

Master's Dissertation/
Trabajo Fin de Máster

**FOSTERING INCLUSION IN CLIL:
A DIDACTIC PROPOSAL FOR
DYSLEXIC STUDENTS**

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Resumen:

Las políticas europeas hacen cada vez más evidente el papel tan esencial que tiene el inglés en la formación de las futuras generaciones. En este contexto, el bilingüismo supone un obstáculo añadido para todos aquellos alumnos con dificultades de aprendizaje. Entre ellas, la dislexia, cuya presencia en las aulas tiende a ser confundida con comportamientos desadaptativos. La falta de preparación del profesorado en materia de atención a la diversidad se acentúa en contextos bilingües, realzando la necesidad de investigaciones que permitan suplir su formación. Esta propuesta didáctica nace con el objetivo de proporcionar una guía a todos aquellos profesores que quieran dar una oportunidad al bilingüismo, pero no sepan cómo atender adecuadamente a la diversidad en el proceso. Para ello, en primer lugar, se hace una aproximación al concepto de dislexia y a sus distintas clasificaciones y características. En segundo lugar, se describe la metodología AICLE y se redactan orientaciones para el profesorado. Por último, se desarrolla una propuesta didáctica AICLE donde se atiende a las necesidades de un alumno ficticio con dislexia superficial.

Palabras clave:

AICLE; dislexia; atención a la diversidad; adaptaciones; orientaciones; propuesta didáctica.

Abstract:

European policies are making it increasingly evident that English is an essential part of the education of future generations. In this context, bilingualism is an additional obstacle for pupils with learning difficulties. These include dyslexia, whose presence in the classroom tends to be mistaken for maladaptive behaviours. The lack of teacher training in attention to diversity is heightened in bilingual contexts; hence the need for research able to supplement their training. The aim of this didactic proposal is to provide guidance to all those teachers who want to give bilingualism a try, but do not know how to effectively cater for diversity in the process. To this end, firstly, an approximation to the concept of dyslexia is made, as well as to its different classifications and characteristics. Secondly, CLIL methodology is described and guidelines for teachers are given. Lastly, a CLIL didactic proposal is developed, addressing the needs of a fictitious pupil with superficial dyslexia.

Key words:

CLIL; dyslexia; attention to diversity; adaptations; orientations; didactic proposal.

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1. INTRODUCTION

With the arrival of the 21st century, new societal demands arose due to globalisation and the rapid development of information and communication technologies (Voogt & Roblin, 2012). Without going any further, English has emerged as a crucial tool for future generations to communicate, internationalise and participate globally as citizens of the world (Chang, 2015).

In order to meet the new demands of this era, many European policies have opted for fostering bilingualism and multilingualism across the curriculum (Lasagabaster & Huguet, 2007). And even though there is a heterogeneous panorama regarding the implementation of such education, CLIL (Content and Language Integrated Learning) stands out as one of the most promising approaches (Marsh, 2002) with the potential of addressing many of the shortcomings of traditional Foreign Language (FL) education (Harrop, 2012).

In Spain, the teaching of English as a foreign language started being promoted in the 70's with the enacting of *Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa*, being eventually introduced at earlier stages with the upcoming educational laws. In addition, with the *Ley Orgánica 2/2006, de 3 de mayo, de Educación*, which promotes instruction in the foreign language in bilingual schools, several CLIL projects, methods and programmes began to be launched across the country.

In this process, attention to diversity is key to ensure that all the students reach their maximum educational and social development, as stated in the *Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa*, and the current *Ley Orgánica 3/2020, de 29 de diciembre, por la que se Modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación*. Moreover, in the regional framework, the *Ley 17/2007, de 10 de diciembre, de Educación de Andalucía* refers to the importance of providing an education that takes the necessary measures to cater for the different characteristics and needs of pupils.

Regarding the latter, it should be noted that according to the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V), between 5% and 10% of school-aged children are dyslexic (American Psychiatric Association, 2018). This entails an added difficulty that is intensified in a bilingual or semi-bilingual context (Ariguita, 2016, as cited in Martínez & Belmonte, 2020).

In bilingual schools, the lack of teacher training regarding attention to diversity, and more specifically, dyslexia, has led to numerous cases of students who feel frustrated and anxious

because of their difficulty to access the information that is delivered to them in a code they do not understand (Carranza & Rodríguez, 2017). Furthermore, if in a Spanish context, these pupils struggle following the ordinary rhythm of lessons, all the more so in an English setting (Martínez & Belmonte, 2020).

However, as mentioned above, CLIL is a promising approach, which fosters communication and meaning over form, without disregarding the latter (Puffer, 2007). These characteristics make it a suitable choice for catering to the needs of students who manifest reading and writing difficulties (Urraca, 2012). However, research in this matter is almost inexistent (Pedrero & Solís, 2020). Therefore, this project is born with the aim of shedding some light and guidance to all those CLIL and/or non-CLIL teachers who want to give bilingualism a try, but do not know how to effectively tackle diversity in the process.

2. OBJECTIVES AND PROCEDURE

This dissertation is pedagogically-oriented. Its main purpose is to design a didactic unit in which CLIL is used as an inclusive approach to attend to dyslexic students.

To this end, firstly, a definition of dyslexia and its different classifications will be provided. Secondly, CLIL methodology will be described and presented as a profitable choice in catering for this learning difficulty. Thirdly, some guidance for CLIL teachers will be provided. And lastly, a didactic proposal will be designed, addressing all the following sections: justification, contextualisation, objectives, competences, contents, timing, step-by-step planning, materials and evaluation. Finally, some general conclusions will be drawn at the end of this project, including the different limitations encountered.

3. WHAT IS DYSLEXIA?

3.1. Evolution of the concept

The first concerns trying to explain and conceptualise this condition (not yet called dyslexia), arose in the field of medicine, especially by ophthalmologists and neurologists (e.g. Morgan, 1896; Hinshelwood, 1900; Orton, 1925). But eventually, this subject started to be shared with psychologists, sociologists, educators and speech therapists (Guardiola, 2001).

Etymologically, *dyslexia* means difficulty with words, with language. It comes from the Greek *dys-*: difficulty, poor, bad, inadequate, and *lexis*: words or language. Therefore, as indicated by its etymology, this concept does not only refer to reading problems, but also alludes to other aspects of language (e.g. spelling, writing, orthography) (Doyle, 2008).

The term was coined in 1872 by the German professor and Doctor, Rudolf Berlin. He used it to describe “the temporary loss of the ability to read in an adult individual due to a brain injury” (Aristizábal & Leguizamón, 2012, p.2). A definition that is in line with the concept of “acquired dyslexia”, which will be explained later in this dissertation.

Before the term dyslexia was conceived, many different names had been used to try to define this difficulty. In fact, according to Rincón (2006), there are as many names and definitions of this notion as there are theoretical points of view trying to conceptualise it as accurately as possible. For instance, "congenital word blindness, verbal visual amnesia, partial illiteracy, bradylexia, congenital alexia, congenital dyslexia, congenital symbolic amblyopia, congenital typhlexia, constitutional dyslexia, primary reading delay, specific dyslexia, specific reading disability and strephosymbolia" (Hynd & Cohen, 1987, as cited in Rincón, 2006, p. 143).

With regard to its meaning, in accordance with what Moreno and Vidal (2019) state, “there is no concrete and exact definition of dyslexia, as each person is affected by it in a different way. That is why each author who has studied this difficulty or disorder has given his or her own contribution, based on a substantiated experience” (p. 192).

In 1992, Thomson described dyslexia as a severe difficulty with the written form of language, independent of any intellectual, cultural and emotional cause. Herrera (2007, as cited in Barrena, 2015) explains that it is a significant and consistent cognitive difficulty that affects those linguistic skills associated with reading and writing, especially: (a) the transition from visual to verbal coding; (b) short-term memory; (c) order perception; (c) sequencing; (d) phonological discrimination; and (e) perception of letter features. In addition, this psychologist and speech therapist adds that dyslexia manifests a difficulty in reading automatisation, problems with spelling and also with arithmetic calculation (Herrera, 2007, as cited in Barrena, 2015). Nowadays, the most widely accepted definition of dyslexia is the one provided by the International Dyslexia Association (2002)¹:

¹ Cf. International Dyslexia Association. (2002, November 12). *Definition of Dyslexia*. International Dyslexia Association. <https://dyslexiaida.org/definition-of-dyslexia/>

Specific learning difficulty, neurobiological in origin, characterised by difficulties in accurate and fluent word recognition, spelling and decoding². These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Despite having laid out the concept of dyslexia, a deeper insight is needed to better understand its complexity, starting with its different types and characteristics.

3.2. Types of dyslexia and characteristics

This section has been developed taking into account the work by Hidalgo (2017). According to the latter, there are several classifications of dyslexia, but the most widely used are the ones that differentiate between acquired and developmental dyslexia; and between superficial, phonological or mixed dyslexia. The former states that if dyslexia is caused by a specific brain injury, it is acquired dyslexia. Otherwise, if there is no impairment caused by brain damage, it is developmental dyslexia.

In either acquired or developmental dyslexia, three other subtypes of dyslexia can be differentiated, according to the prevailing symptoms: superficial, phonological or mixed dyslexia. The latter classification comes from the dual-route model for reading a word:

- a) The direct route, also known as lexical or visual route, allows direct access to whole word representations (lexical representations), and immediate word recognition.
- b) The indirect route, also known as sub-lexical or phonological route, allows phonological mediation by applying the Grapheme-Phoneme Correspondence Rules (GPCR) (sound-to-letter relations).

In an expert reader, these two routes would work in tandem complementing each other, using one or the other to a greater extent depending on the situation. However, a dyslexic individual

² Cf. Experience what reading with dyslexia is by using this simulator:

Widell, V. (2016, March 3). *Dsxyliea* [Blog post]. Retrieved from <http://geon.github.io/programming/2016/03/03/dsxyliea>

might show impairments in one or both routes, exhibiting diverse difficulties, which will be detailed below.

Phonological dyslexia

Due to an alteration in the phonological route, the subject has difficulty using GPCR. As a consequence, s(he) can only read through the lexical route, i.e. visual or global reading. The individual is able to read properly familiar words, but unfamiliar words or pseudo-words are extremely difficult, even impossible for him/her.

When reading them, visual errors or lexicalisation errors often occur. A pseudo-word is read as a word, e.g. sark, instead of shark. These errors can be:

- a) Substitutions of words that have visual or orthographic resemblance.
- b) Morphological or derivational errors, e.g. calculate/calculator.

Superficial dyslexia

This is the most common subtype of dyslexia. The individual struggles with the use of the lexical route, having problems to access the representations of whole words. The phonological route is used in the application of the GPCR. This allows reading words in smaller units, i.e. syllables, as well as pseudo-words. In this case, reading time is longer than that of subjects with phonological dyslexia.

When orthography and phonology do not match, the subject often makes errors of omission, addition or substitution of letters, failing to distinguish homophones (e.g. plane/plain) or pseudo-homophones (e.g. groan/grone). This is due to the fact that his/her access to the lexicon is guided by phonology rather than by the spelling of the word.

Mixed Dyslexia

This subtype only occurs in cases of developmental dyslexia. The individual shows characteristics of the two subtypes described above, which would be explained by impairments in both routes. As a consequence, the subject shows difficulties in decoding the meaning of words and is unable to read pseudo-words. S(he) often makes visual and derivational errors, semantic errors and paralexia (e.g. confusing the word "Merry" with "Christmas").

This reading disorder might have psychological effects on the subject, especially when this applies to children. In the following sections these effects and their diagnosis will be scrutinized.

3.3. Psychological effects of dyslexia

Constant frustration in everyday life affects self-esteem, self-concept and self-control (Sako, 2016). In the case of dyslexics, any new task or situation beyond their zone of proximal development (ZPD) may be perceived as a potential failure, leading to high levels of stress and anxiety (Ortiz & Soriano, 2018). This often involves some kind of somatisation: headaches, tummy aches, sleep problems and eating problems, among others. (Miller, Hynd & Miller, 2005). Dyslexics' avoidance behaviour towards these feelings is commonly misinterpreted as laziness. However, their hesitancy to carry out certain tasks is more related to anxiety and confusion rather than apathy (Sako, 2016). Moreover, the abiding confusion and frustration experienced at school often provokes dyslexics to suffer from mood swings (e.g. anger towards themselves, the teachers and the school -commonly vented on the family-, feelings of powerlessness, inferiority and incompetency, depression, discouragement, anguish and loneliness) (Ortiz & Soriano, 2018; Sako, 2016).

With regard to the impact self-concept can have on a person and his/her success in life, research suggests that after the age of ten, “it becomes extremely difficult to help the child develop a positive self-image” (Sako, 2016, p. 234). Therefore, early intervention plays a crucial role in helping these students focus on coming to terms with dyslexia, accepting themselves and looking for strategies.

3.4. Diagnosis

For the differential diagnosis of dyslexia, included within the neurodevelopmental disorders as a specific learning disorder with difficulty in reading/writing, the 4 diagnostic criteria of the DSM-5 manual (American Psychiatric Association, 2018) must be met, specifying whether the difficulties are in speed or fluency, accuracy and/or reading comprehension. These four criteria are the following:

- a) Present at least one of the following symptoms, which have persisted for at least 6 months, despite the existence of interventions aimed at treating these difficulties:

- Inaccurate or slow and burdensome reading of words (e.g. hesitant reading, accuracy errors, trying to guess words).
 - Difficulties in understanding the meaning of what s(he) reads.
 - Spelling difficulties with lack of precision (e.g. omitting, adding or substituting letters).
 - Difficulties in written expression (e.g. grammatical or punctuation errors, poor organisation of ideas).
- b) The affected academic skills are significantly below what is expected for the chronological age and interfere negatively with academic, occupational or daily life performance.
- c) Learning difficulties begin at school age, although they may not become fully apparent until the increased academic demands exceed the student's capacity for cognitive compensation (which would be in late primary school or secondary school). Thus, diagnosis is difficult before the age of 7-8 years.
- d) Learning difficulties are not better explained by other causes: intellectual impairments ($IQ > 70$), uncorrected visual or hearing deficits, other mental or neurological disorders, psychosocial adversity, lack of language proficiency and/or lack of adequate academic instruction.

Furthermore, in order to discuss dyslexia, a gap of two grades is considered, comparing the child's reading skills to the average established for his/her age group (interpersonal comparison). Aside from that, it is also taken into account that the affected reading skills are below the 5th percentile, more than 1.5 SD (standard deviation) below the level of development of other skills of the subject himself/herself (intrapersonal comparison) (Junta de Extremadura, 2019). In any case, in order to assess this aspect it is essential to take into account the support received by the student, since, if s(he) has received individualised intervention since childhood, it is likely that his/her reading skills will not be so far behind despite being dyslexic (Junta de Extremadura, 2019).

In addition, depending on the affected academic areas and the possibility of compensating for the students' shortcomings with the appropriate measures and support, the DSM-V (2018) highlights the importance of establishing the current level of severity of the subject's dyslexia:

- a) Mild level: the subject shows some difficulties related to learning skills in one or two academic areas but they are mild enough to be compensated for with the appropriate support or adaptations in the school setting.
- b) Moderate level: the subject shows significant difficulties related to learning skills in one or more academic areas. The individual is unlikely to become academically proficient without intensive support and adaptations throughout the school years.
- c) Severe level: the subject shows severe difficulties in learning skills that affect several academic areas. The individual is unlikely to develop those skills without consistent, targeted, individualised and intensive instruction throughout his/her academic years. In addition, s(he) will need curricular adaptations and support services at home, at school and at work, since s(he) may not be able to perform some activities effectively.

The concept and complexity of dyslexia have been showcased, as well as the obstacles it can entail for the pupil from a cognitive and pedagogic point of view. Nonetheless, in order to deal with the problems highlighted in this dissertation, it is necessary to take a closer look at the current status of attention to diversity in bilingual education.

4. BILINGUAL EDUCATION AND ATTENTION TO DIVERSITY

Nowadays, teachers are almost completely unaware of the differences in the treatment of certain disorders in the two languages in question -English and Spanish-, being unable to establish an inclusive learning environment for their students, or to adapt their lessons to the real needs of the learners (Barrios & García, 2009). According to Cummins (2017), bilingual programmes provide more pedagogical opportunities than monolingual programmes, but only if the focus is placed on the implementation of communicative pedagogies. In this case, Pavón (2018) states that the starting point has to be an accurate diagnosis of the initial communicative competence of the students, so that the programme's objectives are adjusted accordingly. Furthermore, it is also essential that before starting the implementation of bilingual education, the real benefits for the student are considered from a cognitive point of view (Urraca, 2012).

While inclusion and its implementation in schools is a relatively new field, its application in the area of English is even more so (Pedrero & Solís, 2020). For this reason, the existing literature on this topic is scarce and not very precise, so this issue remains poorly addressed:

what strategies should favour the teaching-learning processes of dyslexic pupils who study in bilingual primary schools?

First of all, the orthographic transparency of the languages involved in the bilingual programme should be considered. “People with dyslexia may present significantly different manifestations of the disorder when confronted with a deep orthography with inconsistent grapheme-phoneme matching than when confronted with a consistent and shallow orthography” (Ziegler & Goswami, 2005, as cited in Storkaas, 2014, p.10). Thus, while Spanish is a language with a consistent and transparent orthography, the bidirectional inconsistency of English makes it more challenging to learn. The implications of this when it comes to learning English as a L2 (second language) remain unclear, but it certainly requires students to acquire new literacy strategies when learning to read in the FL (Storkaas, 2014; Wydell, 2012).

Evidence has shown that although the Spanish education system has mechanisms and tools to respond to inclusive education, these are not adequately developed and therefore they are not effective enough to address the needs of students (Medina, 2016). This is even less so in a bilingual context, where learning a second language poses an added difficulty for the learners (Martínez & Belmonte, 2020).

Regarding the strategies used to work with dyslexic students, the Ministerio de Educación, Cultura y Deporte (2012) highlights the use of diversified resources and reinforcement groups within the classroom, as this is the most inclusive option. Other authors propose multisensory intervention to bring the curriculum closer to this type of student. The Orton-Guillingham method (Orton, 1966) is one of the most remarkable, since it has proven to be very effective for training dyslexic students in reading and writing (Gómez, 2017). Furthermore, it is commonly used for remedial reading instruction and it is characterised by its way of engaging the students’ auditory, visual and kinaesthetic learning pathways (Orton, 1966).

Letters (graphemes) that represent sounds (phonemes) are presented to the students and immediately synthesised into words. By introducing the graphemes and their corresponding foreign language phonemes through multiple modalities, students are not restricted to one form of input (i.e., auditory as in a "natural" communication approach), and can "see" sounds and words by writing them, a request often made by students having difficulty in a foreign language classroom [...]. Thus, the students are simultaneously listening, speaking, reading, and writing the second language. (Sparks, Ganschow, Kenneweg, & Miller, 1991, pp.106-107)

This multisensory approach provides students with additional forms of input (auditory, visual and tactile-kinesthetic), that complement each other and help the student raise his/her awareness towards the structure of language (Sparks et al., 1991).

Some other authors, such as Labrador (2016), place special emphasis on the repetition of words, on focusing on their sonority and on working repeatedly on the understanding of the spelling rules of English. This process can be very time-consuming and, as the author himself shows, difficult to achieve with such a broad curriculum. In turn, Di Francesco (2017) has shown that the use of coloured sheets or backgrounds is of enormous benefit to these students, who retained better the spelling of words on sheets with yellow backgrounds rather than on other colours. Finally, it is worth highlighting the study by Rivas (2016), which shows the enormous advantages of using Information and Communication Technologies to help students with dyslexia.

As mentioned above, there are few proposals that directly point to a relationship between an inclusive environment and the learning of a foreign language such as English. Taking into account the characteristics of CLIL, this approach emerges as a feasible option to promote inclusion and address diversity in a bilingual context (Urraca, 2012). The following sections will be devoted to explaining what this method consists of, as well as its potential use to cater for diversity, and more specifically, dyslexia.

4.1. What is CLIL? Potential of CLIL as an inclusive choice to cater for diversity

CLIL is a term created in 1994 by David Marsh that can be defined as a “dual-focused approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, Hood & Marsh, 2010, p. 1). This teaching and learning initiative integrates the learning of the FL (foreign language) and the contents of the curricular subjects (content and cognition) in a process of interaction (communication and culture) or teaching context that adopts a more natural and global approach (Coyle, 2007). The FL is not taught following a grammatical progression, as it usually happens when it is taught in isolation in a curricular subject. Instead, it is used as a vehicle for acquiring content from other subjects, being it transversely learnt in a more natural way. It is thanks to CLIL’s communicative teaching and learning approach, that the FL evolves from being relevant as an aim (learning the language) to being relevant as a means or tool for communication and transmission of knowledge (language of instruction or vehicular language).

In order to build the synergies of integrating non-linguistic content learning (content and cognition) and language learning (communication and culture), Coyle (2007) developed the 4Cs framework, which establishes the 4 general parameters of CLIL (cf. figure 1):

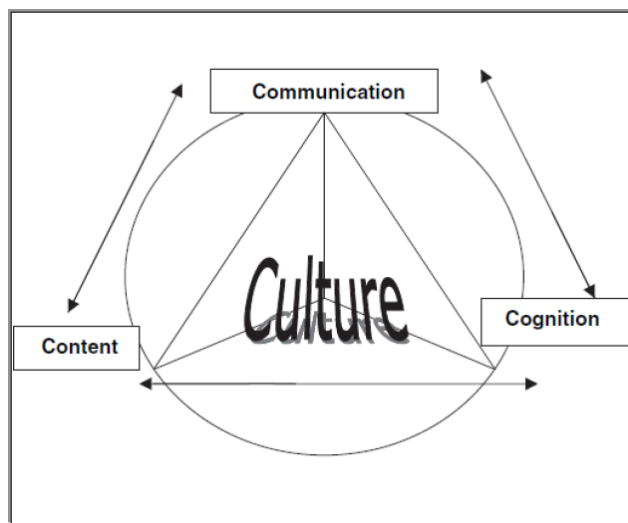


Figure 1. The 4Cs framework (Coyle, 2007, p. 551).

- a) Content: it refers to the subject matter that is going to be taught through the language of instruction, the L2.
- b) Cognition: it refers to the thinking skills involved in the process of learning. Such thinking skills are collected in Bloom's taxonomy (Bloom, Engelhart & Furst, 1956) (cf. figure 2), which represents the process of learning as a continuum progressing from LOTS (Low Order Thinking Skills) to HOTS (High Order Thinking Skills).

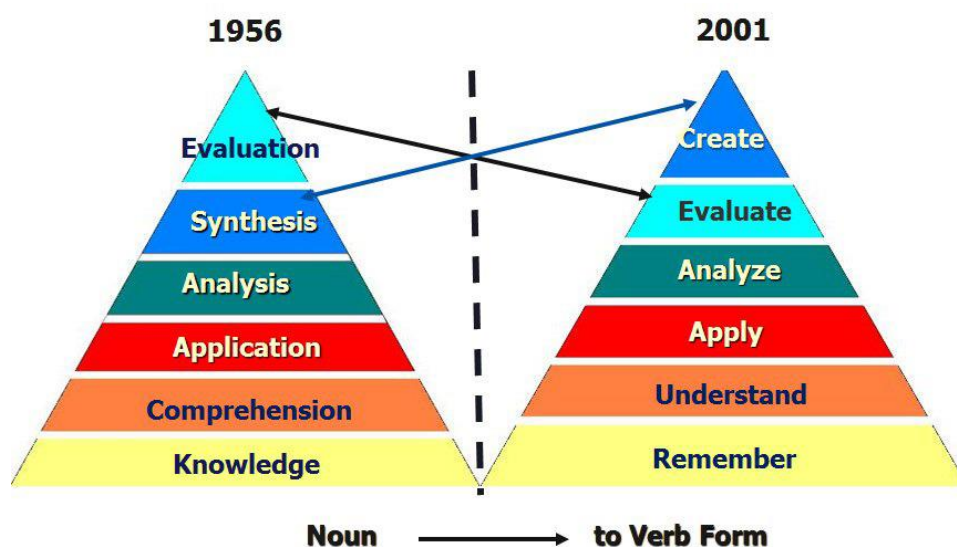


Figure 2. Bloom's taxonomy (Bloom et al., 1956), and its revised version by Anderson and Krathwohl (2001).

As shown in figure 2, the three lower floors in the pyramids represent the LOTS and the three upper ones, the HOTS. They are sorted in terms of level of cognitive demand.

- c) Communication: it refers to learning through interaction. As previously mentioned in this work, the CLIL approach fosters communication and meaning over form, without disregarding the latter (Puffer, 2007). It fosters linguistic exchanges, because, following the constructivist paradigm, it claims that knowledge is constructed in interaction with the social environment, and is based on real life-experiences (Dewey, 1938).

In CLIL, several dimensions of language are addressed. According to Cummins (1979), these are:

1. Basic Interpersonal Communication Skills (BICS), i.e. conversational language.
2. Cognitive Academic Language Proficiency (CALP), i.e. academic language that is used in particular fields or contexts.

In turn, Coyle et al. (2010) differentiate between (cf. figure 3):

1. Language of learning, i.e. the language used by the learners to access the concepts related to the topic.
2. Language for learning, i.e. the language required to thrive and take part in FL learning contexts.
3. Language through learning, i.e. the students' spontaneous language or linguistic needs that arise during the learning process.

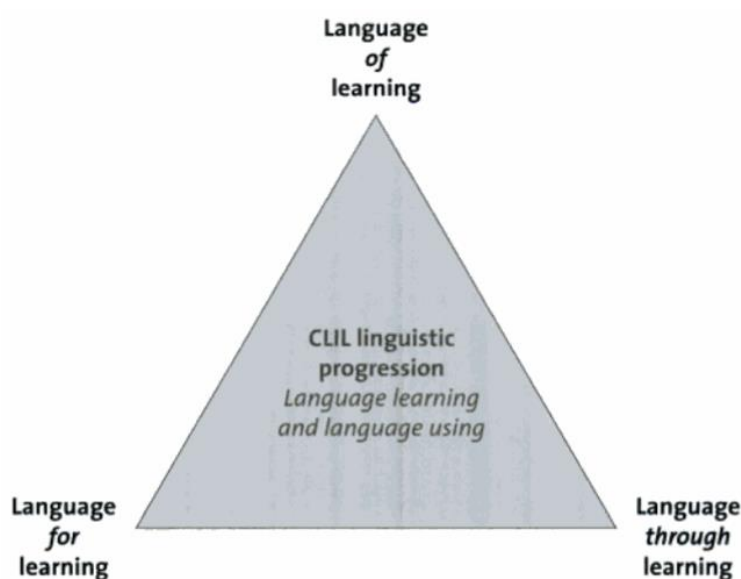


Figure 3. The Language triptych. (Coyle et al., 2010, p.36).

- d) Culture: it refers to the “intercultural understanding and global awareness in building up cooperation in learning. Culture permeates the other elements and can reinforce CLIL as a type of instruction that fuses the best of subject matter and language teaching pedagogies” (Suwannoppharat & Chinokul, 2015, pp. 242-243).

This principle is at the heart of CLIL, since one of its main purposes is to raise the student’s awareness and understanding of his/her own and foreign cultures. This is a value that is at the core of European policies, which aim to create an increasingly united and accepting society (Martínez & Belmonte, 2020).

Furthermore, CLIL is context-sensitive. Indeed, Mehisto, Marsh and Frigols (2008) claim it to be an umbrella term, as its philosophy can be adapted to different contexts and situations. However, even though this approach can be implemented in a wide range of modalities, there are a series of features that are common in all CLIL programmes (Mehisto et al., 2008):

- a) Multiple focus (the 4Cs). For it to be effective, the continuous cooperation among non-linguistic and linguistic teachers is key, as well as the engagement of other stakeholders, i.e. language assistants, families, local community, authorities and curriculum designers.
- b) Positive learning environment. Students must feel safe and comfortable while learning. The teacher is in charge of creating a positive classroom atmosphere with different groupings and working spaces (for interacting, working autonomously or even resting). Moreover, feedback must be constructive, encouraging students to identify their mistakes and learn from them. Likewise, the teacher must cater for diversity and respect the different learning pathways and paces of each student.
- c) Active learning. CLIL fosters student-centred methodologies, which invert the traditional teacher-centred understanding of the teaching-learning process, placing its focus on the students’ interests, needs, abilities and diverse learning styles (Atlantic International University, 2019).

As far as the teacher is concerned, this change of focus -from the teacher to the students- requires that s(he) leave behind his/her traditional and centralised role as the unique provider of content input, in order to become a facilitator that guides and empowers students to take control of their own learning process. With regard to the learners, they will no longer be passive agents in the teaching-learning process, but active ones. They

will take responsibility in their personal construction of knowledge, engaging in both cognitive and physical aspects of their learning (which traditionally used to rely solely on the teacher).

Some student-centred methodologies aligned with the CLIL approach are: Project Based Learning (PBL), proposed by Breen (1987), Candlin (1990) and Nunan (1989); Task based learning (TBL) (Ellis, 2000); Multiple Intelligence Theory (MIT) (Gardner, 2000); and the Flipped Classroom (Bergmann & Sams, 2012).

- d) Authenticity and meaningful learning. The teacher has to provide students with a setting that stimulates and challenges them to develop their critical thinking skills, and fosters their knowledge construction, both individually and cooperatively. Furthermore, in order for meaningful and lifelong learning to take place, teachers must challenge students with different problems, situations or tasks that meet their interests and needs, and that are close to their reality and surrounding environment. To this end, the creation and use of authentic materials linking the contents to real life should be taken into account.
- e) Scaffolding, i.e. support for making contents accessible to students. The teacher plays a key role in scaffolding through the planning of an appropriate curricular progression and the sequencing of tasks, and by providing the necessary support in class to compensate the possible deficiencies that students might have in their command of the L2 (Llull & Fernández 2016). An example of scaffolding would be the use of bridging activities. This technique allows learners to build background, establishing links between new and prior knowledge. This process has proven to increase the relevance and comprehension of new concepts (Llull & Fernández 2016).

Other sorts of compensatory measures and provision of linguistic support are (Ávila & Ortega, 2016):

- Use of the oral input (e.g. aural aids, repetitions, articulation, changes of stress and intonation, use of synonyms, cognates, paraphrasing or simpler structures).
- Use of the L1 for clarification. This is not banned in CLIL methodology, although the vehicular language should be the main one used.
- Use of supplementary materials (e.g. realia, hands-on materials, all sorts of visuals, multimedia, demonstrations, graphic organisers, outlines, study guides for

differentiated instruction, adapted texts edited with highlighted areas and explanations on the margins).

- f) Coherence with the curriculum. CLIL is a student-centred approach whose implementation requires “enhancements to the learning environment that teachers and curriculum developers must integrate into existing curricula (...). These include problem contexts, evaluation mechanisms, and tools or scaffolds to support both student learning and teacher management (...)” (Brush & Saye, 2000, p. 80).

In addition, when designing or selecting an exercise, activity or task, CLIL teachers must know their students’ already acquired skills (Lower or Higher Thinking Skills). This information is crucial for them to adjust the degree of difficulty which challenges should have to better fit their students’ needs and characteristics.

Challenges must always be suitable for the students’ linguistic and cognitive skills, as well as reachable, but never too dull or predictable. Otherwise, no significant learning would take place and the students’ interest could be lost, not to mention the frustration that students might feel when they are not able to complete an exercise, activity or task that exceeds their cognitive or linguistic skills (Ávila & Ortega, 2016).

4.2. Attention to diversity in CLIL

The flexibility of CLIL and its underpinning principles make it a cutting-edge methodology with the potential to promote an inclusive response to students’ diverse needs and characteristics. However, research in this field is still rather incipient.

Despite this, Madrid and Pérez-Cañado (2018) have been able to distinguish three main fronts. The first one is purely theoretical as it proposes different measures to be set in CLIL programmes to attend to students’ diverse needs and characteristics (Araque & Barrio, 2010, as cited in Madrid & Pérez-Cañado, 2018). The second line of research is qualitative, as it encompasses studies which collect and analyse the opinions of the educational stakeholders involved in CLIL settings. These have made evident that even though catering for diversity is a hot topic nowadays, many CLIL and non-CLIL teachers do not feel properly equipped and supported to foster high quality and inclusive education (Pena -Díaz & Porto-Requejo, 2008, as cited in Madrid & Pérez-Cañado, 2018). Finally, the third set of quantitative research is focused on assessing the repercussions of variability in CLIL programmes in terms of learners’

cultural and socioeconomic backgrounds, social milieu (i.e. urban and rural) and degree of content acquisition achieved in CLIL or non-CLIL settings (Fernández-Sanjurjo, Fernández-Costales & Arias-Blanco, 2017; Rascón & Bretones, 2018; Alejo & Piquer-Píriz, 2016; Madrid & Barrios, 2018, as cited in Madrid & Pérez-Cañado, 2018). These studies have yielded results that show significant differences in the variability of settings in which CLIL is implemented, all “in favour of the urban contexts, students with a higher socioeconomic level, and in private and public bilingual schools” (Madrid and Pérez-Cañado, 2018, p. 244).

In an attempt to foster an inclusive response to this diversity and variability through the CLIL approach, Madrid and Pérez-Cañado (2018) propose the following general lines of action:

- a) Gathering data on pupils’ educational needs and characteristics both from parents and school reports from previous years.
- b) Dividing the larger group into smaller, flexible groupings to promote cooperation and peer-tutoring.
- c) Lowering pupils’ affective filter by:
 - Simplifying learning situations, providing scaffolding and making content and language input comprehensible for students.
 - Creating a bank of activities (curricular and extracurricular) to attend to students’ needs, support their learning and nurture their interests.
 - Using ICTs and a wide range of materials that are consonant with the students’ learning pathways and paces.

Although these measures can and should be applied in any school context, their lack of precision may result in teachers feeling insecure when trying to meet their students’ needs. Thus, in order to specifically address learners with dyslexia, detailed information on feasible adaptations for them will now be examined.

4.3. Adaptations and measures to attend to dyslexia in the CLIL classroom

Since there are no specific guidelines regarding how to cater for the needs of dyslexic students in the CLIL classroom, the *Guía para el éxito escolar del alumnado con dislexia* (Dirección General de Innovación Educativa y Atención a la Diversidad, 2016) will now be taken into account to explain this section. According to this guide, when it comes to teaching English to

students with dyslexia, the most commonly used methods are the dispensatory and compensatory ones.

On the one hand, dispensatory methods are those which make it easier for the learner to tackle the work at hand, in an attempt to mitigate the difficulty of the task. These methods propose a series of adaptations, usually of access, including, for example:

- Allowing students to have more time to complete tasks.
- Offering the possibility of transcribing words phonetically.
- Encouraging the practical use of the foreign language among peers.
- Working on skimming (overview of written words) and scanning (detailed view of written words).
- Using the resource of brainstorming.
- Involving the student and his/her family in the teaching-learning process.
- Giving the possibility to visualise easily the grammatical structuring of sentences, as well as the structuring of verb tenses.
- Moderating the amount of compulsory readings, trying to get the student to memorise short texts before working on pronunciation and spelling.
- Persisting in the divergences with the mother tongue.
- Explaining grammatical rules as many times as necessary.
- Encouraging cooperative work and peer-tutoring.
- Facilitating the student's access to the topic beforehand, preferably by means of a summary or an outline.
- Providing the student with the texts that might be worked on during class, so that s(he) feels more confident when dealing with them (reading them aloud) in class.
- Reading out loud the contents in order to be prepared for an exam or the instructions of the activities.
- Offering the pupil the possibility of taking the exams orally, as this alternative would allow a more rigorous assessment of the knowledge acquired by the learner.

Compensatory methods, on the other hand, are all the strategies that the teacher can put in place to counteract the pupil's difficulties. These methods are closely linked to technical aids and propose some strategies such as:

- Using recordings in the sessions.
- Using text converters and/or text readers.

- Making use of word and phonological games.
- Using role-plays.
- Encouraging the use of audio-books and digital media.
- Encouraging oral presentations or other tasks to work on oral comprehension.
- Adapting the typography and presentation of texts (cf. figure 4).



Figure 4. Dyslexia Friendly Style Guide (Hewes, n.d).

Guidance towards the adaptation of a CLIL classroom has been shown. However, the next section will provide CLIL teachers with some further orientations on how they can tailor their teaching to lower the affective barriers of a dyslexic student.

4.4. Orientations for CLIL teachers

First of all, the teacher should be familiar with the causes of the student's difficulties and actively participate in the implementation of programmes and measures aimed at the improvement and development of the student (Barrena, 2015). Furthermore, empathy towards the learner is key. The teacher should have confidence in the pupil, who must perceive his/her trust on him/her, and also his/her willingness and commitment to help him/her. Moreover, it is advisable to respect, whenever possible, the interests of the student, trying to address the

affective factors that will keep the dyslexic learner motivated in learning through the FL (Wang & Wu, 2020).

Secondly, on the one hand, it is important to bear in mind that these students may often need more time to complete the tasks and may have attention and short-term memory issues, so teachers should respect their response latency, as well as incorporate techniques and use activities that will help them focus their attention (Alvarado et al., 2015). On the other hand, when the student has to perform activities that require copying a large number of words, taking notes or dictation, the teacher should previously provide him/her with printed or photocopied notes (Barrena, 2015).

Moreover, since the learner has a series of difficulties, his/her assessment should be in compliance with these difficulties, and the teacher should communicate to the learner which aspects of his or her work will be assessed. In fact, it is advisable that the pupil's progress is measured according to interest, dedication and effort made, rather than assessing his/her knowledge based on the average level of the rest of the class (DISFAM, 2015).

Last but not least, correcting in red and systematic correction of all errors in their writing should be avoided at all times. Besides, it is essential to praise and highlight the positive aspects of the work done by the student with dyslexia and to allow him/her to learn from their mistakes in whatever way possible (DISFAM, 2015).

Now, in order to enhance the assimilation and integration of all this knowledge, it is time to put theory into practice, i.e. to carry out the didactic application of the aforementioned guidelines and adaptations for a dyslexic student in a CLIL setting through the design of a CLIL didactic unit (DU).

5. DIDACTIC PROPOSAL: BECOMING HEALTH EXPERTS

5.1. Justification

The COVID pandemic has had a significant impact on every generation, affecting both mental and physical health. “Becoming health experts” arises from the students’ need to develop skills and habits that favour their self-care and their maximum personal growth. For that reason, this DU will foster the development of the following skills: communication, cooperation, critical thinking, culture, creativity and connectivity. Id est, attention will be paid to everything that

nowadays, in the 21st century society, is necessary for students to achieve their maximum social integration. Not only will this proposal contribute to the implementation of the curriculum (cf. section 5.4.), but it will also take into account the different characteristics, interests and needs of the learners by undertaking an inclusive approach.

5.2. Contextualisation

The following CLIL lesson plan has been designed for fifth graders in Primary Education. It will be implemented during the first term, throughout eight Natural Science sessions. These will encompass the two hours devoted to this subject per week, in accordance with the school timetable.

The sessions have been designed for students with an English level ranging from A1.4 - A2.1. (Gisbert, 2011). The DU takes into account slow learners and students with dyslexia. In particular, one student with Superficial Dyslexia, whose learning difficulties are mild enough to be compensated for with the appropriate support and adaptations in the school setting. These are the non-significant curricular adaptations considered in this proposal for the dyslexic student, which can also be applied to slow learners:

- Recommended temporalisation of activities will be flexible.
- The student will count with ICTs to support his/her reading and writing.
- Orthographical errors will not be strictly taken into account.
- The student will have previous access to the written texts that are going to be worked on in class at least one or two days in advance.
- For texts, a specific dyslexic-friendly colour background (light yellow), font size (13-14 pt.) and font type (Comic Sans MS) will be used. Moreover, bold type instead of underlining will be employed when highlighting essential information.

Apart from that, it is recommended that the school fosters the implementation of multisensory approaches to support the teaching and learning of English literacy, e.g. the Orton-Gillingham approach (Orton, 1966). In addition to this, for the implementation of this proposal to be effective, cooperation among CLIL and non-CLIL teachers is crucial, as well as among the teachers and the families. In fact, since the beginning of the academic year, such collaboration should be established and considered in advance in the teachers' schedule. Besides, the families should have access to the didactic programme and the teachers', peer and self- assessment grids.

Last but not least, the school can also carry out a project to raise awareness³ of the diverse learning pathways and talents of the pupils, fostering values like respect, empathy and solidarity.

Now that the context of the CLIL lesson plan is clear, it is time to move on to its general overview. Firstly, its objectives and contents will be presented, as well as the competences involved and the evaluation criterion used. Afterwards, the eight sessions that compose this DU will be detailed, to conclude with the didactic materials employed and the evaluation.

5.3. General overview

TITLE OF THE DIDACTIC UNIT: <i>BECOMING HEALTH EXPERTS</i>																	
TOPIC: Health and illness						CLIL SUBJECT: Natural Science											
GRADE OF STUDENTS AND EDUCATIONAL STAGE: 5 th grade, Primary Education.																	
EXPECTED DOMAIN OF THE FL: A1.4 - A2.1																	
TEMPORALISATION: 1 st term.						SEPTEMBER				OCTOBER				NOVEMBER			
NUMBER OF SESSIONS: eight sessions (1h each) distributed in four weeks (two sessions per week).																	
SESSIONS <i>(these will be described in detail in further sections)</i>																	
Session 1. Introduction to the topic: health vs. sickness.																	
Session 2. How does our immune system work?																	
Session 3. Healthy and unhealthy habits.																	
Session 4. The importance of our mental health.																	
Session 5. Research project.																	
Session 6. Results, conclusions & elaboration of posters.																	
Session 7. Oral presentations of the research project.																	
Session 8. Checking what we learnt.																	

³ British Dyslexia Association. (2018, February 11). *See dyslexia differently* [Video file]. Retrieved from <https://www.youtube.com/watch?v=11r7CFIK2sc>

OBJECTIVES
NON-LINGUISTIC OBJECTIVES / CONTENT OBJECTIVES
1. To know the difference between health and sickness. 2. To know the two main types of diseases that exist (i.e. infectious and non-infectious diseases), what causes them and how to treat them. 3. To learn how the immune system works and the different cells, tissues and organs that take part in it. 4. To grasp the benefits of acquiring healthy habits and the harmful effects of unhealthy habits. 5. To know the different steps of the scientific method.
COGNITION OBJECTIVES
6. To recall previous knowledge on health and sickness. 7. To understand and apply the key concepts / contents from this unit in different contexts (spoken and written). 8. To create a mind-map, a questionnaire, a PowerPoint and/or an awareness poster. 9. To make recommendations for improvement. 10. To differentiate between health and sickness, infectious and non-infectious diseases, infectious and contagious. 11. To make predictions based on previous knowledge. 12. To select / locate specific information in a text, a video and/or a graphic. 13. To classify different habits into healthy or unhealthy. 14. To analyse one's feelings and behaviours to communicate others how we like to be treated in certain situations. 15. To identify positive features in us and others. 16. To implement the different steps of the scientific method. 17. To infer conclusions. 18. To plan and produce an oral presentation. 19. To create a portfolio to monitor one's progress throughout the unit. 20. To assess oneself and others' performance and work. 21. To assess the teacher's design and implementation of the sessions.

CULTURE OBJECTIVES
22. To become aware of the importance of taking care of both physical and mental health. 23. To understand the harmful effects of unhealthy habits and how they can have an impact on oneself and others. 24. To demystify the reasons why a person attends to therapy sessions. 25. To become aware of one's own and others' emotions, learning how we and those around us can help each other when feeling poorly and/or anxious. 26. To establish meaningful connections between what is being taught in school and what happens in the world around us. 27. To become aware that COVID is a contagious virus that affects individual and collective health, and that it can only be stopped if we all acquire collective awareness and adopt sanitary habits.
COMMUNICATION: LANGUAGE OBJECTIVES
BICS OBJECTIVES
<u>Language for learning:</u> 28. To use communicative production strategies so as to express one's opinion, agreement or disagreement with others' contributions and to exchange suggestions for improvement (e.g. <i>"In my opinion"</i>, <i>"I think"</i> <i>"I (dis)agree with you"</i>, <i>"I recommend you to"</i>). 29. To use communicative reception strategies to check understanding, ask for repetition, opinions or further explanations (e.g. <i>"Why?"</i>, <i>"what happens when?"</i>, <i>"What's your opinion on this?"</i>, <i>"Can you repeat?"</i>, <i>"What's the meaning of...?"</i>).
CALP OBJECTIVES
<u>Language for learning:</u> 30. To understand simple oral or written instructions, explanations, questions or sentences. <u>Language of learning:</u> 31. To recognise and use the vocabulary related to the unit (e.g. sickness, disease, anxiety, healthy and unhealthy habits, physical and mental health, the scientific method) in different contexts and formats.

32. To use the Present and/or Past Simple tense, when producing simple sentences (both oral and written).
33. To make suggestions for improvement.
34. To formulate questions, predictions and hypothesis.

Note: The language through learning has not been specified, since it refers to the students' language or linguistic needs that come out spontaneously during the lesson. Therefore, it is a sort of language that is not easy to predict in advance.

CONTENTS

BLOCK 2: The Human Being and Health. The student integrates knowledge, skills and abilities to prevent risky behaviours and takes initiatives to develop healthy lifestyles based on the knowledge of one's own body (Junta de Andalucía, 2021).

Non-linguistic contents (Junta de Andalucía, 2021):

- 2.1. Identification of the human body, functioning of cells, tissues, organs, apparatus and systems. Anatomy and physiology.
- 2.3. Development of healthy habits to prevent and detect the main illnesses that affect the apparatus and the organism.
- 2.4. Awareness of the harmful effects of the consumption of alcohol and drugs at an early age.
- 2.5. Identification and adoption of certain habits: varied diet, personal hygiene, and regulated physical exercise without excesses and daily rest.
- 2.6. Development of a healthy lifestyle. Reflection on the care and maintenance of the different organs and apparatus.
- 2.7. Development of a critical attitude towards social factors and practices which are detrimental to healthy development and hinder responsible health behaviour.
- 2.10. Curiosity in getting to know oneself and others. Acceptance and respect for one's own body and that of others with its possibilities and limitations. Equality between men and women.
- 2.12. Development of self-esteem and initiative in decision-making.
- 2.13. Development of empathy in one's relations with others. Peaceful conflict resolution.

Linguistic contents:

1. Knowledge of specific vocabulary related to the topic: health and sickness (e.g. state of well-being, infectious and non-infectious diseases), the immune system (e.g. antigens and antibodies), healthy and unhealthy habits (e.g. sports, balanced diet, hygiene, sugar abuse and alcoholism), physical and mental health (e.g. anxiety and rest), and the phases of the scientific method (e.g. observation / question, research, hypothesis, experiment, collection of data, analysis and conclusions).
2. Knowledge of communicative production and reception strategies.

COMPETENCES

Competences involved:

LCC - Linguistic communication competence.

This DU fosters the integrated use of the linguistic skills to express messages in both oral and written form.

MCST - Mathematical competence and competence in science and technology.

This competence is worked on through the use of logical thinking and reasoning techniques, e.g. sequencing and associating. Moreover, some of the tasks involve the use of graphics, numbers and means.

LLC - Learning to learn competence.

This DU involves tasks that invite students to reflect on their learning process, promoting their capacity to think about the most efficient learning strategies and how to use them.

SCC - Social and civic competence.

Pupils are encouraged to value and appreciate each other's feelings and opinions, developing respectful and tolerant attitudes.

Indicators of competences (Junta de Andalucía, 2021):

NS.3.2.1. Knows the shapes and structures of some cells and tissues, the location and functioning of the main organs, apparatus and systems involved in vital functions. (MCST).

NS.3.2.2. Gives examples of habits concerning hygiene, balanced nutrition, physical exercise and rest as ways to maintain health, well-being and proper functioning of the body. (LCC, MCST, LLC).

NS.3.2.3. Adopts attitudes to prevent illnesses relating them to the practice of healthy habits. (MCST, SCC).

NS.3.2.4. Gives examples of possible consequences in one's way of life if we do not acquire healthy habits that allow personal development. (LCC, MCST, SCC).

NS.3.2.5. Knows and respects individual differences and those of others, accepting their possibilities and limitations and identifying their own and others' emotions and feelings. (SCC).

EVALUATION

(this will be described in detail in further sections)

Evaluation criterion (Junta de Andalucía, 2021):

E.C.3.2. To know the location, shape, structure and functions of some cells and tissues, in addition to the main organs, apparatus and systems involved in vital functions, establishing a relationship between them, assessing the importance of acquiring and practising healthy habits (personal hygiene, balanced diet, physical exercise and rest), giving examples of some of their possible consequences on health, personal development and other repercussions on people's way of life.

5.4. Description of the sessions

SESSION 1. INTRODUCTION TO THE TOPIC: HEALTH VS. SICKNESS (1h)

a) BEFORE STARTING THE LESSON (7 mins).

The teacher will ask his/her students to touch with one finger some petri dishes. Then s(he) will ask them to clean their hands with the sanitiser, having to repeat the process with other petri dishes afterwards. The teacher will mark the dishes with a D ("dirty hands") or with a C ("clean hands").

Note: At any moment will the teacher explain to the pupils what all of this dynamic was for, since they will all discover it in further sessions.

Objectives: 4 and 27.

Language objectives: 29 and 30.

Non-linguistic contents: 2.3. and 2.5.

Linguistic contents: 2.

Skills: understanding oral instructions and executing them.

Linguistic Skills (LS): reception (oral).

Materials: petri dishes, sanitiser and a permanent marker.

Grouping: individual.

Interaction pattern: teacher-student/s.

b) CHECKING WHAT WE KNOW (5 mins). In order to activate the students' previous knowledge on the topic, the teacher will do a brainstorming.	<u>Objective:</u> 6. <u>Language objectives:</u> 28 and 30. <u>Non-linguistic contents:</u> those related with the topic that the students are able to remember. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> recalling information. <u>LS:</u> reception (oral) and production (oral). <u>Materials:</u> a digital screen and/or a whiteboard and some markers or chalk to write on it. <u>Grouping:</u> the whole group. <u>Interaction pattern:</u> teacher-student/s and vice-versa.
c) LET'S UPDATE! (25-30 mins). Students will be handed two worksheets (cf. annex 1). They will have to read them and carry out the different proposed activities (20-25 mins). Once they finish, they will have a share-out with their answers (5 mins). <i>Note:</i> Regarding the access of the dyslexic student to the worksheets' written text, the learner can receive the continuous help of the teacher who will help him/her decode the words in the text. Another possibility is to teach the student how to use online text readers, e.g. https://www.naturalreaders.com/online/⁴. As for the implementation of the activities, different options are possible, e.g. (a) the student can try to carry	<u>Objectives:</u> 1, 2, 7, 10 and 12. <u>Language objectives:</u> 28, 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.1. and 2.3. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> understanding simple written texts, applying information related to the topic in different contexts and analysing the differences between several concepts. <u>LS:</u> reception (oral and written), production (oral and written) and mediation (written to written and written to oral). <u>Materials:</u> tablet or laptop for the dyslexic student as well as some headphones, internet access, digital

⁴ This online tool allows the user to choose many features relating to the accent, tone, pace and pitch of the speaker. In addition, the audio of the texts can be recorded, so that it can be listened to at any time. There is a dyslexia-friendly mode, which uses the most appropriate characteristics (font and size) for the reader. In any case, the user can modify them at will.

out the activities in written format. Mistakes in spelling will not be taken into account; (b) the student can answer the questions orally; and (c) the student can carry out the adaptation of activities collected in annex 1.	screen, photocopies of the worksheets (cf. annex 1) and fungible materials. <u>Grouping</u>: individual and the whole class. <u>Interaction pattern</u>: individual work, teacher-student/s and vice-versa.
d) ORGANISING KEY IDEAS (15-17 mins). Students will be asked to draw up a mind-map with the most important information they have learned from the previous activities. Some examples will be shown to them for reference (cf. annex 2). Students will be given the chance of drawing up the mind-map on paper or digitally. Regardless of the format, it should include colours, images and/or drawings that represent the concepts. The idea is for them to first create a sketch of the mind-map in class, compare it with a peer and exchange recommendations for improvement. <i>Note</i>: If not completed in class, pupils will have to complete and refine their mind-map at home.	<u>Objectives</u>: 1, 2, 7, 8, 9, 10 and 12. <u>Language objectives</u>: 28, 29, 30, 31, 32 and 33. <u>Non-linguistic contents</u>: 2.1. and 2.3. <u>Linguistic contents</u>: 1 and 2. <u>Skills</u>: organising content knowledge through graphic organisers, exchanging information and making suggestions for improvement. <u>LS</u>: reception (oral), production (oral and written), interaction (oral) and mediation (oral to oral, oral to written and written to oral). <u>Materials</u>: fungible materials, internet access, a digital screen, laptops (optional) and some examples of mind-maps (cf. annex 2). <u>Grouping</u>: individual and in pairs. <u>Interaction pattern</u>: individual work, student-student, teacher-student/s and vice-versa.

SESSION 2. HOW DOES OUR IMMUNE SYSTEM WORK? (1h)	
a) LET ME INTRODUCE YOU TO OUR IMMUNE SYSTEM (10 mins). Students will be handed a photocopied chart with the pictures and names of some characters of a story (cf. annex 3), and also some unsorted sequences of scenes	<u>Objectives</u>: 3, 6 and 11. <u>Language objectives</u>: 29, 30 and 31. <u>Non-linguistic contents</u>: 2.1. <u>Linguistic contents</u>: 1 and 2. <u>Skills</u>: recalling information and making predictions based on previous knowledge.

from that story (cf. annex 4). Students will have to try to put in order those scenes like in comic-books, trying to imagine how the story goes. <i>Note:</i> The teacher should hand the students the scenes from annex 4 already cut out to save time and speed up the activity.	<u>LS:</u> reception (oral). <u>Materials:</u> photocopies of annexes 3 and 4. <u>Grouping:</u> individual. <u>Interaction pattern:</u> individual work, teacher-student/s and vice-versa.
b) WATCHING THE VIDEO (10 mins). By watching a video, the students will check their organisation of the comic scenes from the previous activity, making changes if necessary. Afterwards, they will number the scenes and keep them in their notebooks to glue them later at home following the comic format. This will serve them as a visual aid to remember the different factors involved in the immune system. <i>Note:</i> Even though the video is already subtitled, YouTube allows the users to turn on the subtitles, and to modify their characteristics to make them more accessible to dyslexics (e.g. font type, colour and size, background colour and opacity).	<u>Objectives:</u> 3, 7 and 8. <u>Language objectives:</u> 29, 30 and 31. <u>Non-linguistic contents:</u> 2.1. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> recognising the different components of the immune system in the video and reordering the comic scenes that represent the role they play in it. <u>LS:</u> reception (oral) and mediation (oral to written / images). <u>Materials:</u> a digital screen, internet access, the link to the video (https://www.youtube.com/watch?v=azE3rv5l28Y) and the comic scenes from annex 4. <u>Grouping:</u> individual. <u>Interaction pattern:</u> individual work, teacher-student/s and vice-versa.
c) WORKING WITH THE VIDEO (15 mins). Students will be handed a worksheet (cf. annex 5) in which they will have to complete the gaps of a text that is related with the content of the video. The video will be played again. Once they have finished, they will all share their answers and self-correct their activity. <i>Note:</i> The dyslexic student will carry out this activity through a live worksheet created specifically for him/her.	<u>Objectives:</u> 3, 7 and 12. <u>Language objectives:</u> 28, 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.1. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> understanding and applying information related to the topic in different contexts and sharing it with others. <u>LS:</u> reception (oral and written), production (oral and written),

For more information, check out annex 5 and click on the link provided.	interaction (oral) and mediation (oral to written). <u>Materials:</u> tablet or laptop for the dyslexic student as well as some headphones, internet access, a digital screen, photocopies of the worksheet (cf. annex 5), the link to the video (https://www.youtube.com/watch?v=azE3rv5l28Y) and fungible materials. <u>Grouping:</u> individual and the whole group. <u>Interaction pattern:</u> individual work, teacher-student/s and vice-versa.
d) BRIDGING KNOWLEDGE (10-15 mins). The teacher will ask the students what antigens and antibodies are, and where they could possibly have heard those concepts before. The teacher will redirect the students' interventions towards the COVID pandemic, what kind of disease it is, how the vaccine works and how it prepares our body to avoid infections.	<u>Objectives:</u> 1, 2, 3, 6, 7, 10, 22 and 26. <u>Language objectives:</u> 28, 29, 30, 31, 32 and 34. <u>Non-linguistic contents:</u> 2.1. and 2.7. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> establishing connections between what is being taught in school and what happens around the world. <u>LS:</u> reception (oral), production (oral) and interaction (oral). <u>Materials:</u> the digital screen or whiteboard to support the explanation and provide scaffolding when necessary. <u>Grouping:</u> the whole class. <u>Interaction pattern:</u> teacher-student/s and vice-versa.
e) HOMEWORK (5 mins). At the end of the session, the teacher will give students some homework. They will have to complete the “functions” column of the chart handed to them at the beginning of the session (cf. annex 3).	<u>Objectives:</u> 3, 7 and 12. <u>Language objectives:</u> 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.1. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> understanding and locating specific information in a video to fulfill a task. <u>LS:</u> reception (oral and written) and production (written).

<i>Note:</i> This activity will be sent online to the dyslexic student, so that s(he) will be able to complete it with the help of spellcheckers, such as the one provided by Microsoft Word Office.	<u>Materials:</u> annex 3 and the link to the video (https://www.youtube.com/watch?v=azE3rv5l28Y). <u>Grouping:</u> individual. <u>Interaction pattern:</u> individual work.
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SESSION 3. HEALTHY AND UNHEALTHY HABITS (1h)	
a) GROWING BACTERIA (10-15 mins). The teacher will show the students the petri dishes they used at the beginning of this unit, explaining what they consist of and how washing our hands considerably reduces the amount of bacteria they collect. S(he) will do so by asking questions to the students and redirecting their answers towards the following conclusion: in spite of our immune system being a powerful defense mechanism, we can help it out by adopting healthy habits, such as washing our hands. Together with vaccines, these habits prevent the spread of contagious diseases. <i>Note:</i> Some of the guiding questions the teacher can use are: What can you see here? Which petri dishes do you think were touched before and after using the sanitiser? What were the recommendations to follow so as to prevent COVID infection?	<u>Objectives:</u> 4, 6, 7, 11, 13, 17, 22, 23, 26 and 27. <u>Language objectives:</u> 28, 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.3., 2.5., 2.6. and 2.7. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> reflecting on healthy habits and on the individual and collective responsibility to maintain health. <u>LS:</u> reception (oral), production (oral) and interaction (oral). <u>Materials:</u> the petri dishes from session 1. <u>Grouping:</u> the whole group. <u>Interaction pattern:</u> teacher-student/s and vice-versa.
b) LET'S WORK TOGETHER (15 mins). In pairs and by using their laptops, students will think of some healthy and unhealthy habits. They will collect them in a chart with two columns, one for each type of habit. After that they will enter a Drive document created	<u>Objectives:</u> 4, 6, 7 and 13. <u>Language objectives:</u> 28, 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.3, 2.5. and 2.7. <u>Linguistic contents:</u> 1 and 2.

by the teacher (cf. annex 6). The whole class will add to the afore-mentioned document the healthy and unhealthy habits they could think of, trying not to repeat ideas. All the groups will have to add at least one healthy and one unhealthy habit, accompanied by a picture or drawing that visually represents it. <i>Note:</i> Google Docs allow voice typing (1. Check that your microphone works. 2. Click on <i>Tools</i>. 3. Click on <i>Voice typing</i>. 4. Click on the microphone that appears on the screen and start speaking), and also counts with a spelling and grammar check option (1. Click on <i>Tools</i>. 2. Click on <i>Spelling and grammar check</i>). Moreover, the Natural Reader Text to Speech⁵ extension for Google Chrome will allow the dyslexic student to listen to the text written in such document.	<u>Skills:</u> thinking of and classifying healthy and unhealthy habits, and cooperating with others. <u>LS:</u> reception (oral and written), production (oral and written), interaction (oral and written) and mediation (oral to oral, written to written, oral to written and written to oral). <u>Materials:</u> internet access, digital screen, link to the Google Doc (cf. annex 6), microphone and headphones for the dyslexic student (optional), students' laptop and fungible materials. <u>Grouping:</u> in pairs and the whole group. <u>Interaction pattern:</u> student-student, teacher-student/s and vice-versa.
c) KAHOOT “HARMFUL EFFECTS OF...?” (7-10 mins). Students will play a Kahoot (cf. annex 7) that shows different images of symptoms caused by sugar abuse, smoking, alcohol and/or drugs consumption. They will have to guess which unhealthy habit causes each symptom. This online game can be played in two ways: (a) the teacher plays the Kahoot in the digital screen and with the help of students, answers each question, and/or (b) the teacher plays the Kahoot in the digital screen and each student enters the game through their laptops and answers the questions individually. The latter option acquires the format of a competition.	<u>Objectives:</u> 4, 6, 7, 11 and 23. <u>Language objectives:</u> 28, 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.4. and 2.7. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> understanding and applying information related to the topic in different contexts, and making predictions based on previous knowledge. <u>LS:</u> reception (oral and written), production (oral), interaction (oral) and mediation (oral to oral, written to oral, oral to written). <u>Materials:</u> link to the Kahoot (cf. annex 7), internet access, digital screen and students' laptops.

⁵ Natural Reader Text to Speech. (2020, March 3). *Text to speech for chrome extension 2020* [Video file]. Retrieved from <https://www.youtube.com/watch?v=L3hpuTWj2uw>

<i>Note:</i> It is important to inform students that more than one answer can be correct.	<u>Grouping:</u> individual or the whole group. <u>Interaction pattern:</u> individual work, teacher-student/s and vice-versa.
d) VIRUS GAME (15-20 mins). The class will be divided in groups of five or six people. The teacher will give out one virus game for each group. If any student knows the game, s(he) will allow him/her to explain it, completing the information given if necessary.	<u>Objectives:</u> 1, 2, 3, 4, 7 and 26. <u>Language objectives:</u> 28, 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.1., 2.3., 2.4, 2.5 and 2.6. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> applying information related to the topic in different contexts. <u>LS:</u> reception (oral), production (oral), interaction (oral) and mediation (oral to oral, oral to written / image, written / image to oral). <u>Materials:</u> link to the instructions of the game (https://tinyurl.com/23fc34sc), and at least 4 sets of the virus game. <u>Grouping:</u> groups of five or six students. <u>Interaction pattern:</u> students-students, teacher-student/s and vice-versa.

SESSION 4. THE IMPORTANCE OF OUR MENTAL HEALTH (1h)	
a) MENTAL HEALTH (15 mins). In order to introduce the topic of mental health, the teacher will play an animated short film. After viewing the video, s(he) will ask the students what happened in the story, how it made them feel, if they have ever felt the same way or know of someone who is feeling that way. After that, the teacher will point out how necessary it is to take care of both mental and physical health, giving them some advice of healthy habits they can adopt.	<u>Objectives:</u> 7, 11, 22, 24 and 26. <u>Language objectives:</u> 28, 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.3., 2.7. and 2.13. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> interpreting the message of a video and reflecting about it with others. <u>LS:</u> reception (oral and written), production (oral), interaction (oral) and

Another questions s(he) can pose his/her students are: what is the name of the doctors who take care of your mental health? What kind of people need to go to therapy? <i>Note:</i> There is not much text in the video, and students can easily understand its meaning from the context. In addition, subtitles can be switched on if necessary and/or the teacher can read the text of the video aloud.	mediation (written /image to oral and oral to oral). <u>Materials:</u> internet access, a digital screen and link to the animated short film (https://www.youtube.com/watch?v=V6ui161NyTg). <u>Grouping:</u> the whole group. <u>Interaction pattern:</u> teacher-student/s and vice-versa.
b) MINGLE, PAIR & SHARE (20-25 mins). The teacher will ask his/her students to go to an open space, such as the courtyard. There, s(he) will pose several questions such as: ▪ What makes you feel sad? What do you do when you are sad? How would you like people to treat you / do when you are sad? ▪ What makes you feel anxious? What do you do when you are anxious? How would you like people to treat you / do when you are anxious? Once the teacher poses one of the questions aforementioned to the students, they will have to think individually about their answers while they start walking the perimeter. After 2 or 3 minutes, the teacher will ask them to stop and look for the partner that is closest to them. When all of them have found a partner, the question will be repeated, and on his/her signal, one partner will share his/her answer while the other listens. Then, they will have to switch roles. After both of them have had the chance to speak, the whole process will be repeated with each question: they mingle, they pair (with a different person) and they share.	<u>Objectives:</u> 7, 14, 22 and 25. <u>Language objectives:</u> 28, 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.10. and 2.13. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> analysing one's feelings and behaviours to communicate others how we like to be treated at certain situations. <u>LS:</u> reception (oral), production (oral) and interaction (oral). <u>Materials:</u> none are necessary, since soft music played in the background is optional. <u>Grouping:</u> pairs. <u>Interaction pattern:</u> student-student, teacher-student/s and vice-versa.

<i>Note:</i> This activity can also be carried out in the classroom but chairs and desks should be cleared to create an obstacle-free space to move around. In addition to this, soft music can be played in the background as they walk, and the sharing can also be done in small groups.	
c) SEEING THE GOOD IN US (10 mins). In groups of five, students will think of the best physical and non-physical quality they think each one of them have. Then, one by one they will share their answers with the group. Every time a member shares one of his/her best qualities, the rest of the group will think about what they like the most about that person. <i>Note:</i> Soft music can be played in the background for a more engaging experience.	<u>Objectives:</u> 15 and 22. <u>Language objectives:</u> 28, 29, 30 and 32. <u>Non-linguistic contents:</u> 2.10. and 2.12. <u>Linguistic content:</u> 2. <u>Skills:</u> analysing oneself and others, developing self-esteem. <u>LS:</u> reception (oral), production (oral) and interaction (oral). <u>Materials:</u> none are necessary, soft music played in the background is optional. <u>Grouping:</u> groups of five. <u>Interaction pattern:</u> student-student, teacher-student/s and vice-versa.
d) DRAWING CONCLUSIONS (10 mins). At the end of the class, the students will be encouraged to share what they have learned from this session, e.g. what they liked the most, how it felt to talk to others about how we like to be treated when we are not feeling OK and how sometimes it is more difficult to see all the good in ourselves than seeing the good in others.	<u>Objectives:</u> 7, 17, 22, 24, 25 and 26. <u>Language objectives:</u> 28, 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.6., 2.7., 2.10., 2.12. and 2.13. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> reflecting about mental health. <u>LS:</u> reception (oral), production (oral) and interaction (oral). <u>Materials:</u> none are necessary. <u>Grouping:</u> the whole class. <u>Interaction pattern:</u> student-student, teacher-student/s and vice-versa.

SESSION 5. RESEARCH PROJECT (1h)

a) INTRODUCTION TO THE PROJECT (25 mins). Since we are in pandemic times, students will be encouraged to design a questionnaire, regarding people's mental and physical health during the quarantine, (e.g. their coping strategies, their clichés towards therapy, the sort of habits they adopted or not to take care of their mental and physical health and their feelings). The teacher will first explain the scientific method, what a hypothesis is, the difference between exploratory and formal standardised questionnaires, and the steps to follow when designing one. Then, s(he) will teach his/her students how to use Google Forms to create a questionnaire. Afterwards, students will be asked to formulate and write down a hypothesis in groups of four, taking into account all the information learned throughout this didactic unit. The questionnaire they will design in the next step will serve them as the tool to verify or dismiss such a hypothesis.	<u>Objectives:</u> 5 and 7. <u>Language objectives:</u> 28, 29, 30, 31, 32 and 34. <u>Non-linguistic contents:</u> 2.7. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> understanding the different steps of the scientific method and formulating a hypothesis. <u>LS:</u> reception (oral), production (oral and written) and interaction (oral). <u>Materials:</u> a digital screen, internet access and fungible materials. <u>Grouping:</u> the whole group and groups of four. <u>Interaction pattern:</u> student-students, teacher-student/s and vice-versa.
b) CREATION OF A FORMAL STANDARDISED AND ONLINE QUESTIONNAIRE (35 mins). The teacher will create a Google Form for each group. By adding the members of each group as collaborators in each Google Form, students will be able to work simultaneously in the design of the survey. Each student will have to add at least two questions (not added before) to the questionnaire, accompanied by a relevant picture. For the following session, pupils must have had the	<u>Objectives:</u> 5, 7, 8, 16 and 26. <u>Language objectives:</u> 28, 29, 30, 31, 32 and 34. <u>Non-linguistic contents:</u> 2.7. and 2.10. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> creating a questionnaire and cooperating with others. <u>LS:</u> reception (oral and written), production (oral and written), interaction (oral) and mediation (oral to oral, oral to written and written to oral).

survey completed by different people (e.g. family members, teachers and other students). <i>Note:</i> The Natural Reader Text to Speech extension for Google Chrome will help the dyslexic student to decode the words written in the questionnaire through an aural aid.	<u>Materials:</u> laptops, headphones for the dyslexic student, internet access and digital screen. <u>Grouping:</u> groups of four. <u>Interaction pattern:</u> student-students, teacher-student/s and vice-versa.
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SESSION 6. RESULTS, CONCLUSIONS & ELABORATION OF POSTERS (1h)	
a) GRAPHICS OF RESULTS (20-25 mins). Using the digital screen, the teacher will show his/her students how to check people's answers to their surveys, as well as how to create a Spreadsheet with Google and calculate the mean of the answers of each of their survey's questions. Each group of students will have to follow and repeat the whole process in their laptops.	<u>Objectives:</u> 5, 7 and 16. <u>Language objectives:</u> 28, 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.7. and 2.5. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> understanding the different tools of Google Forms, and calculating the mean of the sample responses for each question. <u>LS:</u> reception (oral and written), production (oral) and mediation (oral to oral and oral to written). <u>Materials:</u> students' laptops, internet access and a digital screen. <u>Grouping:</u> groups of four. <u>Interaction pattern:</u> student-student, teacher-student/s and vice-versa.
b) POWERPOINT PRESENTATIONS (30-35 mins). Each group of students will have to create a PowerPoint presentation where they include: their hypothesis, the graphics representing their survey's results and means, their conclusions and an awareness raising poster.	<u>Objectives:</u> 5, 7, 8, 12, 16, 17 and 18. <u>Language objectives:</u> 28, 29, 30, 31 and 32. <u>Non-linguistic contents:</u> 2.7. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> cooperating with others and designing a PowerPoint and an oral presentation. <u>LS:</u> reception (oral and written), production (oral and written),

<i>Note:</i> Before designing their presentations, the students will be shown the assessment grids that will be used to assess them (cf. annexes 8 and 9). Students should use the class time to work on their presentations. Otherwise, they will have to meet after school hours to finish them and practice the oral presentation.	interaction (oral) and mediation (oral to oral, oral to written and written to oral) <u>Materials:</u> students' laptops, internet access, a digital screen and annexes 8 and 9. <u>Grouping:</u> groups of four. <u>Interaction pattern:</u> student-student, teacher-student/s and vice-versa.
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SESSION 7. ORAL PRESENTATIONS OF THE RESEARCH PROJECT (1h)	
a) ORAL PRESENTATIONS & PEER ASSESSMENT (40-45 mins). Each group of students will be handed a photocopy of the peer assessment grid (cf. annex 8) to assess themselves and their classmates during their presentation. After each presentation, each group will have to give feedback to their peers. <i>Note:</i> With regards to the peer assessment grid, the dyslexic student will count with the help of his/her classmates in decoding the criteria, by reading it to/with him/her out loud.	<u>Objectives:</u> 18 and 20. <u>Language objectives:</u> 28, 29, 30, 31, 32 and 33. <u>Non-linguistic contents:</u> 2.7. and 2.12. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> carrying out an oral presentation and assessing peers' work. <u>LS:</u> reception (oral and written), production (oral) and mediation (oral to oral, oral to written and written to oral). <u>Materials:</u> laptops, internet access, digital screen, the peer assessment grid (cf. annex 8) and fungible materials. <u>Grouping:</u> groups of four. <u>Interaction pattern:</u> student-student, teacher-student/s and vice-versa.
b) STUDENTS' PORTFOLIO (15 mins). Students will be asked to create a portfolio, with a relevant cover page, collecting in it all the worksheets and activities they have been carrying out throughout this didactic unit. Such portfolios must be submitted in the next session. Additionally, the teacher will remind the students the assessment percentages that correspond to the students' peer and self-assessment, the teachers'	<u>Objectives:</u> 19. <u>Language objectives:</u> 29, 30 and 32. <u>Non-linguistic contents:</u> 2.1. and 2.6. <u>Linguistic contents:</u> 2. <u>Skills:</u> collecting one's work in a portfolio to monitor our progress throughout the unit. <u>LS:</u> reception (oral). <u>Materials:</u> students' previous activities, flash drives (if necessary), fungible materials, laptops and internet access.

assessment of the oral presentations, the final test and the student's portfolio. <i>Note:</i> The teacher must have taken notes of and assessed those activities that students have submitted online or on a flash drive, and which therefore cannot be physically included in the portfolio.	<u>Grouping:</u> individual work. <u>Interaction pattern:</u> autonomous work, teacher-student/s and vice-versa.
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SESSION 8. CHECKING WHAT WE LEARNT (1h)	
a) CHECKING WHAT WE KNOW. After submitting their portfolio, students will have to do a test (cf. annex 10) so as to check what they have learnt throughout this unit. <i>Note:</i> Students will be given the chance of carrying the exam out orally or in written format. If the dyslexic student does not want to do it orally, s(he) will count with the help of the teacher to decode the exam's instructions and questions.	<u>Objectives:</u> 1, 2, 3, 4, 5, 7 and 13. <u>Language objectives:</u> 29, 30 and 31. <u>Non-linguistic contents:</u> 2.1., 2.4. and 2.5. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> checking one's knowledge on a topic. <u>LS:</u> reception (oral and/or written), production (oral/or written) and mediation (written to written, oral to written and/or oral to oral). <u>Materials:</u> students' portfolio, fungible materials and the test (cf. annex 10). <u>Grouping:</u> individual work. <u>Interaction pattern:</u> autonomous work, teacher-student/s and vice-versa.
b) ASSESSING ONE'S PERFORMANCE AND THE TEACHER'S. Once the pupils finish their test, they will have to use a target to assess themselves (cf. annex 12) and complete a Google Form to assess the teacher (cf. annex 13). <i>Note:</i> The Natural Reader Text to Speech extension for Google Chrome will help the dyslexic student to decode	<u>Objectives:</u> 20 and 21. <u>Language objectives:</u> 28, 29, 30, 31, 32 and 33. <u>Non-linguistic contents:</u> 2.12. <u>Linguistic contents:</u> 1 and 2. <u>Skills:</u> assessing ourselves and the teacher's design and implementation of the didactic unit. <u>LS:</u> reception (written), production (written) and mediation (written to written).

the words written in the Google Form through an aural aid.	<u>Materials:</u> laptops, internet access, fungible materials, photocopies of students' self-assessment target (cf. annex 12) and the Google Form to assess the teacher's performance (cf. annex 13). <u>Grouping:</u> individual work. <u>Interaction pattern:</u> autonomous work, teacher-student/s and vice-versa.
c) HANGING UP THE AWARENESS POSTERS. The teacher will bring the printed awareness posters to class. Those students who finish doing the previous tasks will hang their poster somewhere in the school corridors. Once this has been done, students will be allowed to play the virus game in small groups, but trying not to make noise so as not to disturb those classmates who are still working.	<u>Materials:</u> fungible materials, students' awareness posters and several sets of the Virus game.

5.5. Materials

All the materials contemplated in the sessions and included in annexes have been specifically selected, and some of them even designed, for this didactic unit. A list of them is compiled below, differentiating between those that can be obtained or provided by the school and/or the students, online materials and those created for this project.

1. Materials that can be provided by the school: a digital screen, a whiteboard (optional), some markers or chalk (optional), internet access, photocopier, tablets or laptops for the students, headphones, microphone, petri dishes, sanitiser, a permanent marker, Virus game (at least 4 sets) and fungible materials.
2. Online materials:
 - NaturalSoft Ltd. (n.d.). *Text to speech online* [Online text reader]. Retrieved from <https://www.naturalreaders.com/online/>
 - Peekaboo Kidz. (2020, April 10). *How Does Your Immune System Works?| What Is Immune System? | The Dr Binocs Show | Peekaboo Kidz* [Video file]. Retrieved

from <https://www.youtube.com/watch?v=azE3rv5l28Y>

- Grace, H. (2016, June 24). *Overcomer Animated Short | Hannah Grace* [Video file]. Retrieved from <https://www.youtube.com/watch?v=V6ui161NyTg>
 - TRANJIS GAMES S.L. (2015). *Virus! El juego de cartas más contagioso* [Instructions]. Retrieved from <https://tinyurl.com/23fc34sc>
3. Materials that students need to acquire: fungible materials (e.g. pencil case, notebooks, pen, pencil, rubber) and flash drives (optional).
4. Original materials:
- Annex 1. Health vs. sickness worksheets.
 - Annex 2. Examples of mind-maps.
 - Annex 3. Introduction to the characters in the story.
 - Annex 4. Comic scenes.
 - Annex 5. The immune system worksheet.
 - Annex 6. Cooperative work: healthy and unhealthy habits chart. (Link: <https://tinyurl.com/prthy8b3>)
 - Annex 7. Kahoot: Harmful effects of...? (Link: <https://tinyurl.com/c5cx4tm>)
 - Annex 8. Peer assessment grid on each group's oral presentation.
 - Annex 9. Teacher's grid to assess each of the student's part on the oral presentations.
 - Annex 10. Test.
 - Annex 11. Teacher's grid to assess students' progress throughout the unit.
 - Annex 12. Self-assessment target.
 - Annex 13. Teacher's performance assessment. (Link: <https://forms.gle/M4e5j9eK89mxzouG6>)

5.6. Evaluation

Evaluation will take place throughout the whole unit. There will be an initial assessment, in session 1, where a brainstorming activity will be carried out with the guidance of the teacher, in order to check what students already know about this topic, and to activate their previous knowledge. The evaluation will also be formative. In fact, students will not only receive feedback from the teacher, but also from each other through peer-evaluation. Finally, in the last session (no. 8), there will be a sort of final evaluation, in which students will check what they have learned through a test, self-assess themselves and assess the teacher's practices.

Note: In this unit, the scientific method has been addressed, even though it is not specifically included in the contents block selected or in the evaluation criteria. The underlying purpose was to enable the students to have a first contact with this method. Nevertheless, it will be developed and assessed in depth in further blocks / units.

5.6.1. Evaluation criterion

E.C.3.2. To know the location, shape, structure and functions of some cells and tissues, in addition to the main organs, apparatus and systems involved in vital functions, establishing a relationship between them and assessing the importance of acquiring and practising healthy habits (personal hygiene, balanced diet, physical exercise and rest), giving examples of some of their possible consequences on health, personal development and other repercussions on people's way of life (Junta de Andalucía, 2021).

5.6.2. Evaluation tools and weighting of percentages

- a) Teacher's grid to assess student's work throughout the didactic unit – 40% (cf. annex 11). This grid will be used by the teacher, who will thoroughly pay attention in the classroom to students' work, as well as to their final portfolio.
- b) Peer assessment grid on each group's presentation – 20% (cf. annex 8). This grid will be used by students in session 7. Its aim is to allow students to provide each other with some feedback, so that they have the chance to improve their work in further presentations.
- c) Teacher's grid to assess each of the student's part on the group's presentation – 10% (cf. annex 9). This grid is mainly focused on linguistic aspects, so as to assess students' ability to communicate in the L2, the language of instruction. *Note:* Using occasionally the L1 to support the presentations will not have an impact on the mark the students will get here.
- d) Test – 20% (cf. annex 10). It consists of 10 multiple-choice questions related to the contents of this unit. This test will be carry out in session 8.
- e) Self-assessment target – 10% (cf. annex 12). It will help students increase their awareness of their own skills and work throughout the sessions. This target will be handed to students in session 8.

f) Students' tool to assess the teaching process (cf. annex 13). This tool consists of an online form that students will anonymously fill out, so as to provide the teacher with feedback to improve his/her practices. Students will complete this form in session 8.

6. RATIONALE

This didactic proposal has been designed following the simple sequencing model proposed by Llull and Fernández (2016), which is also consonant with a task-based approach (Ellis, 2009). Therefore, each session begins with an initiating or activation activity (pre-task), continues with a development activity (the main task) and concludes with an ending or revision activity (post-task). Sometimes more than one development and/or ending activity is suggested depending on their temporalisation, and occasionally, the sessions consist of two activities. However, in conformity with the definition that Ellis (2000) provides of "task", all the activities collected in the lesson plans involve (1) an input-providing phase (e.g. reading a text, watching a video, receiving direct instruction); and (2) an output-prompting phase (e.g. the activities created for students to apply the previous information, make predictions, carry out oral presentations and draw conclusions).

Moreover, the order of the tasks proposed facilitates the progression from LOTS to HOTS. In fact, in accordance with the revised version of Bloom's taxonomy (Anderson & Krathwohl, 2001), the initiating or activation activities from the sessions involve the learners' use of skills related to remembering and understanding knowledge (LOTS). Likewise, the development activities require the students' application of such knowledge (LOTS). And finally, the ending or revision activities engage students in analytical, evaluative and creative thinking processes (HOTS).

Furthermore, throughout the whole design process of this CLIL DU, the principles of authenticity have been taken into account, trying to provide students with relevant and meaningful learning experiences (Mehisto et al., 2008). To this end, links between the contents addressed and students' real life experiences are continuously fostered, e.g. the so-called Virus game is brought to class exploiting its relationship with the topic, reflections about the impact of COVID-19 on both mental and physical health are made, questionnaires are created for pupils to interview people they know, or hands-on activities with petri dishes are carried out for them to acknowledge the importance of hygiene. This connection process increases the

authenticity and relevance of contents to students' life, hence fostering their motivation to engage in their learning and become life-long learners (Mehisto et al., 2008).

Regarding the nature of the materials used, on the one hand, the videos and the adapted texts from the worksheets are informative and instructional, since they give students information and scaffolding on this topic's key features, essential vocabulary and language (Tomlinson, 2003). On the other hand, the graphic organisers elaborated by the students, the activities included in the worksheets, the Kahoot, the Google Doc with the healthy and unhealthy habits chart, and the assessment tools are elicitive, since they stimulate the learners' language use, engaging them in critical thinking and analysis processes (Tomlinson, 2003).

Last but not least, since meaningful dialogic learning is key in CLIL approach (Dale & Tanner, 2012), cooperation has been fostered throughout the sessions, giving students opportunities to interact in the vehicular language, work together, and build meaning and knowledge in authentic communicative and learning experiences (Mehisto et al., 2008).

To sum up, the progression of the activities and the materials proposed make of this DU an appropriate example of CLIL implementation in Natural Science. A proposal that takes into account the 4C's model of Coyle (2007) and the four linguistic skills of communicative competence: reception, production, interaction and mediation (Council of Europe, 2020). Indeed, this DU integrates the learning of the FL and the contents of this subject's curriculum (content and cognition) in a process of interaction (communication and culture) or teaching context that adopts a more natural and global approach (Coyle, 2007).

7. CONCLUSIONS AND LIMITATIONS

Having clarified the underlying CLIL nature of this didactic unit, it only remains to analyse its inclusive component. One of the most controversial aspects of CLIL is its flexibility. While some teachers consider it a handicap, others view it as a real asset (Bruton, 2013). Among other reasons, it is the lack of training, cooperation and guidance what differentiates the first group of teachers from the second one (Pérez-Cañado, 2018).

Far from being a pitfall, such flexibility and pragmatism should be perceived as an advantage to adopt all the measures necessary to foster inclusion in a bilingual context. In this particular case, it has been proven that a didactic unit can be designed with the premise of attending to the needs and characteristics of all the learners, while applying the basic principles of CLIL.

Let us now showcase exactly how our overarching objective has been attained. Firstly, this CLIL DU fosters cooperation, communication and interaction in the process of learning, which increases the likelihood of students' diverse needs to be catered and compensated for through the support, guidance and exchanges among peers (Ali, Anwer & Jaffar, 2015).

Secondly, all the students are provided with scaffolding as well as other resources, e.g. written texts with a particular colour background, font type, and font size. While the former facilitates comprehension, the latter makes written information more accessible to dyslexic and non-dyslexic learners (Di Francesco, 2017; Hewes, n.d.). However, it should be noted that the suitability and effectiveness of the adaptations provided to attend to dyslexia, are dependent on the dyslexic student, since each individual is affected by it in a different way (Moreno & Vidal, 2019).

Moreover, in accordance with Frith (1999, cited in Storkaas, 2014, p. 12), "though orthography plays a very important role in the acquisition of literacy, the performance of readers with dyslexia is [...] highly influenced by environmental variables". In fact, dyslexia is a greater hurdle in cultures that put a substantial emphasis on reading and writing than in cultures where other aspects are given more importance (Storkaas, 2014, p. 12). That is why, as opposed to more traditional methods, the dual-focused approach of CLIL, which fosters communication and meaning over form (Puffer, 2007), offers a more inclusive response to disorders like dyslexia.

With this MA thesis, the aim was to shed some light and guidance to all those CLIL and/or non-CLIL teachers who want to give bilingualism a try, but do not know how to effectively cater for diversity in the process. The lack of research in this field (Pedrero & Solís, 2020) has made it difficult to reach this goal in an accurate way. Furthermore, the practical implementation of this didactic proposal and its subsequent analysis would be necessary to determine its efficiency.

In light of this, future research should attempt to implement and valuate this didactic unit, so as to refine its results, and offer teachers a broader guide on how to tackle diversity in bilingual contexts. For this purpose, it is suggested to analyse the results of combining CLIL and multisensory approaches such as the Orton Gillingham method, given their potential in catering for dyslexic students' needs (Gómez, 2017; Sparks et al. 1991).

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9. ANNEXES

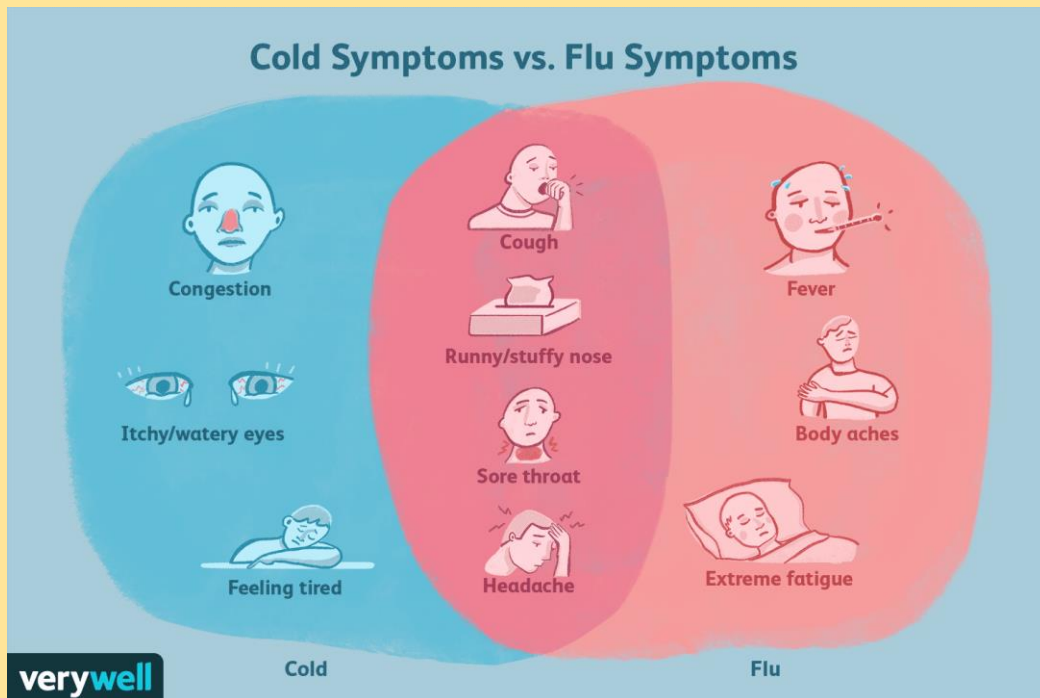
Annex 1. Health vs. sickness worksheets

SOURCE:
ORIGINAL MATERIAL

HEALTH VS. SICKNESS

- PART 1 -

When we have the  flu, a  cold or an  intestinal infection, we feel discomfort, pain or even fever. These signs indicate our body is not working properly. They are called **symptoms**.



Changes in the way the body functions show we are suffering from an **illness**.

However, we are often in top form. We can run, play or laugh, we are strong and we feel awake and full of energy. This **state of well-being** in which the body performs all its functions is called **health**.



Health is a state of physical and mental well-being.

Illness is a disturbance of this state.

WORKING WITH THE TEXT

1. Find in the text a synonym for sickness: _____
2. Write down the 3 sicknesses mentioned in the text: _____, _____
and _____.
3. Write down the 3 symptoms mentioned in the text: _____, _____
and _____.
4. According to the text, how do we feel in a state of well-being?

_____.

POSSIBLE ADAPTATIONS FOR THE DYSLEXIC STUDENT

Regarding the access of the student to the written text, the learner can receive the continuous help of the teacher who will help him/her decode the words in the text. Another possibility is to teach the student how to use online text readers, e.g. <https://www.naturalreaders.com/online/>.

As for the implementation of the activities, different options are possible, e.g. (a) the student can try to carry out the previous activities in written format. Mistakes in spelling will not be taken into account; (b) The student can answer

the questions orally; and (c) The student can carry out the following adaptation of activities:

1. Find in the text a synonym for **sickness**:_____
2. **Circle in blue** 3 sicknesses mentioned in the text.
3. **Underline in red** 3 symptoms mentioned in the text.
4. How do we **feel** in a **state of well-being**? **Underline in green** the answer in the text.

Source: Original material.

HEALTH VS. SICKNESS

SOURCE:
ORIGINAL MATERIAL

- PART 2 -

TYPES OF SICKNESSES / DISEASES

1. **INFECTIOUS DISEASES** are caused by microscopic organisms such as  **bacteria**, or  **viruses**. They are capable of invading our body, producing an **infection**.



Some are **contagious**, they can be transmitted from a sick person to a healthy person. However, other infectious diseases are **not contagious**.



INFECTIOUS ≠ CONTAGIOUS



Diseases caused by micro-organisms are treated with antibiotics. However, for diseases caused by viruses, medicines can only reduce the symptoms.

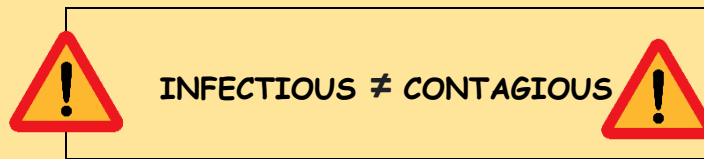
2. **NON-INFECTIOUS DISEASES** are produced by other causes: **injuries**, **unbalanced diet**, intoxication caused by the **ingestion of toxic substances** such as drugs, **sleep disturbances** and **organ malfunction**, among others.

Diseases can be infectious or non-infectious.

WORKING WITH THE TEXT

1. Find in the text a synonym for sicknesses:_____.
2. What are the 2 types of sicknesses?: _____ and _____.
3. What can cause each type of sickness?
 - a) _____ are caused by:_____, such as _____ and _____.
 - b) _____ can be caused by_____.
4. **Antibiotics** eliminate a disease when it is caused by _____
In the case of diseases caused by _____, **medicine can only help reduce its symptoms.**

5. What do you think the following message means?



POSSIBLE ADAPTATIONS FOR THE DYSLEXIC STUDENT

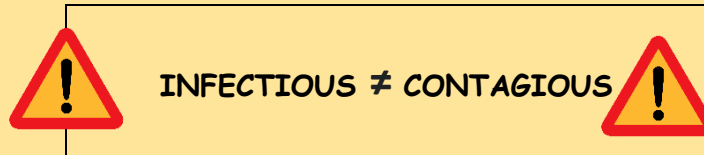
Regarding the access of the student to the written text, the learner can receive the continuous help of the teacher who will help him/her decode the words in the text. Another possibility is to teach the student how to use online text readers, e.g. <https://www.naturalreaders.com/online/>.

As for the implementation of the activities, different options are possible, e.g. (a) the student can try to carry out the previous activities in written format. Mistakes in spelling will not be taken into account; (b) The student can answer the questions orally; and (c) The student can carry out the following adaptation of activities:

1. Find in the text a synonym for **sicknesses**:_____.
2. **Underline in red** the **causes of infectious diseases** that are mentioned in the text.
3. **Underline in blue** the **causes of non-infectious diseases** that are mentioned in the text.

4. In which paragraph of the text is it mentioned how infectious diseases can be treated? Circle it.

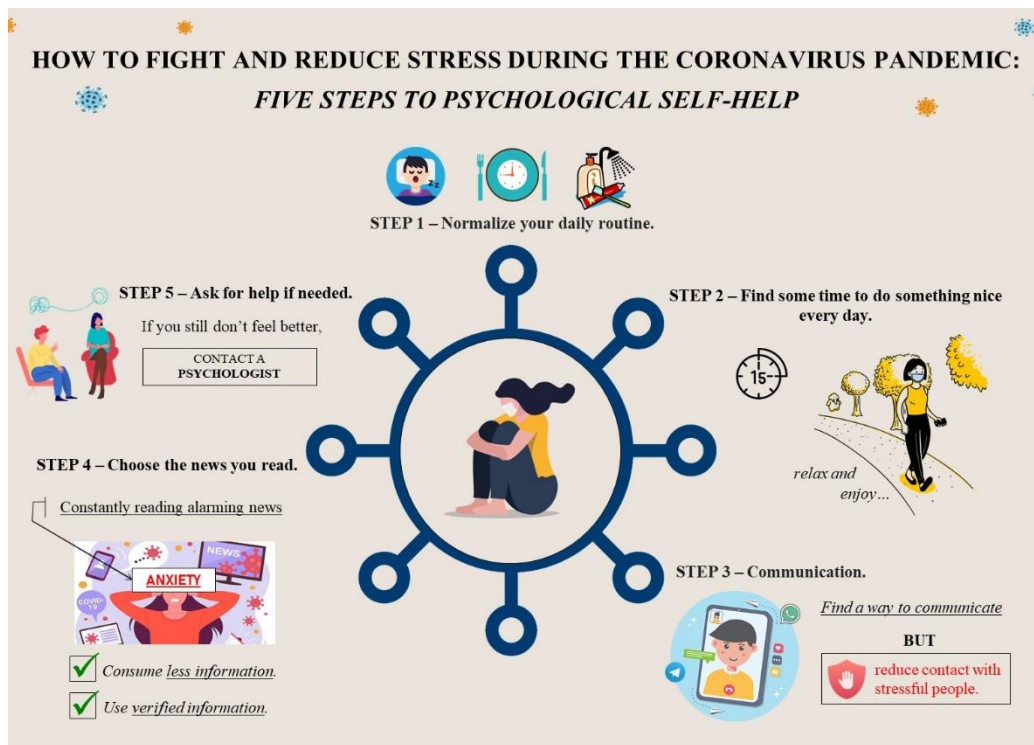
5. What do you think the following message means?



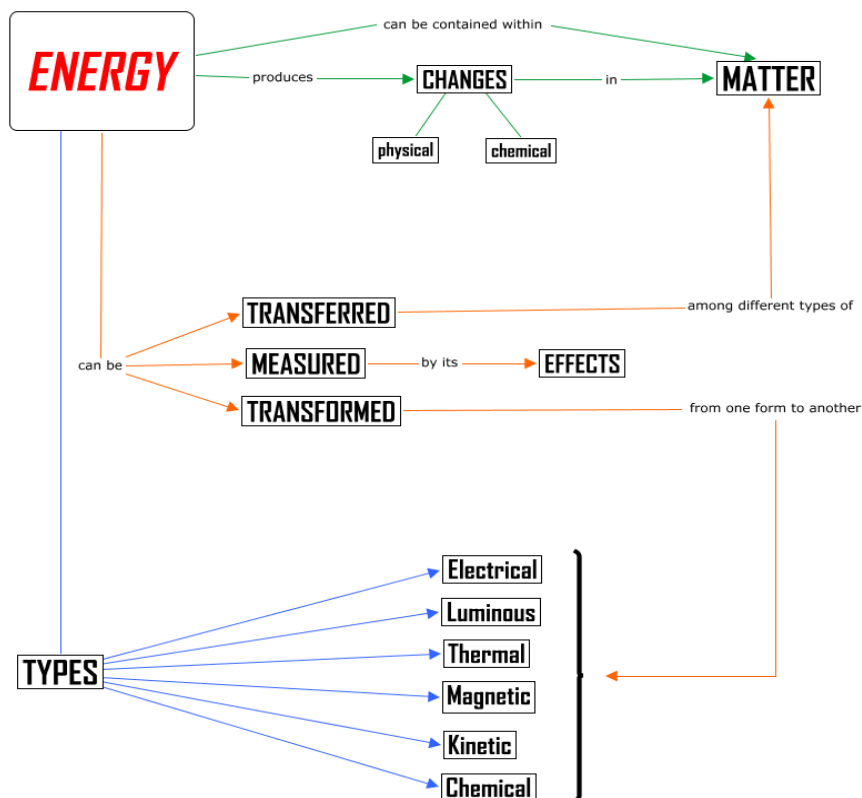
(You can support your written answer, orally, by telling the teacher what you think about it 😊)

Source: Original material.

Annex 2. Examples of mind-maps

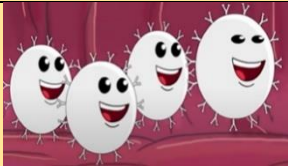


Source: Original material.



Source: Original material.

CHARACTERS IN THE STORY

IMAGE	NAME	FUNCTION
	ANTIGENS	
	WHITE BLOOD CELLS / LEUKOCYTES	
	PHAGOCYTES	
	MACROPHAGES AND DENDRITIC CELLS	
	LYMPHOCYTES	



**ALERTED
LYMPHOCYTES /
T-CELLS**



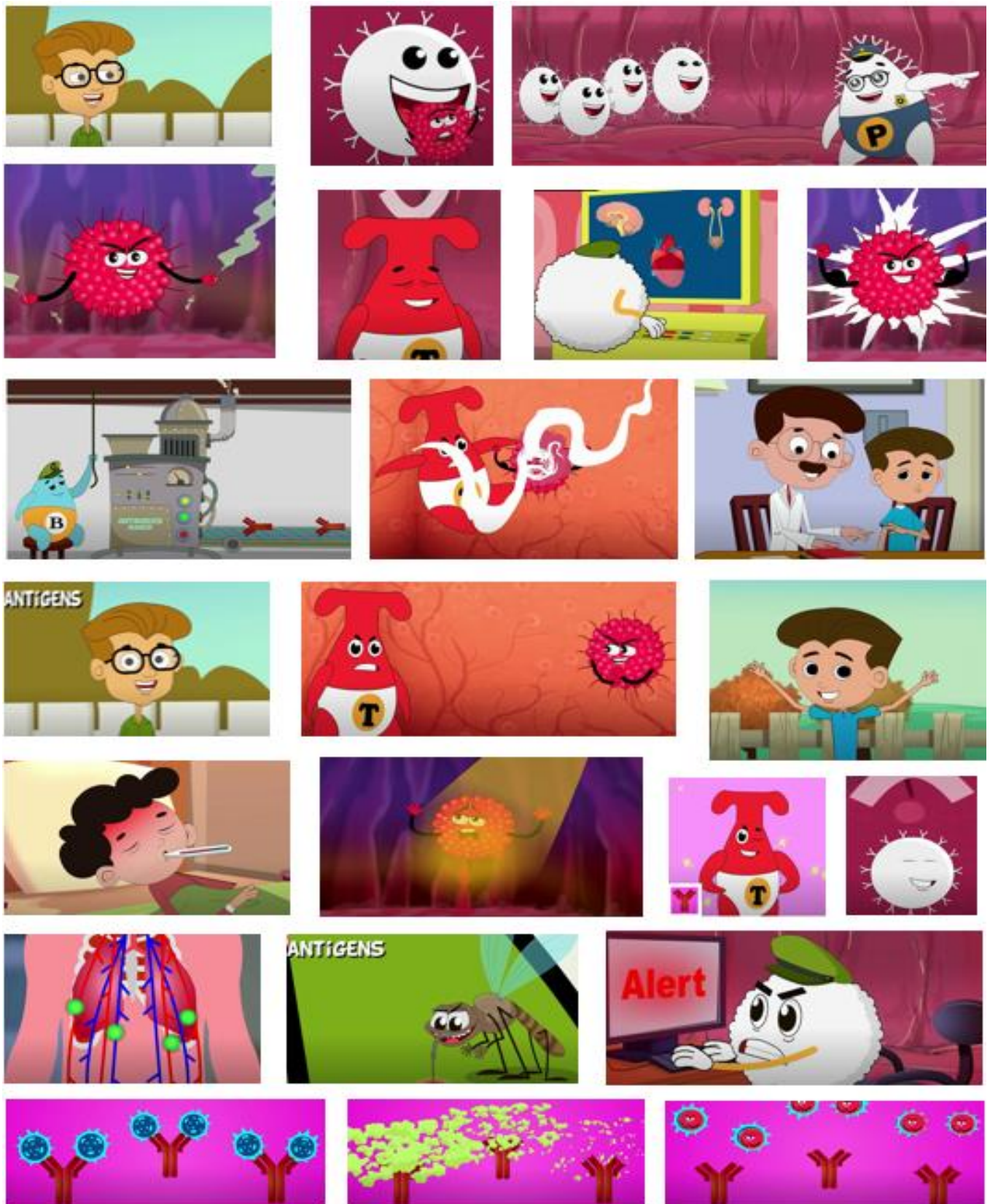
B-LYMPHOCYTES

POSSIBLE ADAPTATIONS FOR THE DYSLEXIC STUDENT

This activity will be sent online to the dyslexic student, so that s(he) will be able to complete it with the help of spellcheckers, such as the one provided by Microsoft Word Office.

Source: Original material. Pictures retrieved from Peekaboo Kidz (2020).

Annex 4. Comic scenes



Source: Pictures retrieved from Peekaboo Kidz (2020).

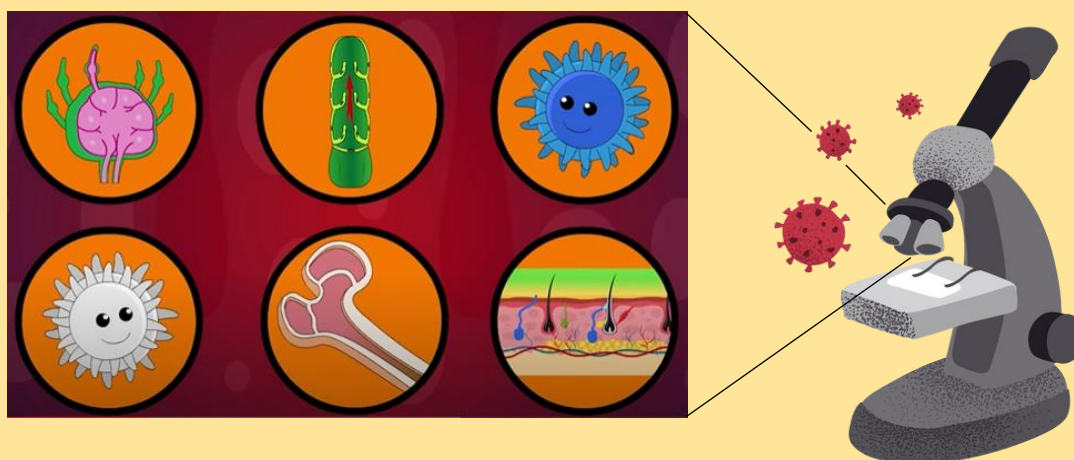
THE IMMUNE SYSTEM

1. How many "jobs" has the immune system got? _____.

2. Watch the video and complete the gaps in the text.

The immune system is a _____ mechanism. It protects us from harmful _____ such as _____, _____ and _____.

The immune system is a combination of _____, _____ and _____, such as lymph nodes,  lymph vessels,  lymphocytes, white blood  cells, bone  marrow and skin.  



POSSIBLE ADAPTATIONS FOR THE DYSLEXIC STUDENT

Access to these activities through: <https://es.liveworksheets.com/3-bn561808hx>

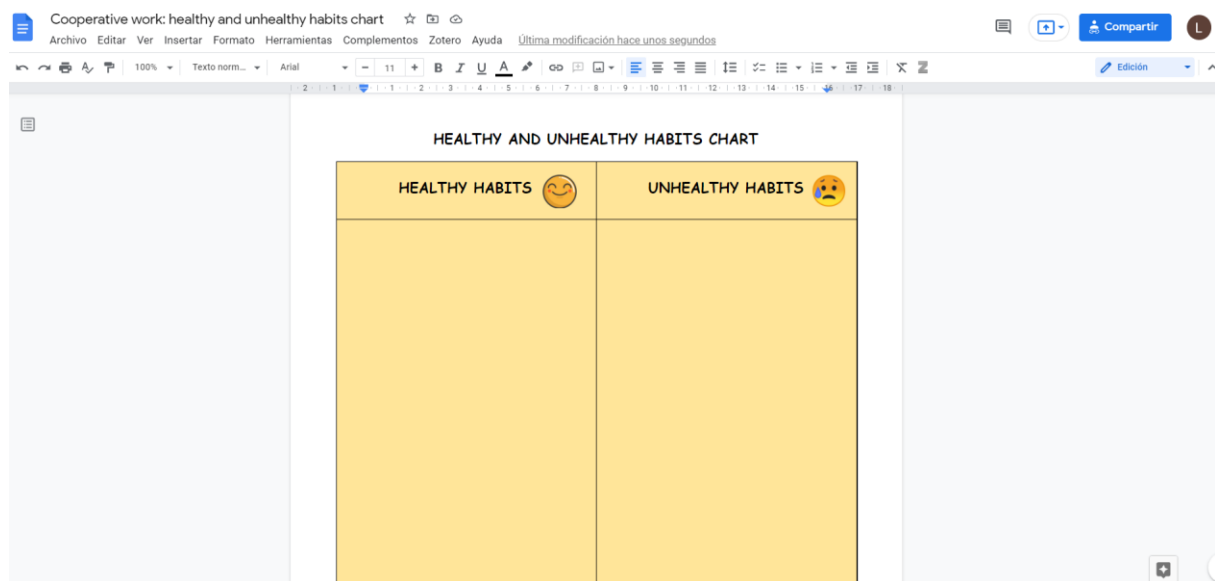
Regarding the access of the student to the written text, the learner can receive the continuous help of the teacher who will help him/her decode the words in the

text, or directly click on the sentences. An audio has been added to each one of them, so that the student can count with that additional aural aid.

Source: Original material.

Annex 6. Cooperative work: healthy and unhealthy habits chart

Link: <https://tinyurl.com/prthy8b3>



Cooperative work: healthy and unhealthy habits chart

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100% Texto norm... Arial

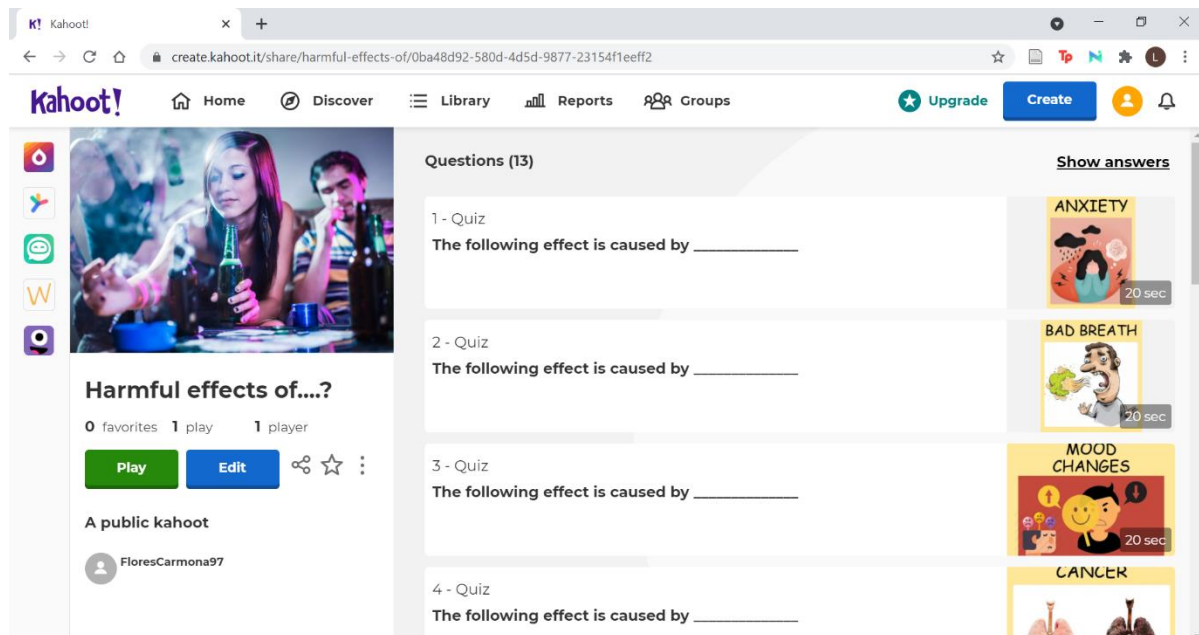
HEALTHY AND UNHEALTHY HABITS CHART

HEALTHY HABITS 😊	UNHEALTHY HABITS 😞

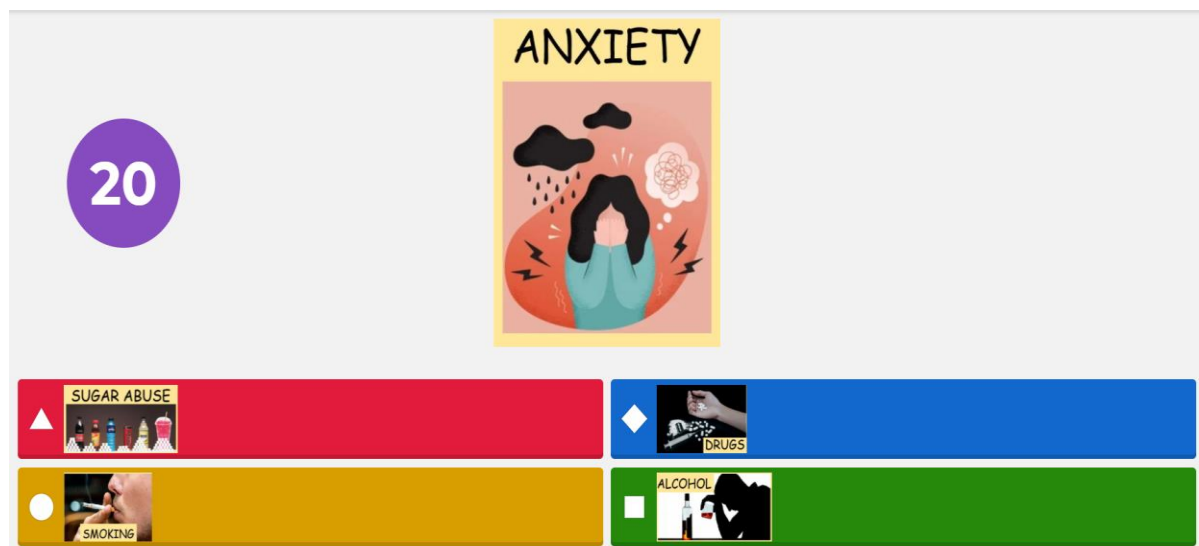
Source: Original material.

Annex 7. Kahoot: Harmful effects of...?

Link: <https://tinyurl.com/c5cx4tm>



The following effect is caused by _____



Source: Original material.

Annex 8. Peer assessment grid on each group's oral presentation

POINTS	0 	1 	2 
VOCABULARY	CONSTANT MISTAKES.	2 OR 3 MISTAKES PER STUDENT.	NO MISTAKES. ABLE TO CORRECT THEM ON THE SPOT.
VERB TENSES	CONSTANT MISTAKES.	SOME MISTAKES BUT THE SENTENCES ARE STILL EASY TO UNDERSTAND.	NO MISTAKES.
FLUENCY	DIFFICULT TO FOLLOW THE PRESENTATION.	NOT VERY DIFFICULT TO FOLLOW THE PRESENTATION.	EASY TO FOLLOW THE PRESENTATION.
EFFORT	NO COOPERATION AMONG PEERS. NO EFFORT. NO GOOD RESULTS.	AVERAGE WORK. THE GROUP HAS LIMITED ITSELF TO SATISFY THE PROJECT'S REQUIREMENTS.	NEAT WORK. SHOWS PLANNING, GOOD COOPERATION AND EFFORT.

Source: Original material.

Annex 9. Teacher's grid to assess each of the student's part on the oral presentations

ASSESSMENT GRID: STUDENT'S ORAL PRESENTATION			
POINTS	0	1	2
VOCABULARY	The student continuously makes mistakes when using the new vocabulary of the unit.	The student knows how to use the new vocabulary, and only makes one or two mistakes .	The student knows how to use all the new vocabulary and doesn't make any mistakes , or is able to correct them on the spot .
VERB TENSES	The student omits the verb or mentions it in its infinitive form . The student confuses the Present and Past Simple tenses .	The student makes some errors using the Present Simple formula (regarding the 3 rd person singular) and/or the Past Simple formula (regular and irregular verbs), <i>but</i> the sentence is still understandable .	The student knows the Present and the Past Simple formulas . The student knows when to use Present and Past Simple tenses .
FLUENCY	There's no fluency at all when speaking and it's difficult to follow the presentation.	The student uses expressions like " hm ", " er " and " ah ", more than 4 times , but it's not difficult to follow the presentation.	The student speaks fluently and doesn't use any or almost any expressions like " hm ", " er " and " ah " (less than 4 times). It's easy to follow the presentation.
FEEDBACK	The group doesn't give either positive or negative feedback to his/her peers.	The group only gives negative feedback , or very weak feedback .	The group gives proper positive feedback , and really shows interest in helping his/her partners to improve.

Source: Original material.

Name: _____ Date: ____/____/____

TEST: HEALTH VS. SICKNESS.



Circle the correct option.

1. Discomfort, pain, watery eyes, sore throat and fever are antigens.
They indicate our body is not working properly.

- a) True.
- b) False.



2. When we are in a state of well-being, we are healthy.

- a) True.
- b) False.



3. Infectious diseases are all contagious. They can be transmitted from a sick person to a healthy person.

- a) True.
- b) False.



4. Diseases caused by micro-organisms are treated by antibiotics.

- a) True.
- b) False.



5. The immune system is a combination of:

- a) Antigens and antibodies.
- b) Virus, fungi and bacteria.
- c) Tissues, cells and organs.

d) a and b are correct.

6. Viruses and bacteria find it hard to multiply and expand its territory inside a warmer body.

a) True.

b) False.



7. White blood cells are also called:

a) Phagocytes.

b) Lymphocytes.

c) T-cells.

d) None of the above are correct.



8. Which of the following words is the intruder in unhealthy habits?

a) Alcohol.

b) Rest.

c) Drugs.

d) Sugar.

9. Only insane people (with mental problems) go to therapy.

a) True.

b) False.



10. Physical health is not as important as mental health.

a) True.

b) False.

POSSIBLE ADAPTATIONS FOR THE DYSLEXIC STUDENT

All the students will be given the chance of carrying the exam out orally or in written format. If the dyslexic student does not want to do it orally, s(he) will count with the help of the teacher to decode the exam's instructions and questions.

Source: Original material.

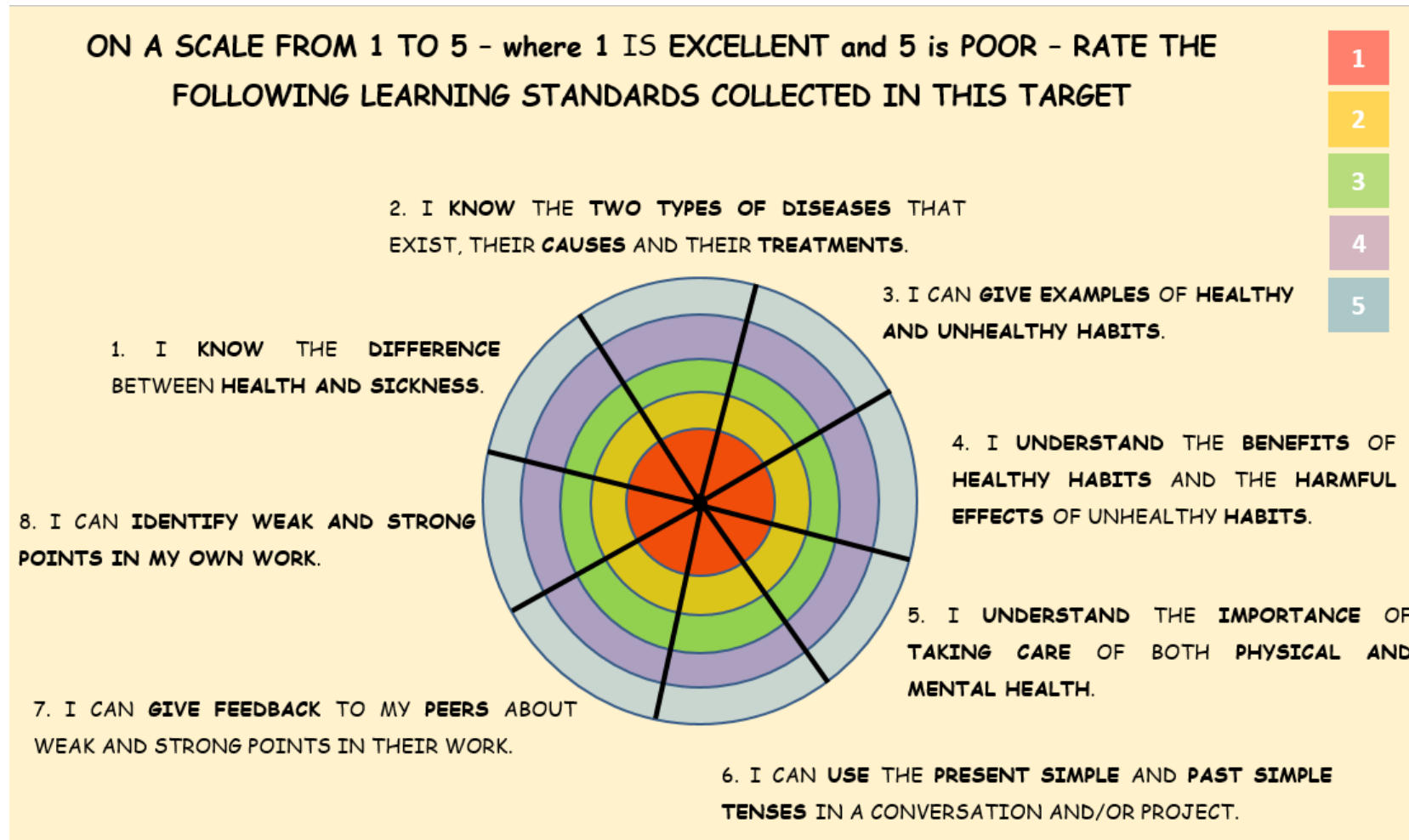
Annex 11. Teacher's grid to assess students' progress throughout the unit

CRITERION 3.2.				
Sub-criteria / Indicators of competences	1-INSUFFICIENT	2-SUFFICIENT	3-GOOD	4-VERY GOOD
Sub-criterion 1: NS.3.2.1.	Does not know the shapes and structures of any cells and tissues, and describes with significant ambiguities the location and functioning of the main organs, apparatus and systems involved in vital functions. (MCST).	Knows the shapes and structures of some cells and tissues, and describes with some imprecisions the location and functioning of the main organs, apparatus and systems involved in vital functions. (MCST).	Knows the shapes and structures of some cells and tissues, and describes with some accuracy the location and functioning of the main organs, apparatus and systems involved in vital functions. (MCST).	Knows the shapes and structures of some cells and tissues, and describes accurately the location and functioning of the main organs, apparatus and systems involved in vital functions. (MCST).
Sub-criterion 2: NS.3.2.2.	Gives misleading examples of habits concerning hygiene, balanced nutrition, physical exercise and rest as ways to maintain health, well-being and proper functioning of the body. (LCC, MCST, LLC).	Gives proper examples of habits concerning hygiene, balanced nutrition, physical exercise and rest as ways to maintain health, well-being and proper functioning of the body. (LCC, MCST, LLC).	Gives clear examples of habits concerning hygiene, balanced nutrition, physical exercise and rest as ways to maintain health, well-being and proper functioning of the body. (LCC, MCST, LLC).	Gives detailed examples of habits concerning hygiene, balanced nutrition, physical exercise and rest as ways to maintain health, well-being and proper functioning of the body. (LCC, MCST, LLC).
Sub-criterion 3: NS.3.2.3.	Vaguely adopts attitudes to prevent illnesses relating them to the practice of healthy habits. (MCST, SCC).	Adopts with some awareness attitudes to prevent illnesses, relating them to the practice of healthy habits. (MCST, SCC).	Properly and responsibly adopts attitudes to prevent illnesses relating them to the practice of healthy habits. (MCST, SCC).	Thoroughly and responsibly adopts attitudes to prevent illnesses relating them to the practice of healthy habits. (MCST, SCC).
	With a lot of help , the student gives few	With some help , the student gives	With a certain degree of	With total autonomy and self-

Sub-criterion 4: NS.3.2.4.	examples of possible consequences in one's way of life if we do not acquire healthy habits that allow personal development. (LCC, MCST, SCC).	examples of possible consequences in one's way of life if we do not acquire healthy habits that allow personal development. (LCC, MCST, SCC).	autonomy and self-determination, the student gives examples of possible consequences in one's way of life if we do not acquire healthy habits that allow personal development. (LCC, MCST, SCC).	determination, the student gives examples of possible consequences in one's way of life if we do not acquire healthy habits that allow personal development. (LCC, MCST, SCC).
Sub-criterion 5: NS.3.2.5.	Even with guidelines, the student vaguely knows and carelessly respects individual differences and those of others, accepting their possibilities and limitations and identifying their own and others' emotions and feelings. (SCC).	The student knows and carefully respects individual differences and those of others, accepting their possibilities and limitations and identifying their own and others' emotions and feelings. (SCC). Only when instructed to do so.	The student knows and carefully respects individual differences and those of others, accepting their possibilities and limitations and identifying their own and others' emotions and feelings. (SCC). Without having to be instructed to do so.	Knows and thoroughly respects individual differences and those of others, accepting their possibilities and limitations and identifying their own and others' emotions and feelings. (SCC).

Source: Original material.

Annex 12. Self-assessment target



Source: Original material.

Annex 13. Teacher's performance assessment

Link: <https://forms.gle/M4e5j9eK89mxzouG6>

It's your turn to assess me!

In the following form you will have the chance to assess my teaching skills. By filling it out, you will help me improve and grow until I become the very best teacher in the world. You ready? I count on you!

The teacher starts and ends the lessons on time.



1 2 3 4 5
Never ☐ ☐ ☐ ☐ ☐ Always

The teacher brings the necessary materials for each session.



1 2 3 4 5
Never ☐ ☐ ☐ ☐ ☐ Always

The teacher designs enjoyable and interesting sessions.



1 2 3 4 5

Never

☐☐☐☐☐

Always

The teacher solves our doubts and adapts its explanations so that we understand them.



1 2 3 4 5

Never

☐☐☐☐☐

Always

The teacher takes our opinions into account, and tries to incorporate our ideas into the sessions.



	1	2	3	4	5	
Never	☐	☐	☐	☐	☐	Always

What I liked most about this didactic unit was...



Tu respuesta

What I liked the least about this didactic unit was...



Tu respuesta

I think my teacher could improve in...



Tu respuesta

Source: Original material.