

Master's Dissertation/
Trabajo Fin de Máster

CLIL METHODOLOGY IN SPECIAL EDUCATION: TEACHING THE HUMAN BODY

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November, 2019

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ABSTRACT

The main objective of this study is to raise awareness of the great importance of attention to diversity in schools nowadays and to show evidence that students with special educational needs may have access, like any other students, to an integrated learning both in content and language. AICLE (Integrated Content and Language Learning) is a methodology that offers students an opportunity to acquire the learning of a second language in a competent, dynamic and transversal way and in this work a series of very useful tools will be offered to implement this methodology in the area of natural sciences. Similarly, this master's dissertation offers a didactic proposal taking in mind three students in the First Level of Primary Education diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Students will discover the human body by providing different adaptations and materials they may need to learn a new language. This study highlights the importance of working the attention to diversity in the schools with competence and proficiency throughout the application of multiple intelligences, cooperative work and emotional intelligence.

Keywords: CLIL, AICLE, ADHD, integration and support classroom, attention to diversity, special educational needs, cooperative work

RESUMEN

El objetivo principal de este estudio es crear conciencia sobre la gran importancia de la atención a la diversidad en las escuelas hoy en día y mostrar evidencia de que los estudiantes con necesidades educativas especiales pueden tener acceso, como cualquier otro estudiante, a un aprendizaje integrado tanto en contenido como en lenguaje. AICLE (contenido integrado y aprendizaje de idiomas) es una metodología que ofrece a los estudiantes la oportunidad de adquirir el aprendizaje de un segundo idioma de manera competente, dinámica y transversal, y en este trabajo se ofrecerá una serie de herramientas muy útiles para implementar esta metodología en el área de las ciencias naturales. Del mismo modo, esta tesis de maestría ofrece una propuesta didáctica teniendo en cuenta a tres estudiantes en el primer nivel de educación primaria diagnosticados con trastorno por déficit de atención e hiperactividad (TDAH). Los estudiantes descubrirán el cuerpo humano proporcionándoles diferentes adaptaciones y materiales que pueden necesitar para aprender un nuevo idioma. Este estudio resalta la importancia de trabajar la atención

a la diversidad en las escuelas con competencia y eficacia través de la aplicación de inteligencias múltiples, trabajo cooperativo e inteligencia emocional.

Palabras clave: CLIL, AICLE, TDAH, aula de integración y apoyo, atención a la diversidad, necesidades educativas especiales, trabajo cooperativo.

1. INTRODUCTION

The following assignment is a basic requirement for the completion of the Interuniversity Master's Degree in Bilingual Education and CLIL. It consists of a didactic proposal in which many of the contents and skills assimilated during the present year will be tested and developed.

This document consists of ten points including this introduction. The objectives present, in general, our most important intentions to be achieved with this project.

Under the theoretical framework, it will be initially introduced some basic notion about how to work out a didactic proposal based on the CLIL methodology as well as developing the meaning of the concept. Next, we will consider Bloom's Taxonomy talking about different types of tasks and cooperative work to promote significant learning as well the description of multiple intelligences and how they affect our considerations about attention to diversity. Another very important point will be the general objectives that are intended to achieve as they are properly worked on in the integration and support classroom. It will be very important to know the context of both the school and the students in order to know some of the most important features in which our teaching actions will be developed. On the other hand, within our didactic proposal, we will present comments on different aspects such as working on key competences, emotional intelligence, pursuing didactic objectives, how to work on contents, and the structure of the working sessions and activities. The next point would be a description about the kind of evaluation to be used in order to assess the information presented on the present didactic proposal. Finally, we will present a conclusion together with the bibliographic references used to carry out this paper.

The contents introduced on this didactic proposal will be connected to the topic of The Human Body, using CLIL methodology. As it was previously stated, three special education students in the second year of primary education who attend the integration and support classroom will be chosen for our research.

The aim is to prove the importance of the different contents presented during our Master in order to develop collaborative and cooperative work, presenting Gardner's multiple forms of intelligence and considering Bloom's Taxonomy as we believe these methodologies are very positive for an adequate work on attention to diversity and meaningful learning.

The complex model of society makes capital the acquisition of different languages for the understanding of a globalized world. The fact that students learn a second language may entail a very positive aspect for their academic and professional life.

It is very important to keep in mind that the brain of a child in kindergarten and in the first years of primary education is flexible, making them easier to learn a second language during this period than in following years.

In addition, it will be very important to consider that the current educational system is on the right track as it allows the acquisition of a second language from the beginning. This fact has many advantages for pupils since the prospects for their future increases significantly. In addition to these advantages, when children learn a second language, they will also benefit from many other different possibilities.

On the one hand, students will achieve better verbal fluency in the language learned if they acquire it from an early age. Their brain at this stage is usually compared to "sponges", as they are more eager to accept and learn any language, with implies a significant development of their linguistic skills.

On the other hand, there are studies and researches that show that language acquisition also has a great amount of cognitive benefits. For instance, it promotes a better attitude to solve any type of problem that may arise, presenting a coherent critical thinking, introducing greater creativity in their daily life, developing a more flexible and open-minded personality or achieving a greater capacity in long and short-term memory.

As a result of the previous points and thanks to these benefits, learning a foreign language can also provide numerous and logical academic advantages. It has been fully demonstrated that bilingual children have better critical thinking skills, better problem-solving skills or greater mental flexibility which will help them to achieve a better academic performance and development.

Similarly, learning a foreign language opens different doors obtained from an increasing tolerance towards others. People who are bilingual may have access to

more people, manage more resources or tools and visit more places that people who do not know a second language. Therefore, if people knew foreign languages, they would have the opportunity to develop different competitive advantages at work or acquire a deeper understanding of humanity and the culture that surrounds them.

In short, and to finish this first section, the main objective with this project is to demonstrate that learning a second language is an opportunity where students will have to develop positive skills whereas special education children can work this type of methodology like the rest of their classmates, adapting the material to their possibilities, needs and knowledge.

2. JUSTIFICATION

As background for the creation of this Master's Final Project, it has been considered my personal experience as a Specialist Teacher in Therapeutic Pedagogy with special education students attempting to establish a relation between the knowledge acquired in previous months to the CLIL methodology. I am currently working in a bilingual education school. One of the many problems that could be detected is that teachers work too individually. Each professional in each area (Physical Education, language, maths, arts, etc.) work on their own contents, In addition, it is common that students go from having just an English subject in the early levels to having several subjects in this language in the Primary Education stage plus English. If we add these previous factors, students may feel overwhelmed, finding no connection and meaning to what they are learning and studying.

The CLIL methodology offers us a magnificent opportunity to integrate all the previous subjects. We can group the contents and be able to reach our main goal which is the development of adequate and competent learning abilities in our students.

Throughout this work, it will be possible to detect how, we can carry out a coordinated teaching-learning process starting from a certain area of interest.

As an example, in this study, while working on the human body, it may be possible to be working on their linguistics skills in a more direct way and on the remaining six competences indirectly. Furthermore, if we consider that our pupils come from the integration and support classroom, the development of this methodology in the classroom becomes even more meaningful.

In short, when deciding the subject of this Master's Thesis, there are three reasons that helped justify its importance:

- The relevance and importance that the CLIL methodology is increasingly getting as it is considered one of the most effective methodologies for students to learn a second foreign language competently.
- Students working with this methodology develop very positive academic skills. Different studies show that students who learn a second foreign language using this methodology obtain a higher degree of proficiency and a more meaningful acquisition of key competencies.
- Including this methodology is a very important tool for attention to diversity and special education students. This group of students present distinctive characteristics, but they need to feel an important part in their teaching-learning process and we, as professionals, have the obligation to reduce as much as possible, the differences that may exist in relation to the rest of the children.

3. OBJECTIVES OF MY DIDACTIC PROPOSAL

The fundamental objective that is sought with this study is to demonstrate that the learning of such an important content as the human body can be worked with students who present special educational needs through the CLIL methodology, working simultaneously oral and written comprehension, oral and written expression and vocabulary.

However, it is very important that we keep in mind that working with the CLIL methodology does not mean that teachers should be working in a, monotonous way, but that we have the possibility to use different teaching-learning methodologies. The most important thing is to start from an initial goal and to create a meaningful learning environment where we can a variety of cognitive skills.

In addition, it is important to demonstrate that this methodology allows us to work with special education children by adapting the methodology, contents and any kind learning difficulties. Our main objective should be that our teaching process starts from our students' interests and that they feel themselves as a central part in that process. These practices represent a very significant change in the teaching methodology, becoming facilitators of the teaching-learning process which may help our students to competently reach the understanding of the contents.

Likewise, it should be considered that CLIL methodology requires a complete transformation of the academic environment so that the development of the classroom can be more dynamic in order to obtain a learning process mainly centred on the student, while it is also based on constructivism and provides a significant element of motivation to the students.

It should also be noted that an adequate development of this methodology with special education children should enable a significant development of the different skills and competences, especially linguistic, obtaining a significant variety of benefits in the teaching-learning process for the students.

More specifically, this study aims to offer a centre of interest for our students, which will be the functions and performance of our skeleton and the main bones that compose it.

This proposal is focused on learning our own body through observation, description and recognition of the different functions and components of our skeleton. This fact will make it easier for students to respect and know their body better, as well as allow them to avoid certain injuries they could have if they do not take good care of themselves.

All this offers us the opportunity to identify the main bones and functions of the skeleton, its changes and the need to maintain correct habits to keep them healthy.

This didactic proposal will be closely related to the acquisition of key competences, emotional intelligence (so important and basic for this type of students), collaborative and cooperative work to achieve meaningful learning and to Gander's multiple intelligences.

4. THEORETICAL FRAMEWORK

4.1. What does CLIL mean?

This term started to be used significantly in the early 90s, referring to the use of a second language for students to support some areas of the school curriculum. In 1995, the European Committee proposed the teaching of two different languages at schools in order to improve the degree of acquisition of the different skills of a second foreign language. As a result, it can be stated that this methodology is a teaching-learning process in which students will have the opportunity to learn a second foreign language in a more practical and meaningful way.

With the CLIL methodology, teachers become fully aware of the most important linguistic needs that students have. Students are constantly being tested to confirm their level, as this methodology refers to a wide variety of visual tools that allow students to understand the contents presented.

The author Marsh who is one of the most important founders of this methodology, explains that the contents taught to the students must be presented in a language other than the mother tongue because the knowledge of the language is fused with the knowledge of the Content and language increases your presence in the curriculum in a very important way (Marsh D, 2010).

This author indicates that the CLIL methodology is based on the acquisition of a language in a natural way, but we may not observe immediate benefits. Even more, it is a long process that requires a lot of dedication and patience so that, five or seven years may be required as part of a bilingual education in order to be a student who achieves very high English skills.

There are two capital elements to achieve the necessary abilities for a skilled use of two different languages. The first is reading, which should be understood as a healthy habit and a fun and enjoyable activity, as it is implied that whenever we read for pleasure, we learn faster. The second factor would be verbal fluency. Making mistakes is very important, as it becomes part of the learning process.

All these advantages are closely related to the language we intend to use in the different subjects because if we employ the CLIL methodology, students will learn the new language while acquiring new knowledge and contents about the culture of that language. Due to this fact, a new and important multicultural knowledge will be created, and students will develop different skills that may allow them to have a more fluent intercultural communication.

In addition, with this methodology, students present a higher level of motivation and better oral and written skills as part of a fully meaningful environment in which they may develop a greater ability for concentration without so many constraints when they are using the language.

Despite all these previously stated advantages, it is also important to state that the use of the CLIL methodology in schools may have some difficulties that cannot be ignored. For example, the teacher of the subjects that are going to be taught in a different language must have a high aptitude in the use of the language and, similarly, so must the students, in order not to make necessary to lower the degree of

difficulty of the subject. These possible problems would have an easy solution, that is, to impose bilingualism in the classroom from the earliest years. A second language acquisition should not make a sudden appearance in later stages, which would reduce the time of language exposition of the students.

In short, according to Linares and Morton, the characteristics that differentiate CLIL from other methodologies are the language of instruction, materials, teachers and immigrant students (Linares, A and Morton, T, 2010).

4.2. How do you program a session?

If we want this methodology to be useful for our students, we should build on a framework based on 4Cs, as it was proposed by Coyle, O (2010), who considers four very important principles:

- Culture: teachers must offer students tools to acquire an intercultural awareness based on respect.
- Cognition: teachers have the obligation to allow students to create their own knowledge and the best way to achieve this is to perform activities and tasks in which students have the opportunity to work on the contents by themselves.
- Content: teachers must provide students the tools to acquire the skills and abilities that build their own learning.
- Communication: teachers must allow a constant interaction in the teaching-learning process, so that students can reconstruct the contents using the language they are acquiring.

These four principles of Coyle, Marsh, D (2010) are directly connected to four strategies that we must keep in mind:

- Input: this element must be motivating, meaningful and authentic. Some important resources or tools that might be included in this section are videos, WebQuest, podcast, interactive materials, etc. that will allow students to work autonomously and independently.
- Scaffolding: students will need support for a progressive increase on their knowledge on the different contents they are learning. This strategy is very positive because it reduces the linguistic content load so that our students may understand correctly both the content and the language. It is also positive as there is also a great stimulation of academic and cognitive language.

On the other hand, our three students in the integration and support classroom have many difficulties in learning a foreign language and they find this tool is very helpful.

- Interaction and production: this tool support the development of interlanguage because it is connected to the input, the internal aptitudes of the students and their selective focus.
- Interculturality: learning foreign languages provides many advantages for our students as they accept and understand that our society has cultural differences.

To conclude with this section, it is important to emphasize that important authors stated that the principles that a working session should offer with this methodology are the following: the language will be used to learn and communicate, joint integration of the four linguistic skills, work simultaneously written and heard texts and, finally, the language used will depend on the context presented by the content (Lorenzo, F Casals, S and Moore, P 2009).

4.3. Bloom's Taxonomy

In this section, we are going to consider the taxonomy of objectives in education, known as Bloom's Taxonomy. This concept refers to a classification of the different objectives and skills that teachers can work with their students.

The beginning of this idea began in 1948 with the aim to exchange different materials between different groups of professionals in the field of education, considering Benjamin Bloom, a psychologist at the University of Chicago, as the leader of this idea.

This taxonomy has a hierarchy, that is to say, it has the clear thought that the learning of the upper levels depends on the correct acquisition of the knowledge and skills of the lower levels. As a result, it offers a general and global vision of the teaching-learning process, promoting a logical, effective and competent way for education.

Bloom, B (1956) reflects three very important areas: affective, cognitive and psychomotor, although only the first two were developed from the beginning.

The first area, the affective one, would be the way in which people react according to their emotions, the ability to feel empathy with another living being. The objectives pursued in this area are affective and aimed primarily to raise awareness and help guide our attitude, behaviour, emotion and feelings.

The author considers that within the affective domain, we have five very relevant levels stated as follows:

- Answer: students show an active attitude. They pay attention to stimuli and offer reactions to these stimuli.
- Reception: it is the lowest level of the five levels. In this case, the student offers passive attention. Without this level, learning would be impossible.
- Assessment: students may obtain very valid information in their teaching-learning process.
- Organization: students may also obtain different kinds of information, assembling it according to its hierarchy of importance.
- Characterization: the students have their own thinking that will be used for a better understanding of the contents studied.

On a second level, the psychomotor dimension would be the ability that students may get to manipulate a certain object. The most important objectives that we intend to achieve in this area are connected to the following levels:

- Perception: students will be aware of the impressions they receive after perceiving an object through the senses.
- Provision: when students receive the information, it is time for them to adapt that information
- Mechanism: students will handle the information received according to their skills and knowledge.
- Complex response: the result of the previous point will lead to answer that could be different.
- Adaptation and creation: finally, it will be time for each student to experience a new learning from what was learned previously.

The third level would be cognitive, and it can be defined as the students' ability to think through the contents they are learning. Likewise, this author also considers the existence of six very important sublevels:

- Knowledge: at this level, students will have the opportunity to remember concepts and ideas that have already been learned.
- Comprehension: students will have the opportunity of a practical demonstration about their understanding of the concepts studied.

- Application: Students apply the contents they learned to new problems and situations in an adequate way.
- Analysis: students will have the opportunity to apply inferential learning on certain contents acquired.
- Synthesis: students will be able to build up their own information by analyzing different elements. At this level, the development of abstraction skills will be very important.
- Evaluation: students will acquire the ability to present and defend their own and other people's thoughts in a competent, autonomous and rational way.

As we have seen, planning is very important to define the tasks that will shape the teaching unit. A good classification of tasks is offered by Bloom's taxonomy:

- Remember: related activities that can be worked on could be based on: define, remember, recognize, select, paraphrase...
- Understand: related activities that can be worked on could be based on: classification, description, discussion, explanation, argumentation, identification, location or recognition.
- Apply: related activities that can be worked on could be based on: choice, demonstration, dramatization, illustration, interpretation, resolution, practice or writing.
- Analyze: related activities that can be worked on could be based on: evaluation, comparison, contrast, criticism, differentiation, discrimination, distinction, experimentation or reflection.
- Create: related activities that can be worked on could be based on: construction, design, formulation or development.

4.4. Cooperative work to support significant learning

This is a learning method that encourages students to work together pursuing common goals. It includes a wide range of different techniques so that students may achieve those goals in a competent and effective way.

However, before exploring the concept, it may be interesting to refer to another notion that has lately been widely used: collaborative work. We should initially state, that many authors do not make differences between these terms and use them as synonyms.

On the other hand, other authors use them differently and claim that the basic difference is that cooperative work needs a lot of structuring to carry out the activity of the teacher, while collaborative work needs much more autonomy from the group and very little structuring of the teacher's task (Zañartu, 2000).

In addition, in collaborative work it is students who create and form their own learning based on their own decisions, while in cooperative work, the role of the teacher is more important because it is, he who gives form and design to the different interactions that will take place in the classroom (Panitz, 2001)

Following these authors, the difference between these two types of learning is the degree of structure of the task and the interactions between students. It can be considered that cooperative work is based on the role that students have in their teaching-learning process following the characteristics of constructivism.

As a result, cooperative learning consists in working with students in small groups so that they can learn from the knowledge of their peers and there can be a very rich exchange of ideas for the future learning of students (Johson, 1999).

This author reflects that cooperating means working together to achieve shared goals and also emphasizes that with this magnificent educational practice, students work and learn with the idea of achieving individual and collective goals and benefits. We may observe the interaction that takes place between students to achieve the intended objectives.

To get closer to the concept, it is necessary to know the differences with other forms of interaction in the classroom in which students face the learning activities, such as competitive learning and individual learning.

Johnson (1999) states that working with this educational technique is much more positive than fostering competitive learning where there will be a better performance of a student or group of students. However, this necessarily implies that the performance of others may be lower. A student will reach the goal if, and only if, others do not. Therefore, each person will pursue the results that, being beneficial to him, are harmful to the other partners with whom he is competing. The maximum reward will be received by the student with the best performance and the others will receive lower rewards. In a self-centred learning model of situation, the student only focuses on the accomplishment of his task and on achieving the expected results at an individual level. Therefore, the fact that a student achieves or not the objectives does not influence in any way whether the other students reach them or not. As a

result, each student will pursue their own benefit, regardless what their classmates can do. As a result, the reward is determined by the work of each person, not considering other students' work.

Under other conditions, in a cooperative learning situation, the group of students has to work together because the objectives will be achieved if, and only when, each team member gets their own. We can consider that the skills that students develop when they work with cooperative learning are the following:

- They learn to perform responsible and competent searches for information by selecting the most important contents and eliminating secondary ones.
- They have a better understanding of those contents that can be more difficult or complex.
- They develop meaningful ways of learning and are able to relate their knowledge to their daily life.
- They also develop a significant ability to solve problems in a creative and intelligent way.
- They learn to summarize and synthesize the most important ideas. They improve their oral and written expression.
- They grow interpersonal skills such as promoting the role of the leader, negotiating, reaching agreements with colleagues, respecting the opinions of others, etc.
- They can competently create an adequate time planning to be able to perform the different activities and tasks.

Considering all these different skills, it will be very important to take into account the benefits that our students may obtain by working with a cooperative learning method, which according to (Águeda. B and Cruz. A, 2005) are as follows:

- Students will have the power to develop interpersonal aptitudes and group work skills.
- Students will see their intellectual abilities increased.
- They will develop a higher degree of responsibility, flexibility and a more positive self-esteem.

The results are determined by everyone's work: each student will have the own share of responsibility for other pupils, both inside and outside the classroom. As a result, they will generate "networks" of support for "at-risk" students: first-year

students with difficulties to integrate will clearly benefit from this way of working. It will also generate greater enthusiasm and motivation for learning. They will enhance deep learning against a superficial or memory-based kind of learning.

In short, the fundamental objective of cooperative work is for students to learn and work as a team to achieve common goals. Consequently, students try to achieve positive results for themselves, but also for other pupils.

The role of teachers with this methodology is not only based on the transmission of knowledge, but they must also present their work perfectly planned as they must be constant observers of their students and mediators of the teaching - learning process.

Therefore, cooperative work supports the construction of meaningful learning because students build knowledge by working on tasks and activities planned by the teacher. With this methodology, students become key elements in the learning process.

As a result of all these ideas, the three students will work through roles and functions on a daily basis because there is evidence that this may help them acquire their knowledge faster, which implies a better academic performance. They will have the opportunity to have a greater number of interactions that will allow them to develop a greater logical reasoning when they are working on the contents. We will promote features as important as respect for others, solidarity or fulfilling their duties as we provide them with that key role. We will promote dynamic and motivating classes and, in short, we will work to make our students autonomous and prepared people to face any kind of problem that may arise in a future, in their real and personal life.

4.5. Multiple intelligences and attention to diversity

Gardner, H (2011) defines intelligence as “*potential capacity that can be developed*”, without denying the genetic component, but giving greater importance to the intelligence of the context. Different kinds of intelligence cannot be forced or generated from nothing; however, they can be guided with delicacy. The potential of children can be stimulated, enriched, guided, and multiplied by the action of the school. As educators, we have a huge responsibility to help boys and girls discover their potential, feel proud about it and help experience success in life.

The author has identified the following eight types of Intelligence:

Linguistic intelligence: it is closely related to the ability students may have to use words competently. People who have this intelligence are very good with reading, writing, telling stories competently and have great short and long-term memory.

In addition, they find very easy to learn new languages because they have a great ability to manipulate the syntax and structure of sentences. It is the intelligence of writers, politicians or teachers, such as, Antonio Machado.

Logical-mathematical intelligence: it is closely related to the ability of people to use numbers, logic, abstraction and deductive and inductive reasoning. It places its emphasis on reasoning, the recognition of abstract patterns, scientific thinking and research, and the ability to execute complex calculations. People who stand out in this type of intelligence are, lawyers, philosophers, doctors, scientists, mathematicians and physicists, like Albert Einstein.

Naturalist intelligence: it has to do with nature, education and classification. Those endowed with a high level of naturalist intelligence have a greater sensitivity to nature, the ability to cultivate and grow, and a greater facility to care for animals and interact with them. They are good at recognizing and classifying species. Among them, we will find zoologists, gardeners or naturalists, such as Charles Darwin.

Musical intelligence: it is related to rhythm, music and hearing. People with high musical intelligence show greater sensitivity to music, sounds and rhythms. They usually have a good hearing and often know how to sing, play instruments or compose music. They often use songs and rhythms to learn and memorize information and can work better with music. It is the kind of intelligence of singers, orchestra conductors, musicians and composers. For example, Beethoven.

Body-kinesthetic intelligence: it is related to the ability to use the body as an instrument of expression of ideas, feelings and the ability to use one's own hands to produce or transform things. They are people fit for physical activity, such as sports or dancing and often prefer activities that involve movement. They can enjoy acting or performing and they are usually good at building objects. They have a muscular memory, that is, they are better at remembering what they learned through their body. Among these people, there are actors, dancers, craftsmen or athletes like Rafael Nadal.

Visuo-spatial intelligence: people with high spatial intelligence are usually very good at visualizing and mentally manipulating objects. They have a great visual memory and they know how to easily orientate themselves. They are good at using maps and they usually have a high level of sensitivity to colours, lines, shapes, space and the relationships that exist between these elements. The people who stand out in this kind of intelligence are the architects, artists or engineers. For example, Leonardo Da Vinci.

Intrapersonal intelligence: this kind of intelligence has to do with the knowledge of oneself and the ability to adapt one's own ways of acting from that knowledge. This kind of intelligence includes having an accurate picture of oneself, of their own emotions, motivations, goals, powers and limitations, and the capacity for self-discipline, self-understanding and self-esteem. They are usually perfectionist, reserved people who are attracted to activities that involve thinking. Among them, we will find psychologists, philosophers, theologians and writers such as Mahatma Ghandi.

Interpersonal intelligence: it is related to the interaction with others. They are usually outgoing people who are regarded by their sensitivity to the moods of others, their emotions and motivations and their ability to cooperate and work in groups. They can communicate effectively and empathize easily with others. They usually enjoy discussions and group work. Among them are politicians, social workers, diplomats and managers. For example, St.Teresa of Calcutta.

In short, it will be important to consider that this methodology contributes in an important way to work on attention to diversity in schools and, more specifically, in our classroom as it supports integration. In consequence, working sessions will be planned with activities where it is encouraged the development of the different basic competences so that our students progressively become aware of the areas where they feel more comfortable, motivated and trained in relation to an academic and professional future.

5. FUNCTIONS AND GENERAL CHARACTERISTICS OF THE INTEGRATION AND SUPPORT CLASSROOM

Taking as a reference the guidelines of the Order of July 25, 2008, which regulates the attention to diversity of students who attend basic education in public

schools in Andalusia, we will present the most important general objectives that, as a classroom professional of support for integration, need to be kept in mind.

First, it is necessary to ensure a normalized and integral development these students' needs at the psychological, affective and instructional levels by providing them with a compensatory treatment that helps them overcome their difficulties.

In addition, language development must be understood as a means to learning and achieving social integration.

Likewise, teachers will be required to gradually grow capacities on mastering the basic instrumental techniques and provide the greatest possible integration of each student both at school and its extracurricular activities, with the highest possible implementation according to their needs.

Moreover, it will be required to elaborate and implement, together with the tutors and the counsellor, the Individualized curricular adaptations (or their revision). The ordinary curriculum will be taken as reference, starting from the level of curricular competence of each student and it will be very important to maintain and renew the material of the support classroom to encourage its use as a resource classroom for the school.

In addition, teachers in special education have the obligation to design and implement general, adapted and specific programmes that respond to special educational needs, as well as to monitor them within or outside the support classroom. Furthermore, it will be required to establish good coordination with tutors and teachers of the different areas so that the teaching-learning process of the students has continuity, involving fathers and mothers in the educational process of their children. As a result, these actions may increase their level of awareness on the importance of collaboration in this process and allow the collaboration with external resources to the school in that attention to diversity.

In a much more precise way, the main objective of the present project will be that the three students with ADHD learn through certain guidelines how to behave adequately satisfactory in a small group, which may allow them to progressively continue working on the CLIL methodology in their ordinary classroom without altering their work.

6. CONTEXT

6.1. The School

This study will be carried out in a school in the municipality of Jaen which has about 14,000 inhabitants. Due to the proximity to the capital, many people from Jaen have their permanent residence in this town. It is a school with groups of Infant and Primary Education located outside the town.

With regard to its facilities, it has the necessary ones for and adequate performance; The quantity and size of classrooms is enough for the pupils who study in the school. In addition, other spaces are used such as the library, the school yard, the integration and support classroom or a language and listening classroom.

Communication between members of the educational community is positive and frequent. There is an atmosphere of collaboration that supports working and creating constructive relationships among community members.

The school has a stable staff of teachers which simplifies the unification of criteria and a greater coordination that allows an integral training of students.

The teaching staff has an active and duly ordered participation at all established administering levels and in all the activities planned at the school.

All teachers update their methodology through the teacher training plan and the curriculum is based on 126/2014 Royal Decree, of February 28, which establishes the basic curriculum of Primary Education.

The relationship between the members of the teaching staff is good and their knowledge of the subjects to be taught is high. Day after day, there is an increasing involvement of teachers to seek an even more adequate teaching methodology that fits the diversity of students.

In general, the physical and psychological characteristics of the students correspond to those of their development and their age although, as the school has a classroom that supports integration, the number of students with special educational needs is increasing.

The motivation of our students and their satisfaction with our learning and teaching standards at school is acceptable. The involvement of the students in the activities suggested by the school board and in extracurricular activities is frequent and the absenteeism rate is not significant.

Families have a medium socioeconomic level. The ties they maintain with the school are frequent regarding the exchange of information on the educational development of the students (they usually assist to the individual tutoring sessions of their children). However, there is less family participation in the organization of the school, even though there has lately been a growing concern among families concerning different issues that may influence the education and training of their children (sexuality, internet dangers, healthy eating habits, etc.), lately increasing their participation in activities organized by the information and advice centre. The desire of most parents is that their children have an educational and personal development without conflict.

The school has a Parents' Association is mostly formed by fathers and young mothers. It has managed to involve many families, significantly increasing their participation in common everyday-life activities. There is also a web site where parents can review all the information regarding the school and communicate with the teachers via email.

6.2. Students

Their physical and psychological characteristics are suitable to their development and their age although, as the school has a classroom supporting integration with teachers on the areas of Therapeutic Pedagogy and Speech and Hearing PT and AL in Spanish, the number of students with educational needs is progressively increasing. The motivation in our students and satisfaction with the learning and teaching standards of the school is acceptable; the participation of students in the educational and extracurricular activities is frequent and the rate of absenteeism is not significant. In general, students like to study and have a high self-concept of themselves as students.

Three out of four students assert their expectations of pursuing higher education. Both these expectations and a high self-concept correspond with the good results in competitions.

At home, children have not acquired thorough study habits. They change the place where they do their homework and usually do them in places where there are distractions. They are not so keen on certain activities such as reading because they prefer watching television or playing video games.

This didactic proposal is addressed to three students in the second level of primary education who come to the classroom as support for integration. They are two students in the third year and one student in the fourth year of Primary Education. These three students have ADHD and they need to come to the classroom as a measure of attention to diversity and to be able to work their needs in a more specific way. It is a small group in which it is necessary to work on the rules of sociability as well as concentration and attention at work.

These students have had a lower school performance than expected due to their capabilities. In addition, they have difficulties in learning the instrumental areas and subjects like Science. Finally, I would like to highlight that they have a deficit in the development of social and emotional skills, and this makes it difficult for them to interact with their classmates in the ordinary classroom, so we support and work on their inclusion in all other areas, organizing scheduled visits and group activities.

This teaching unit aims to help meet the needs of these three students who have received the same diagnosis, but with different levels of involvement, presenting similar characteristics in both personal, cognitive skills and levels of curricular competence. These students form a dynamic and active group which makes cooperative work between them easier.

The common needs they present are:

- Assertion of those features in which they present higher best levels of development in order to maximize them and use them to improve their language.
- Increased autonomy at all levels, both in curricular and personal areas. Development of social skills that provides their social integration and the improvement of relationships with other pupils.
- Stimulation of basic cognitive functions, perception, attention and memory, as well as the processes of representation, symbolization and abstraction.
- Consolidation of expressive and comprehensive oral language, considering both the articulation and the understanding and construction of the discourse.
- The acquisition, organization and assimilation of the contents of the areas in Spanish Language and Mathematics through the use of certain tools and visual references, conceptual maps or diagrams that allow structuring the information. Balanced emotional development that allows them to develop a positive self-concept.

- Use of activities and strategies that promote the improvement of their self-esteem.
- Self-administration and organization, at school and in the family and personal environment, contributing to the completion of the tasks.
- Decrease in anxiety that can generate fears and difficulties.
- Introduction to reading and writing between leisure activities.

7. KEY COMPETENCES

This concept refers to the skills or abilities that students need for an adequate, complete, personal development that will help them achieve a better social and civic life.

The skills to be considered in this teaching unit with our three students are as follows:

- Linguistic Competence: we will work activities and tasks that develop their communication skills.
- Mathematical and science and technology competence: students will work on different contents related to the scientific field and develop the spirit of research, using different languages and supporting tools.
- Competence of learning to learn: we will work on aspects related to the treatment of texts as well as the creation of outlines and diagrams.
- Social and civic competence: we will work on cooperative activities developing critical values and positive skills to live in society.
- Competence of sense of the initiative and entrepreneurial spirit: the students will acquire the different lessons learned. In addition, students will be able to assess their personal environment and develop critical thinking.
- Awareness and cultural expression competence: learning a second foreign language allows us to get closer to their culture and customs.

8. EMOTIONAL INTELLIGENCE

Due to their personal features, our students are likely to suffer from different kinds of deficiencies in aspects such as their self-esteem, motivation, social skills, etc., As a result, the development throughout their educational process of emotional intelligence is especially important.

This concept is defined as the ability of people to recognize their own feelings and those of others, motivate and properly manage relationships with others and with ourselves (Goleman. D, 1995)

This same author indicates that emotional intelligence includes a series of different but complementary skills which are:

- Knowing yourself.
- Learning to control yourself.
- Achieving an adequate development of empathy and social skills.

A correct development and acquisition of this type of intelligence means a better ability to live with the world around them and empathize with other people. In addition, students will develop such important and significant features as kindness, discipline, respect for others, sensitivity, etc.

The emotional intelligence deficit has consequences on many aspects of everyday life, from childhood to adulthood.

According to the author, if we neglect this intelligence or do not work on it correctly, we can cause many unwanted problems in our students and make them develop certain behaviours opposing to what a good education should aim at.

Of course, to work on emotional intelligence is even more important in the case of students with special educational needs as their personal characteristics increase their chance to suffer from a lack of social adaptation and low self-esteem.

9. OBJECTIVES

According to the of March 17, 2015 Order in which the curriculum corresponding to Primary Education in Andalusia is developed, the objectives are referents that are closely related to the achievements that students must acquire when they finish their teaching-learning process. According to this, the objectives that our three students should reach are as follows:

- Recognizing and locating the most important bones of our body.
- Knowing the functions of the skeleton: shape, structure, performance and care.
- Relating certain healthy habits with and appropriate state of the skeleton.
- Working cooperatively, respecting the opinions of others.
- Carrying out a project and presenting it through an exhibition.

10. CONTENTS

The 28th February 126/2014 Royal Decree, which establishes the basic curriculum of Primary Education, considers that the contents are the set of skills, knowledge and attitudes that students must achieve for a correct acquisition of the competencies and objectives.

When choosing how to learn a content in a globalized approach, it will be very important to consider the following aspects:

- Students will work on meaningful contents that are related to their personal life and personal interests, so that they find everything they are learning is meaningful.
- They will have more potential to use and understand those contents as they are more closely related to their environment
- These contents should be motivating, organized and structured in a way that allows the establishment of connections and should provide the generation of other learning situations. The curriculum has to consider relevant skills for content selection, since school and extracurricular time is always limited.

With regards to education in values and Andalusian culture, which is reflected in the 17/2007 Education Law of Andalusia, this didactic proposal presents contents and activities that promote the real and effective practice of equality and also the acquisition of healthy and sports lifestyle habits.

Based on all the aspects mentioned above, the contents that we will work on this didactic proposal are the following:

- Identification of the locomotive and nervous systems as elements to connect our work with other contents.
- Identification of the senses and the organs involved.
- Recognition of the internal morphology of our body (e.g. parts of our bone structure).
- Justification of healthy habits and health problems (e.g. osteoporosis).
- Experimentation with an animal bone.
- Completion of a project on the skeleton and oral presentation.

11. METHODOLOGY

Our methodology will be based on communication, reasoning and respect for the person. We seek the formation of an integral citizen who knows how to make use of his freedom and his personal and academic skills, valuing and accepting individual differences.

Students who present ADHD can be regarded for their ability to learn more easily as long they are provided with properly structured content because they find many difficulties in organizing their ideas. For this reason, the following methodological strategies will be considered:

The lessons and activities will be prepared taking into account the order in which each element is going to be presented throughout the day. There will always be a review of the contents of the lesson that have last been studied, giving a great importance to the concepts that present more complications and solving any possible doubt.

In addition, further material will be provided in order to expand the contents that they have been working, simplifying instructions so that students can deal with an effective management of their time.

Similarly, structure and stability are very important elements for children with ADHD and, for this reason, the concepts will be presented little by little, with distinct steps that make very clear what to expect from them, setting a specific and progressive number of goals. As a result, they can initially see what they are going to learn while we are also establishing some behavioural expectations, so they know how to act during the classroom.

In addition, the most important points will be highlighted (e.g. underlining the most relevant words for homework), to make it easier for them and help them not to lose focus on what needs to be done. For this reason, audiovisual materials will be provided, as it makes it easier to get their attention to correct their own mistakes. Each task will consider how to identify and correct the students by providing a reasonable time so that they may review their work.

Another very important aspect that we must consider is the daily control of the students' agenda to make sure that they have written the tasks and they are also carrying in their backpack all the necessary materials to work on them. The time of the exams will not be limited to reduce their pressure, leaving the final five minutes of the lesson every day for the students to organize their desks and backpacks so that

they have the necessary materials at hand, and it is easier for them to move from one subject to another avoiding distractions. Explaining all these aspects is a necessary measure that we always must consider with students with this condition.

Next, we will continue highlighting a series of more specific aspects of the profession that every special education teacher should always keep in mind:

Our attention will be individualized in the most specific aspects of curricular adaptation and in the instrumental areas. In this specific case, as we have already stated, we have selected a small group of three students as they present the same condition and similar characteristics.

In addition, the teacher of educational support will collaborate in the elaboration of curricular adaptations having as reference the capacities that are presented in a prescriptive way for the Primary Education students. Our duty will be to design and apply specific programmes as well as making the adaptation of the classroom schedules and the didactic units of the students of specific educational support needs, as well as searching, developing and adapting the teaching material.

Likewise, in relation to the integration support classroom, educational intervention programmes are designed for each student based on the curricular reference of their classroom, making adaptations in the didactic units based on:

- Objectives (prioritizing, eliminating or modifying)
- Contents, based on three decisions: eliminating difficult content, modifying vocabulary and incorporating specific content.
- Methodology will be adapted according to the needs and the different characteristics of the pupils.
- Evaluation criteria, considering the objectives and contents programmed in their adaptations or in the adaptation of the classroom programming.
- Activities may be general (the student fulfils the same activities as his classmates), adapted (sequenced in smaller steps, with help...) or specific (according to the most individualized needs present).
- Materials should be those of the reference group whenever possible and if they are adapted, they must be sequenced, systematic, progressive, structured and motivating.

As for the organization of the schedule and working groups, they will be totally flexible. It will be subject to any modifications considered appropriate depending on

the students and the presence of other students. The grouping criteria that has been followed considers the following features:

- Student profile and type of need.
- Type of specialized attention they need.
- Age, school year in which they are.
- Degree of affinity of the different students when working in groups.

11.1. Synchronization

This didactic proposal will be developed in the classroom to support integration in thirteen sessions of 45 minutes for a month.

When our three students know certain basics such as how their lessons are organised, the type of methodology followed, what their correct actions should be in relation to the rules of behaviour within the classroom, etc. they may alternate with their ordinary classroom to work the other programmed didactic proposals.

The final objective will be that the three students can be permanently in their class with the rest of their classmates not affecting the adequate development of the classroom.

12. WORK SESSIONS

Session 1: In this session we will work on linguistic-verbal intelligence.

Activity 1

Students will be explained in this didactic unit how the three of them will work in a cooperative group. In addition, they will know the working rules and the different roles they will have.

Students will know what it means to work cooperatively, what the characteristics of this methodology are, and they will also be aware of the importance of fulfilling the obligations and roles assigned to each one.

They will be assigned the roles for three different duties:

Time: this student will notice that the presentation of their work is clean and tidy. In addition, he will be in charge of asking for order and quietness when the team's behaviour is not so adequate

Material and order: he will control the time to carry out the activities and keep

the working material when the teacher asks for it.

Spokesman: he will speak with the teacher when there is any doubt or problem in the work group. In addition, he will control the speaking turns and will present the common conclusions.

Activity 2

Finally, students will be asked oral questions for an initial evaluation in order to have an idea of what their level of knowledge about the human body is and to adapt the materials and the level of the contents.

What is a skeleton for you?

Do you know the difference between a muscle and a bone?

What bones do you know?

Do you know the longest bone of the skeleton?

What is the name of the science responsible for studying bones?

Do the bones have nerves?

What is the spine?

Session 2: In this session, we will be working on linguistic-verbal intelligence, visual-spatial intelligence, intrapersonal and interpersonal intelligence.

Activity 3

Students will see a photograph on the digital board with the sense organs and they will have to answer consequently a series of questions.

How many organs of the senses are there?

What do we use our eyes for?

What happens when we use the nose?

What do we use the tongue for?

What do we use the ears for?

What do we use our hands for?

Activity 4

In addition, we will read a brief text. Before reading, students will have to guess what this reading is about. This will help them encourage thinking and awaken

the previous ideas they have about the contents they will see. Afterwards, they will read it and explain the possible doubts that may arise. The teacher will be at all times guiding the session and helping them in anything necessary.

Activity 5

After reading the text and after the relevant explanations, the students will reflect on how the senses relate to the nervous system and the locomotor system helping them draw conclusions. They can also search for further information on the internet.

The question that the teacher may ask to start this activity will be: *"How important do you think the senses are for the proper working of our nervous and locomotor system?"*

Session 3: In this session, we will work on linguistic-verbal intelligence, intrapersonal and interpersonal intelligence and logical-mathematical competence.

Activity 6

Students will read the text of the previous session to perform a series of activities based on Bloom's taxonomy. So, the students will have explicit questions, where they can find the answers in the text, implicit questions, where the answer is deduced from the text, and inferential questions that the students will relate to their daily life. As a result, we will be working on their critical sense, reflective thinking and oral language.

The questions could be as follows:

What is the most complete sense?

What is the sense that allows you to smell?

How many senses can human beings have?

Do you use the senses in your personal life?

Which the bone do you use the most?

Do you know any deaf or blind person?

How do you think they can feel?

Session 4: In this session, we will work on linguistic-verbal intelligence, intrapersonal and interpersonal intelligence and naturalistic competence.

Activity 7

In this session, we will review the contents presented during previous sessions. The teacher will ask: "Guys, let's talk about the bones of the human body. How do you think they are related to the senses, the locomotor system and the nervous system?" The students will provide answers and write them on the board.

When the working session ends, everything will be erased and written back on the board to check if the students' answers were correct or incorrect. This presentation of the contents will be very important for students to learn and understand the contents competently.

Activity 8

Later, students will be provided with images where the bones are shown and they will have to guess which part of the body they belong to. Consequently, students will practice both oral and written expression, reflection or analysis of the situation.

Session 5: In this session, we will work on linguistic-verbal intelligence and intrapersonal intelligence.

Activity 9

Students will see a video explaining the main features and functions of the skeleton.

Later, we will make comments on the video to relate their previous knowledge to the video that they have seen and the contents they have learned in the previous sessions.

The video will be as follows:

https://www.youtube.com/watch?v=YX3c_WYq99U

Activity 10

Afterwards, they will make a summary reading about the video that the students have previously seen, so students have a written support to work from

Session 6: In this session, we will work on linguistic-verbal intelligence.

Activity 11

We will work a cooperative pencil technique together with our students. They will complete a chart in which they must provide information about the skeleton. This cooperative technique consists of putting a single pencil in the centre of the table. Each student asks a question. The student responsible for each question provides a possible solution but cannot write it until all the classmates agree. As a result, this kind of activity will promote the exchange of information:

What is the longest bone in the human body?

What is the smallest bone in the human skeleton?

What is the name of the science responsible for studying bones?

How many bones do people have?

Which part of our skeleton protects our brain?

What are the joints?

Session 7: In this session, we will work on linguistic-verbal intelligence, intrapersonal and interpersonal intelligence, bodily-kinaesthetic competence and naturalistic competence.

Activity 12

Our students will be shown a picture of the human skeleton and they will be asked how they think we can move if the bones are rigid and how they connect certain bones with the others. Subsequently, they will be given a chart with information so that they can exchange information:

We can move our body because:

- *All the bones are joined.*
- *There are some small bones that connect to big bones.*
- *There are some bones that are flexible.*
- *There are lots of bones in our body.*

Activity 13

Finally, students will have to consider the contents that they have learned throughout the session.

To make this, they will have to make up a short for ten minutes story in which a skeleton is the main character and where important contents from the previous

working sessions are learned. Then, they will tell it out loud so that the three partners can learn from each other

Session 8: In this session, we will work on linguistic-verbal intelligence, intrapersonal and interpersonal intelligence and logical-mathematical competence.

Activity 14

This session will be useful for the students to review individually the contents that they have been working on in this unit.

They will make a card to write the five senses, complete a skeleton with the three main parts and perform an exercise where they will choose the correct option:

1. *Bones are*

- a. rigid and hard*
- b. flexible*
- c. black.*

2. *The main functions of the skeleton are:*

- a. stopping our body and protecting our organs.*
- b. supporting our body and protecting our organs.*
- c. feeding our body and protecting our organs.*

3. *Our skeleton has got...*

- a. 100 bones.*
- b. 300 bones.*
- c. 206 bones.*

4. *Do you know which the longest bone in the human skeleton is?*

- a. Femur*
- b. Tibia*
- c. Fibula*

5. *What is the name of the science that studies bones?*

- a. Osteology.*
- b. Osteopathy.*
- c. Osteoporosis.*

Session 9: In this session, we will work on linguistic-verbal intelligence, intrapersonal intelligence and logical-mathematical competence.

Activity 15

Students will take a written test where they will work on a variety of exercises like filling a gap, true or false, or choosing the correct question. They will have a wide number of questions with the intention of not to present a monotonous and lineal test.

Sessions 10 - 12: In this session, we will work on linguistic-verbal intelligence, intrapersonal and interpersonal intelligence, naturalistic competence and logical-mathematical competence.

Activity 16

Students will carry out a group project that will consist of creating a human skeleton with modelling clay. The teacher will be a moderator at work that will help them in everything they need, even though the aim is to let them work on their own.

They will be able to read on the internet, search for information or watch YouTube videos to have ideas to help them in the process.

Session 13: In this session, we will work on linguistic-verbal intelligence, intrapersonal and interpersonal intelligence, naturalistic competence and logical-mathematical competence, body-kinaesthetic intelligence and visual-spatial intelligence.

Activity 17

This final session consists of the oral presentation of the project of our three students. They will explain how they made the skeleton and talk about the different bones they have laid. When they have practiced the exhibition with the teacher in the integration support classroom, we will go to the ordinary classroom so that the rest of the classmates also have the opportunity to see the work done.

This exhibition will be evaluated according to the following criteria.

	4	3	2	1
Greetings and presentation.	Greeting correctly and making a brief introduction on the subject that is going to be presented	He does not say hello, but introduces briefly the topic he is going to present.	He greets but does not make a brief introduction of the topic that he is going to present.	He does not greet and does not introduce the topic that he is going to present.
Communication, clarity and fluency.	He speaks with clarity and fluency all the ideas that he exposes.	He speaks clearly and shows fluency, but with some pauses and blocks.	He speaks without clarity or without fluency with many blocks or pauses.	He is not able to speak all words clearly and fluently.
Volume, intonation and speed.	Adequate volume and intonation. Speed facilitates understanding.	The volume or intonation is not adequate. Speed allows understanding.	Volume and intonation are adequate, but speed makes comprehension difficult.	Neither volume nor intonation are adequate. Speed prevents understanding.
Body position and expression.	He orientates his position towards the teacher, maintaining eye contact No signs of nervousness	He orientates his position towards the teacher. Frequent eye contact. He shows some signs of nervousness.	He does not orientate his position towards the teacher, occasionally maintaining eye contact. Obvious signs of nervousness.	He does not maintain his position towards the teacher, not maintaining eye contact. Obvious signs of nervousness.
Adequacy of contents	All the information presented is related to the topic	It presents abundant information that is related to the topic.	It presents a large amount of information that is not clearly related to the topic.	The information presented is not directly related to the topic.
Vocabulary	He uses a broad vocabulary not repeating words.	He uses a limited vocabulary	He repeats words.	He uses a limited vocabulary and repeats words.

Chart 1: Rubric 1

12.1. Materials

Our three students need dynamic materials and keep their attention as long as possible since it is the main problem they present. It will be our duty to adapt ourselves and learn on the way, using the most adequate methodology for them. In consequence, we will make frequent use of the digital whiteboard to show a wide range of photographs on the human body, pictures and drawings where students can appreciate the different bones, short readings and explanatory texts, and also motivating videos for them.

Likewise, we will provide several worksheets to work on the autonomous and constant research for information on the network, so a good internet connection will

be very important. Finally, they will learn how to make a human skeleton using modelling clay.

13. EVALUATION

Evaluation must fulfil two basic functions: to allow the pedagogical aid to be adjusted to the individual characteristics of the students through successive approaches and to determine the degree to which the initial intentions have been achieved (César Coll, 1992)

Therefore, the evaluation process should emphasize the necessity to consider these two aspects: learning and teaching.

13.1. Evaluation of the learning process

Today, there is a culture of evaluation that is not limited to school but extends to the rest of social activities. In our country in particular, the extension of the scope of the evaluation varies from the results and processes of student learning, to the curriculum itself (in its different levels of concretion), teaching practice, schools, the education system as a whole, etc., This situation has created a new stage for evaluation practices in recent years, developing different tools to improve this process at all levels.

The evaluation will be based on competence, being both formative and continuous. It is intended that students may consider error as an essential element of the learning process. Corrections will be made through positive reinforcements, that is, the teacher will not judge the students and avoid words such as "wrong,". Instead, expressions like "you can improve," "review what you have done," or "not quite right" will be considered as more adequate to our intentions.

Students will be evaluated based on the assessment of different aspects and competences. In the first session, the students will have to fulfill the task of answering a series of questions that will help the teacher to consider what their previous knowledge is in relation to the contents that they may learn.

As a result, adaptations about the different sessions will be made according to the needs of the students, pointing out all the positive and negative aspects in a registration form.

On the other hand, in session nine, students will have to take a written test where they will work different models of activities on the contents they have worked on.

In addition, it will be established a number of evaluation indicators that will be related to the objectives of the unit to provide assessment on the acquisition of minimum established contents. A chart to show grades and annotations will be created, to consider the level achieved by the students in each of the proposed indicators.

	GOOD	MODERATE	INSUFFICIENT
Identifying and locating the most important bones of the human body.			
Knowing the functioning of the skeleton: form, structure, functions and care.			
Relating certain healthy habits with the good condition of the skeleton.			
Working cooperatively, respecting the opinion of others.			
Making a project and presenting it in an exhibition.			

Chart 2: Rubric 2

Finally, it will evaluate the oral and corporal expression of the students when presenting their work project on the human skeleton with a rubric.

In short, evaluation must be understood as a process that involves both quantitative and qualitative descriptions of student performance. First, it is necessary to gather information to proceed to work on the analysis and interpretation of the data acquired and finally to make value judgements. In this sense, the evaluation of the learning process is very important because the results that we can obtain will guide

us to focus our teaching process, according to what we have proposed that our students may learn.

13.2. Teaching evaluation

As part of this evaluation process, the teaching unit itself and teaching strategies should be evaluated, considering aspects such as the design and development of the teaching unit, the environment of the integration support classroom, the organization of furniture, methodology, material, etc.

The following rubric has been created to self-evaluate all these aspects.

	Level 3	Level 2	Level 1
Initial motivation	I do my job always explaining what I intend to achieve when I'm teaching.	I do my job sometimes explaining what I intend to achieve when I'm teaching.	I do my job never explaining what intentions I have when I'm teaching
Motivation during the process	My language is always simple and appropriate so that my students can understand my explanations.	My language is sometimes simple and appropriate so that my students can understand my explanations.	My language is not simple and appropriate so that my students can understand my explanations.
Presentation of contents	My teachings are always related to my students' interests.	My teachings are sometimes related to my students' interests.	My teachings are never related to my students' interests.
Activities in classroom	My activities always intend that my students reach the proposed objectives.	My activities sometimes intend that my students reach the proposed objectives.	My activities are not intended for my students to achieve the proposed objectives.
Resources and classroom organization.	The activities proposed to my students are always diverse.	Sometimes I propose to my students diverse activities	I never propose to my students diverse activities.
Instructions, clarifications and orientations to the	I am always worried that my students may understand my explanations and the	I am sometimes worried that my students may understand my	I am not worried that my students may understand my explanations and the

tasks of the students.	exercises that they have to work on.	explanations and the exercises that they have to work on.	exercises that they have to work on.
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Chart 3: Rubric 3

14. CONCLUSION

The goal in the production of this master's thesis has been to try to reflect, in the best possible way, the contents and the theory that have been presented during this year in a classroom that supports integration. With this didactic proposal, it is intended to demonstrate that the CLIL methodology and the attention to diversity are fully compatible. It is true that there are many investigations and studies carried out on this methodology, but very few of them place their central focus on attention on diversity, being an element of study that clearly needs to be developed.

It is important to work adequately on diversity at schools so that our students can become aware from childhood that people are different. As a result, these teachings will certainly be an extension to real life and, little by little, we will build a fairer and better society where respect between people should play the most important parts. For this reason, and in order for this to be possible, attention to diversity must be worked from all areas, not only at schools, starting with each child at home and ending with the political measures and educational laws which are passed.

It must be considered the significance of learning a second language from childhood and in the best possible way. The importance of establishing a common framework for global communication has placed English as the reference language, so its introduction into the classroom has become a necessity. However, many positive aspects are still missing for the CLIL methodology to be used competently in the integration support classrooms for students with special educational needs. If this methodology is used correctly, its introduction would be highly positive for these students.

In reaction to the subject of Science, an area in which this project has focused on, it is important to highlight the benefits provided by the application of a CLIL methodology. Because of the structure and contents of this subject, it can be considered as an area that allows itself for a constant redefinition and that may easily adapt to the modifications that are introduced. This is the case of learning objectives,

both for language and content, which can be established in parallel with relative ease and with an achievement methodology that can be carried out through the development of different proposals. Likewise, cooperation and group work play an essential role while the topics that are being worked on present a high degree of interest for students.

To sum up, to talk about CLIL in special education is to describe an approach adapted to the demands of the moment and according to the reality of the context, and as a result, it is essential that all educational agents are united and engaged in its implementation.

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