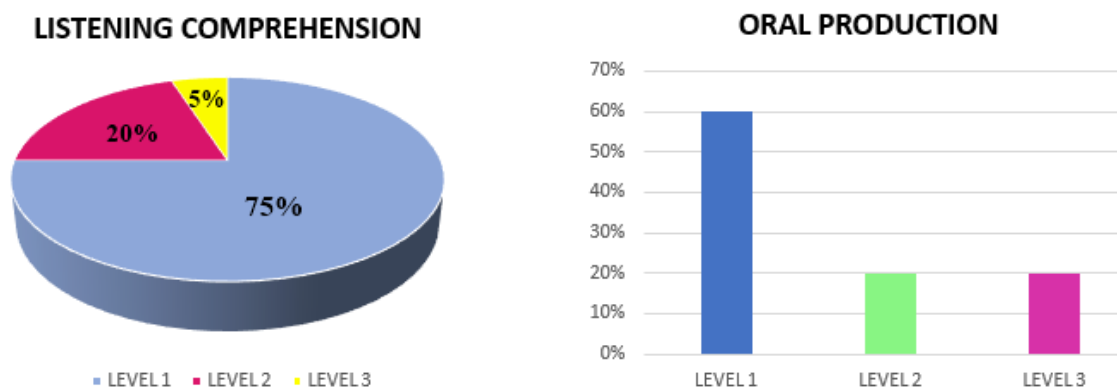


Figure 5: Results of the oral test. Own elaboration

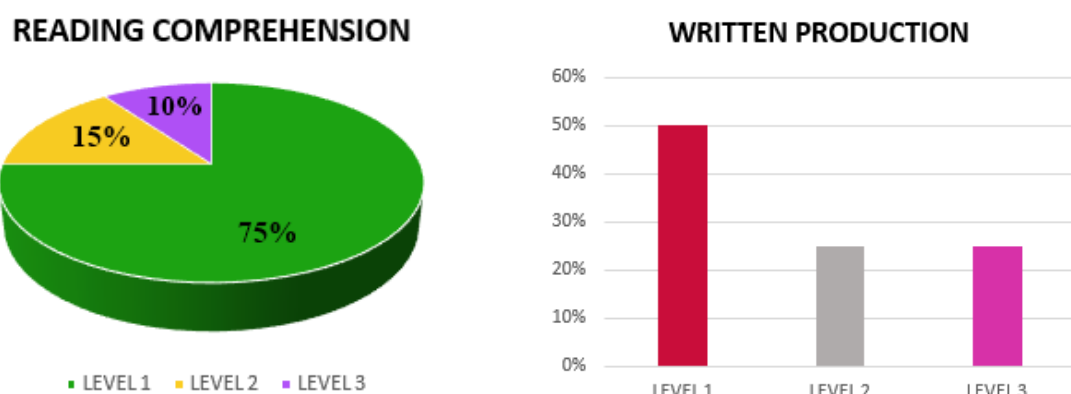


Figure 6: Results of the written test. Own elaboration

6.10.2. Formative and summative assessment

In the words of Seaton (1982, p. 59), formative assessment is the assessment of a student's mastery of specific elements which have been taught, in order to determine what still remains to be mastered". Throughout the teaching and learning process, the teacher will obtain useful feedback to make decisions with regard to appropriate modifications. For that, teachers observe the student's attitude and disposition towards the subject (e.g., participation). For example, a teacher may wish to reconsider revising and reinforcing a unit of instruction if students do not appear to have assimilated it. Some examples of formats we will adopt for this type of assessment are oral and written corrections and portfolios.

Finally, after the instruction has been completed, teachers make decisions about students based on qualitative information. This is known as summative or formal assessment (Pérez-Paredes and Rubio, 2005). The results will provide some indication of whether the curriculum outcomes were met and to what extent they were achieved. In our case, assessment tools like rubrics, portfolios and self-assessment sheets (e.g., target evaluation) will be used. However, in accordance with legal regulations, formative assessment will be given priority over final marks, therefore emphasising the entire process rather than a final score.

6.10.2.1. Assessment criteria

On the one hand, a first consideration will be the assessment criteria for both areas, English and Social Sciences, which are retrieved from Order January 15, 2021.

ASSESSMENT CRITERIA
• FIRST FOREIGN LANGUAGE
AC.03.02. Comprehend and recognise the basic syntactic structures as well as a frequent lexical repertoire related to daily-life topics and school, and express interests, needs and experiences in different contexts, inferring the meaning of the new lexicon through the context in which it appears- CLC, LLC, SIE.
AC.03.04. Perform brief and simple monologues and dialogues, applying basic expression strategies and a repertoire of expressions learnt by heart and previously worked formulas- CLC, LLC, DC, SIE, CAE.
AC.03.06. Identify the general meaning and main ideas of short and simple texts on paper or digital: adapted readings, comics, letters, etc. adapted to their age and contextualised for different contexts with supporting elements- CLC, LLC, CAE, SIE.
AC.03.09. Create personal texts covering the most frequent communicative functions, using basic strategies, appropriate syntactic structures and applying the knowledge acquired and a vocabulary adapted to the school and family context- CLC, LLC, DC, CAE, SIE, SCC.

● SOCIAL SCIENCES
AC.03.02. Develop responsible attitudes and study habits that emphasise the capacity for personal effort and stimulate strategies that favour creativity and critical judgment- LLC, SCC, SIE.
AC.03.12. Explain, individually and in a group, the characteristics of each historical period to acquire a global perspective of its evolution: ordering and locating in time and space the most relevant historical events in the history of Andalusia and Spain- CLC, CAE, DC, SCS, LLC.
AC.03.13. Develop curiosity to learn about human life in the past, using strategies that promote inquiry and the search for information about past events- CAE, DC, LLC, SCC.

On the other hand, the didactic assessment criteria for this work will be:

- Recognise the Peninsular War and its main features
- Identify the Battle of Bailén within the Peninsular War and connect their events
- Evaluate historical facts from an analytic perspective
- Listen to and participate in informal discussions with classmates, developing simple communication strategies
- Understand and talk about historical facts by using the past simple and related vocabulary, both in oral and written formats
- Appreciate the history of their town as part of their cultural heritage

6.10.2.2. *Assessment tools*

The teacher will use several rubrics to assess the student's attitude and performance throughout and at the end of the unit. These tools are defined as “documents that articulate the expectations for a set of assignments, by listing the assessment criteria and by describing levels of quality” (Panadero and Jonsson, 2013). Furthermore, Jonsson (2014) adds its increased transparency and decreasing anxiety, unlike traditional exams.

ASSESSMENT OF STUDENTS' BEHAVIOUR			
CRITERIA	COMPLETELY	PARTIALLY	NOT AT ALL
INTEREST (7,5%)			
Gets excited when some challenges are presented			
Frequently asks useful questions			
Listens to explanations attentively			
Finishes the exercises on time			
PARTICIPATION (7,5%)			
Volunteers when the teacher proposes some activities			
Offers interesting ideas for the development of the lesson			
ATTITUDE (7,5%)			
Maintains a positive attitude during the lessons without disturbing its development			
Uses the foreign language and values its importance			
Encourages other classmates to participate			

SOCIAL SKILLS (7,5%)			
Helps other classmates when necessary			
Pays attention to and respect others' opinions			
Proposes original and creative ideas for the group			
Shows a positive attitude when working in groups			
Can organise planning within the group			
TOTAL: /30%			

Likewise, we will use portfolios as a mixture of formative and summative instruments containing the results of students' work, such as drawings, projects or reflections (Ioannou-Georgiou and Pavlou, 2003):

ASSESSMENT OF STUDENTS' WORK			
CRITERIA	EXCELLENT	AVERAGE	NEED TO IMPROVE
Work samples (5%)	Work samples are high-quality and relate to the goal of the portfolio	Several artefacts and samples have to do with the purpose of the portfolio	Work samples have no relation with the purpose of the portfolio
Explanations (5%)	Explanations are very precise, clear and concrete	Despite some inconsistencies, explanations are clear	Explanations are scarce or very poor
Critical appraisal (5%)	Reflections show maturity as well as accomplishments and include realistic goals	Reflections are appropriate although some improvement proposals should be considered too	Reflections are very short and do not show real understanding or critical sense

Readers engagement (5%)	The message is clear and includes colours, titles, subtitles or drawings	Some visual aids (e.g., diagrams, tables, arrows) help understand the message	The portfolio just includes texts with no visual aids
Writing skills (5%)	Almost no errors are found in grammar and spelling, understanding writing rules	Over four errors are located in grammar or spelling	There is a clear misunderstanding of writing rules, finding grave errors
TOTAL: /30%			

Following the model provided by Dale and Tanner (2012, p. 236), we will place an especial emphasis on the 4 C's, therefore showing the interrelationships between the four contextualised building blocks of CLIL. Then, we will finally assess the final task (the creation of a short documentary of the Battle of Bailén) as follows:

ASSESSMENT OF THE FINAL TASK					
4 C's	CRITERIA	EXCELLENT	AVERAGE	NEED TO IMPROVE	%
CONTENT	Information	Information is well-chosen and presented: nor too much neither too little	Some data may be partly wrong but the ideas are appropriate and well-understood	There is much information missing or extra	10 %
	Structure	The structure of the video is logical: introduction-development-conclusion	The structure of the video is appropriate although some inconsistencies are found	The video does not have a logical structure but information is presented randomly	
	Understanding	The presentation makes visible students' comprehension of the Battle of Bailén	Despite some minor errors, the presentation demonstrates students' understanding of the content matter	The presentation illustrates that students have not understood the Battle of Bailén	

COGNITION	Succession of events	Students can order historical events, showing the connection among each other	With some slips, the events are appropriately ordered and related	Students do not include dates or find connections among the historical events of the war	10 %
	Critical appraisal	Students analyse historical events by applying critical sense and reaching coherent conclusions	Generally, students apply critical sense when analysing the impact of historical events	Critical thinking skills are scarce. The presentation is too theoretical without personal touch	
	Creativity and use of technology	The video is quite original and creative, including visual aids and effects	The video is overall entertaining and enjoyable	The video is deeply flat and does not stand out	
COMMUNICATION	Body language	Students make use of their bodies (gestures, movements) to make the message clearer	Sometimes body language helps students organise and continue the script	Students stay rigid with no movements or paralanguage strategies	10 %
	Pronunciation	Pronunciation is excellent as well as intonation and word stress	Pronunciation, intonation and word stress are overall good despite some errors	Many errors are found in pronunciation, word stress and intonation	
	Vocabulary and grammar	Students successfully use the vocabulary and the grammar acquired	The vocabulary and grammar taught are used although need some improvement	Vocabulary range is not wide and grammar is not well used	
	Fluency	Students are quite fluent and their speech sounds very natural	Despite some unnecessary pauses, learners are fluent	Students find it difficult to connect sentences	
	Audience involvement	Students employ verbal and non-verbal strategies to	Some strategies are used to grab the attention of the audience	Students cannot use strategies to make the video more enjoyable	

		appeal to the audience			
C U L T U R E	References to their context	Students can recognise the impact of the Battle of Bailén on their sociocultural context	Without fully understanding, students can recognise the impact of the war on their town	Students cannot relate the Battle of Bailén to their own lives	10 %
	Changes in society	Students strongly realise and compare how society has changed throughout time	Students make an appropriate analysis of previous and current lifestyles in society	Students cannot perceive any changes concerning lifestyles of the era	
	TOTAL: /40%				

In a similar way, summative assessment will focus on two poles: students and teachers. In other words, they will have the opportunity to reflect on their work, determining their strengths and weaknesses (Andrade, 2010). On the one hand, students will evaluate their own work. Due to the variety of arrangements, three types of assessment are considered: individual, peer and group work self-assessment⁷. In this manner, each member of the group will be evaluated to check his/her efficiency within it. Similarly, they will be able to give their opinions about their teachers' practice too⁸. On the other hand, teachers will evaluate learners' performance and their own work in terms of methodology, materials used or the implementation of CLIL⁹, among others. After that, it is key to providing insights into ways towards improvement, as Stern (1992) put forward.

⁷ See appendix 11

⁸ See appendix 12

⁹ See appendix 13

7. CONCLUSION

The present work has shown the connection between CLIL programmes and History teaching. Through a CLIL proposal for primary education students, students are asked to reflect on relevant issues about their closest environment. Furthermore, exposure to contextualised learning will encourage learners to use the target language in an instinctive way. For that, scaffolding techniques and communication strategies are of utmost importance to promote life-long learning.

Despite the fact that Social Sciences is one of the most common areas taught in bilingual programmes, History is still disregarded. Because of its complexity or abstraction, teachers may find it difficult to select shared elements between the area and the first foreign language. However, after applying the theoretical framework to this proposal, it is unquestionable that History leads students to achieve high-order thinking skills while acquiring contextualised and authentic language. Namely, convergent thinking becomes crucial and should not be overlooked.

However, some limitations could be found. As we have mentioned throughout the document, the History area still maintains a traditional style of teaching. As a result, only a few teachers can develop their work beyond the textbooks and adopt communicative approaches. Implementing such innovative programmes actually entails a series of changes that every stakeholder must embrace, not only content and language teachers but also assistants, school members and, of course, families.

As future prospective research lines, greater importance should be placed on the didactics of History. In other words, teachers' training and research are equally important for educators to possess both theoretical and practical skills. By the same token, projects about History can also be emphasised, which will certainly facilitate the connection among subjects and a more effective implementation of CLIL.

All in all, we would like to conclude this MA dissertation by asserting that coordination will be the key to the success-prone application of CLIL. Additionally, as a result of using it, students will become protagonists of their own learning and, as such, will be prepared for life as competent and multilingual citizens in the future.

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9. APPENDIXES

Appendix 1.- Reinforcement activities

- The Peninsular War

0:22 ✓ 0

What happened in Madrid on the 2nd of May?



A The French army entered Spain for the first time

B The Spanish citizens protested against the French soldiers

C Napoleon ordered Portugal to declare war on Britain

D Portugal signed the Treaty of Fontainebleau

Puntuación x2 50:50 Tiempo extra

1 de 10

Link: <https://wordwall.net/es/resource/57653029/the-peninsular-war> (my own creation)

- Characters in History

0:26

Napoleon Bonaparte: He was the French army leader who ruled France from 1799 to 1814

Maria Isabella: She is the representation of reason in the battle of Bailén. She helped her men to help the Spanish soldiers.

General Dupont: He was renowned count by Napoleon and ordered to conquer Andalusia

General Castaños: He was the Spanish author of the victory of Bailén in 1808

Godoy: He was the main political character during the reign of King Charles IV of Spain





Enviar respuestas

Characters in history

Compartir

Link: <https://wordwall.net/es/resource/57654165/characters-in-history> (my own creation)

- Vocabulary



Link: <https://wordwall.net/es/resource/57653194/vocabulary-the-peninsular-war> (my own creation)

- Past simple



Retrieved from

<https://wordwall.net/es/resource/11928697/past-simple/make-a-question-in-the-past>

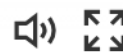
1:03

¡Correcto!

♥♥♥ ✓ 8

Past of SHOUT

						RODE	WENT
CRIED	ATE					LIKED	DREW
	SHOUTED	JUMPED	CARRIED	WROTE	ROLLER SKATED		



Retrieved from

<https://wordwall.net/es/resource/10362345/verbs/regular-and-irregular-verbs-past-simple-crossword>

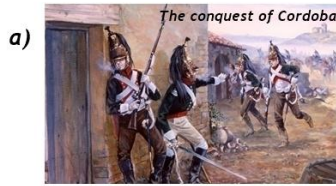
Appendix 2.- Introductory video



Link: <https://youtu.be/DNxey5dTlek> (my own creation)

Appendix 3.- Order and match exercise

1. Order the following images about the Peninsular War and match them with their corresponding dates



It occurred on Ju _____



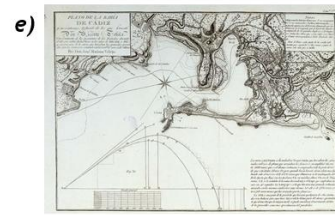
It took place _____ 1808



It was on Ju _____



It happened on _____



It was on _____

DATES:

- ⦿ October 1807
- ⦿ On the 2nd May of 1808
- ⦿ June 1808
- ⦿ July 1808
- ⦿ February 1810

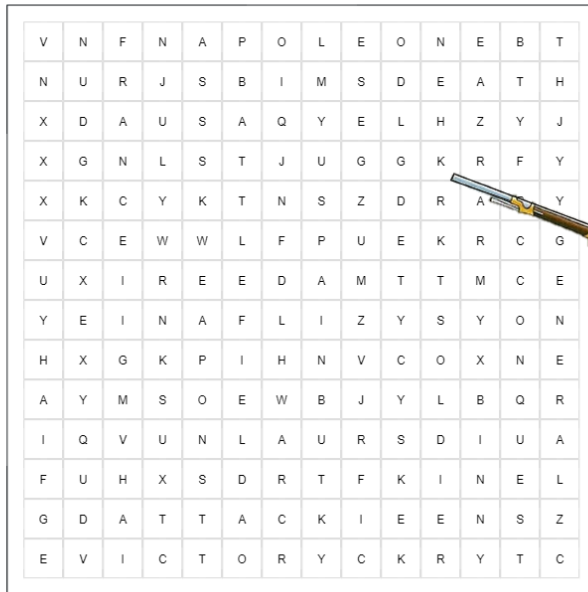
Appendix 4.- KWL template

Topic:

K	W	L
What I know	What I want to know	What I learned
		

Appendix 5.- Crossword

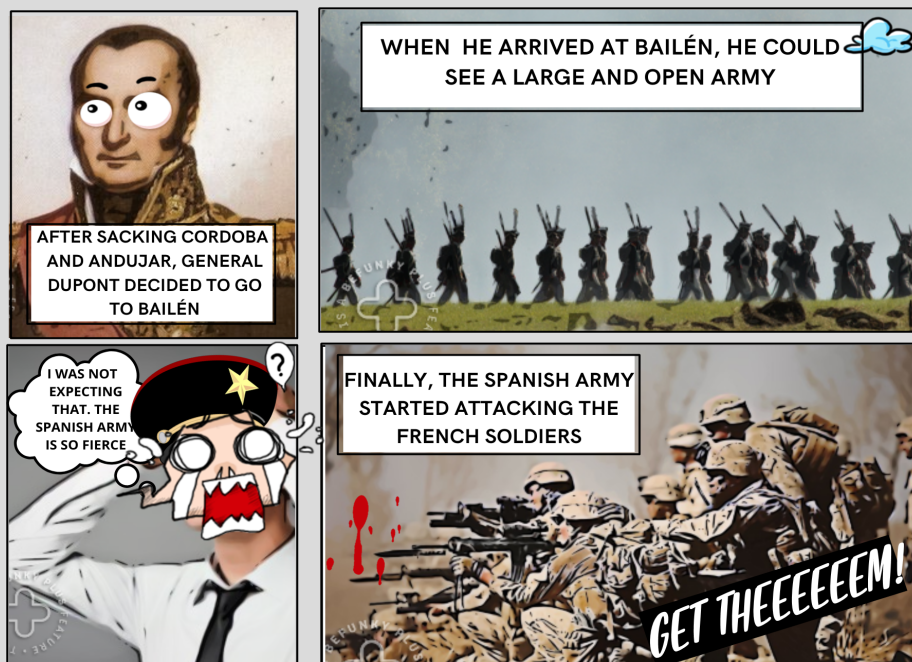
The Battle of Bailén

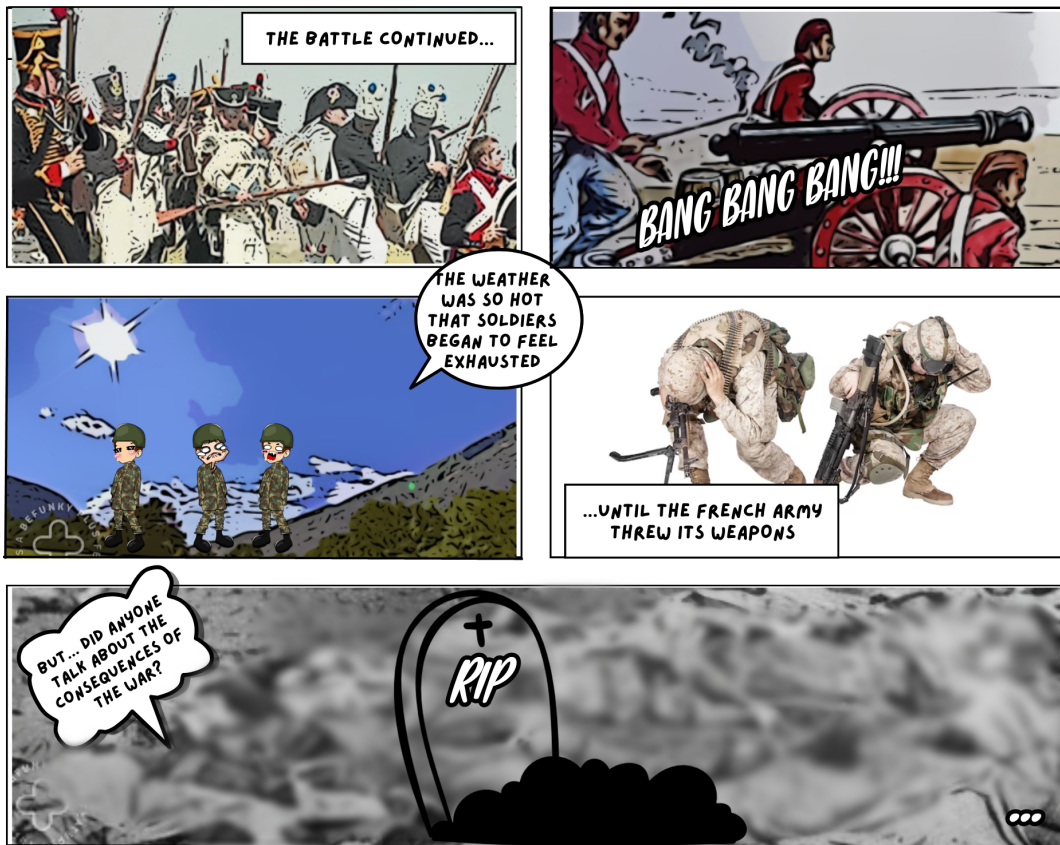


Words:

- *Soldier*
- *Jug*
- *Battlefield*
- *Victory*
- *Napoleon*
- *Death*
- *Attack*
- *Spain*
- *General*
- *Conquest*
- *Weapon*
- *July*
- *France*
- *Army*

Appendix 6.- Comic strips





Appendix 7.- Thinking routine template

Topic:

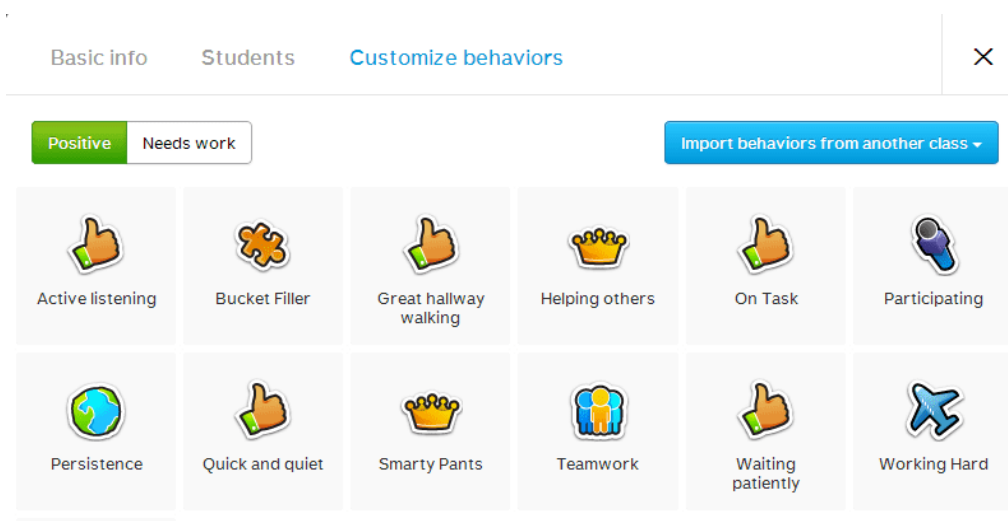
I used to think...



Now, I think...



Appendix 8.- Class Dojo rewards



Appendix 9.- Tour around Bailén



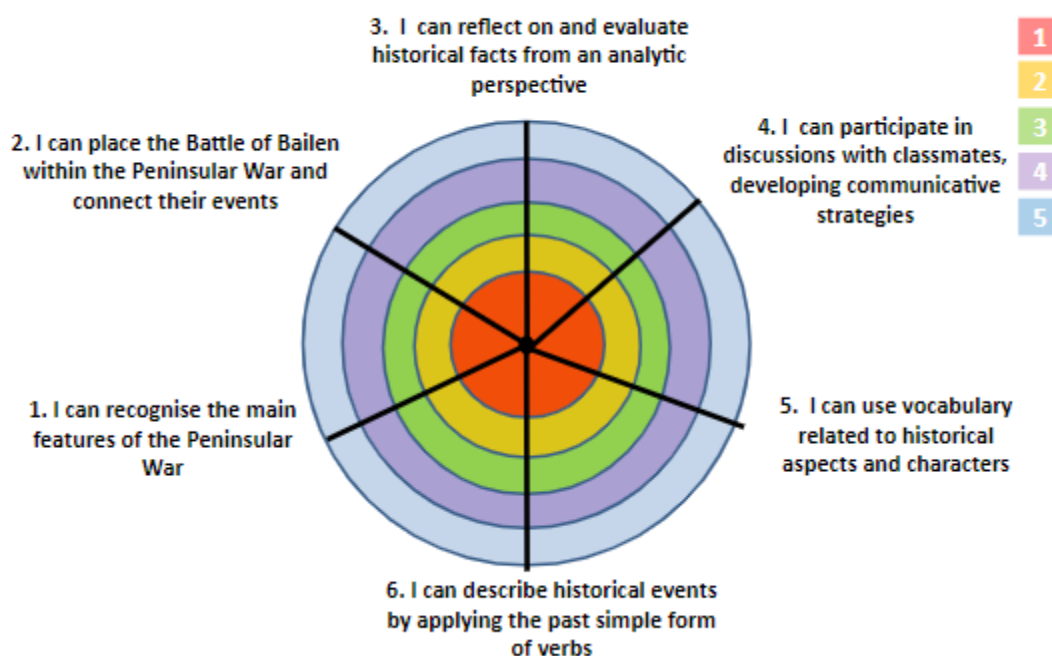
Appendix 10.- Historical cards



Appendix 11.- Self-assessment sheets

• INDIVIDUAL (TARGET EVALUATION)

On a scale of 1 to 5- where 1 is "I know perfectly" and 5 is "I am not sure"- please rate the following assessment criteria of the unit: "The Battle of Bailén".



• PEER ASSESSMENT

DID YOUR PARTNER...?			
CRITERIA	YES 👍	SOMETIMES ツ	NO 👎
Show a positive attitude towards you and the activity			
Suggest new and interesting ideas for the work			
Consider your opinions and respect turn-taking			
Participate equally in the completion of the work			
Follow the rules provided by the teacher			
Concern about finishing the activities on time			
Make an effort to do the work well			

● GROUP WORK SELF-ASSESSMENT SHEET

Instructions: Write the name of each partner in his/her corresponding monster. Then, assess the work of each member within your group.



Suggests new ideas - ☐ ☐ ☐ ☐ +
 Listens to others and respects other ideas - ☐ ☐ ☐ ☐ +
 Maintains a positive attitude and motivates others - ☐ ☐ ☐ ☐ +
 Keeps calm when some problems arise - ☐ ☐ ☐ ☐ +



Suggests new ideas - ☐ ☐ ☐ ☐ +
 Listens to others and respects other ideas - ☐ ☐ ☐ ☐ +
 Maintains a positive attitude and motivates others - ☐ ☐ ☐ ☐ +
 Keeps calm when some problems arise - ☐ ☐ ☐ ☐ +



Suggests new ideas - ☐ ☐ ☐ ☐ +
 Listens to others and respects other ideas - ☐ ☐ ☐ ☐ +
 Maintains a positive attitude and motivates others - ☐ ☐ ☐ ☐ +
 Keeps calm when some problems arise - ☐ ☐ ☐ ☐ +



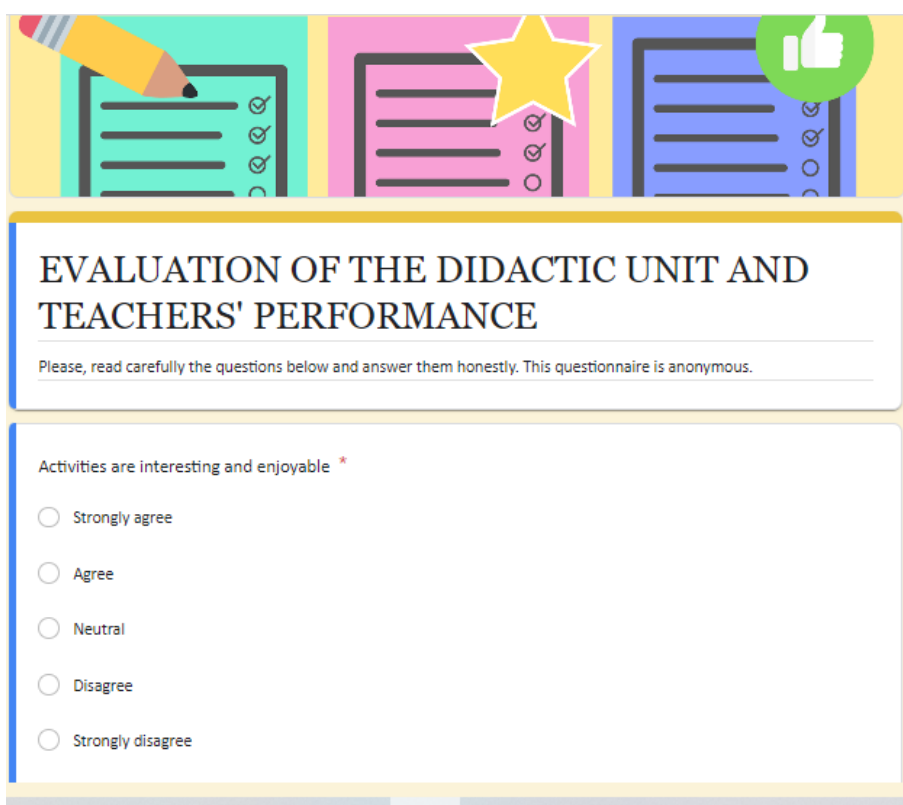
Suggests new ideas - ☐ ☐ ☐ ☐ +
 Listens to others and respects other ideas - ☐ ☐ ☐ ☐ +
 Maintains a positive attitude and motivates others - ☐ ☐ ☐ ☐ +
 Keeps calm when some problems arise - ☐ ☐ ☐ ☐ +

SCORES



Always - ☐ ☐ ☐ ☐ +
 Normally - ☐ ☐ ☐ ☐ +
 Sometimes - ☐ ☐ ☐ ☐ +
 Hardly ever - ☐ ☐ ☐ ☐ +

Appendix 12.- Teachers' evaluation on the part of learners



EVALUATION OF THE DIDACTIC UNIT AND TEACHERS' PERFORMANCE

Please, read carefully the questions below and answer them honestly. This questionnaire is anonymous.

Activities are interesting and enjoyable *

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

Link: <https://forms.gle/8WWcDpTHudXbhjY5A>

Appendix 13.- Teachers' self-assessment

ITEMS	EXCELLENT	GOOD	AVERAGE	NEED TO IMPROVE
OBJECTIVES				
The objectives set are appropriate for the student's age and interests				
CONTENTS				
Contents are suitable to the student's age and features				
MATERIALS				
Materials facilitate the acquisition of the content matter and the assessment				

METHODOLOGY				
The methodologies used are in accordance with CLIL principles				
Methodologies are based on a constructivist approach (TBL, Cooperative Learning)				
The teacher acts as a facilitator in learning				
ASSESSMENT				
Assessment is global, continuous and formative				
A variety of tools are used to assess students' performance				
CLIL				
There is a real integration of language and content				
Cooperation with partners is present				
Enough linguistic scaffolding is provided				
The 4C's are considered: Content, Cognition, Communication and Culture				
PERFORMANCE IN CLASS				
Variety of interaction patterns take place				
The teacher's role adapts to every situation				
The instructions are clear				
Activities pursue life-long learning				