

Master's Dissertation/
Trabajo Fin de Máster

“IMPLEMENTING THE 4 Cs FRAMEWORK FOR EFFECTIVE CLIL TEACHING”

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ABSTRACT

Globalization is accelerating the need to introduce important changes in education. For members of the contemporary Spanish schools, innovation has become a pressing one. In this sense, Content and Language Integrated Learning (CLIL) implementation has been a great opportunity to improve Spanish ESL students' results and to innovate teachers' practices. Thus, for successful CLIL implementation teachers need to feel prepared and comfortable in this field.

Throughout this work, a CLIL didactic unit will be carefully designed, following a suggested CLIL plan and carrying out a potential assessment for CLIL teaching. This study has the intention of providing CLIL Primary teachers with the tools they need to improve their teaching practice by using the theory on CLIL to create practical lessons. At the same time, this study has as a central point the 4Cs framework for teaching and learning (Coyle, 2000) thanks to which third graders learners can become good communicators, can learn new content and improve their cognition as well as they will be able to appreciate cultural diversity.

Key words: CLIL, planning, assessment, content, communication, cognition, culture.

RESUMEN

La globalización está acelerando la necesidad de introducir cambios importantes en la educación. Para la comunidad educativa española, la innovación se ha convertido en una presión. En este sentido, la implantación del Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE) ha supuesto una gran oportunidad para mejorar los resultados de los alumnos españoles y para innovar las prácticas de los docentes. Así, para una exitosa implantación de AICLE, los docentes necesitan sentirse preparados y cómodos en este campo.

A lo largo de este trabajo, se va a diseñar cuidadosamente una unidad didáctica AICLE sugiriendo su planificación y llevando a cabo una potente evaluación para la enseñanza AICLE. Este estudio tiene la intención de proporcionar a los profesores bilingües las herramientas necesarias para mejorar su práctica educativa usando la teoría de AICLE para crear sesiones prácticas. Al mismo tiempo, este estudio tiene como eje central el marco de las 4 Cs para la enseñanza y el aprendizaje (Coyle, 2000) gracias al cual,

alumnos del tercer curso de Educación Primaria pueden llegar a ser buenos comunicadores, pueden aprender nuevo contenido y mejorar su cognición así como ser capaces de apreciar la diversidad cultural.

Palabras clave: AICLE, planificación, evaluación, contenido, comunicación, cognición, cultura.

1. INTRODUCTION

The present Master's Dissertation poses as the main objective of the study to demonstrate how important is to organize Content and Language Integrated Language (CLIL here after) teaching units incorporating and interrelating content, communication, cognition and culture. Throughout this work, the effectiveness of CLIL teaching will be assessed.

After having some experience as EFL teacher in different Spanish schools, I have realised that many CLIL teachers feel insecure when teaching CLIL due to the fact they need more support and guidance in this field. In fact, there is not CLIL training at the pre-service level in Spain. There is not a specialty in the Spanish Universities that train Primary teachers as bilingual teachers. The reality is that training in this field is given by some Teacher Training Centres and also in some Masters' degrees. Indeed, as Coyle *et al.* (2010:99) state "the key to future capacity building and sustainability is teacher education" and Spanish teachers seem to be always open to new pedagogies and professional development. In my experience at different public schools in Andalusia I checked that my colleagues were always happy to experiment with new approaches and put them into practice in their classroom. In the case of CLIL, teachers today count on plenty of materials and resources and they also have knowledge of the content and language but some of them feel unable to create powerful lessons and potential evaluations. Actually, for Martín del Pozo (2016), CLIL teacher training is one of the main challenging concerns of both CLIL theorists and practitioners. That is the reason why this Master Dissertation is an attempt to put into practice the theory that any teacher knows but cannot use in a real classroom. Even though this study reflects on how I would adapt this content in my own teaching practice, I would like it could be used by any teacher in the future as a guide to design their programmes. For that purpose, I will start by building up a solid justification of the topic as well as the theoretical framework that is going to support my investigation taking important variables into account such as: CLIL teaching methodology, the relationship between CLIL and language, the benefits of implementing bilingual teaching and the adequate evaluation of this type of teaching. All these factors will come into play along this study.

Then, I will set specific objectives in order to work with them using a certain methodology that will be also explained in depth. In the same way, I will also carefully explain all the steps carried out for this present study.

The study structure presents, in the first place, a contextualization of the hypothetic situation where the CLIL teaching unit is going to be developed; then, I will also set my teaching philosophy which are my own epistemology and what I consider as essential teaching elements to reach success. The study is carried out in order to create a CLIL unit for the subject of Natural Science for 3rd graders. In that unit, I will carefully design eight imaginary learning scenarios that will be analysed and evaluated minutely in the last sections of the study aimed at the evaluation of the activities and of the teaching practice.

To finish, I will present the most relevant conclusions obtained in this study concerning the positive aspects found in our CLIL teaching unit and how well the 4 Cs curriculum works when it is well planned and implemented in a ‘real’ teaching context with students of 3rd grade of Primary Education. Moreover, I will dedicate part of the last section to address the limitations found in this study and the lines for future research on CLIL planning.

2. JUSTIFICATION OF THE TOPIC

As it has been introduced in the previous section, this study mainly focuses on incorporating the 4Cs curriculum planning instrument proposed by Coyle (1999) in a specific CLIL teaching unit with the intention of facilitating and ensuring the bilingual teaching-learning process. According to Campillo et al.’s study (2019), most bilingual primary schools teachers in Spain are not enough qualified to plan and to provide students with effective CLIL teaching. Indeed, in their study it was found that CLIL teachers’ opinion is that Public Administration should provide more resources, further training and enhanced coordination to improve quality CLIL teaching. When implementing CLIL, learners learn a non-linguistic subject throughout a foreign language.

In CLIL, non-native language teachers teach contents through a second language which is oriented to non-native students of the Foreign Language (FL) (Dalton-Puffer, 2007). Moreover, the methodology employed is the most distinctive landmark of this educative approach where it acquires a decisive relevancy (Marsh, 2002). In addition, in any bilingual program, two components are key factors for

developing different language and cognitive processes: BICS (Basic Interpersonal Communication Skills) and CAL (Cognitive Academic Language Proficiency) (Cummins 1980, 1982). The first component refers to the everyday language a child needs to cope with face to face oral communication and is developed during the two first years of second language instruction whereas CALP, refers to the language proficiency a learner needs to deal with more abstract and academic situations and involves six or seven years of L2 instruction. This way, learners will learn first to communicate orally in real life situations and then, they will be able to read or write in the target language.

Therefore, L2 instruction must promote the learning not only of the surface- level of the language but also of the deeper- level or proficiency of the language that focuses on how language is used in concrete situations for specific communicative purposes. Indeed, according to a study carried out by Mattheoudakis et al.(2014), CLIL approaches seem to develop CALP as they focus on the deeper-level thinking and meaningful language use. The reason is that learners carry out tasks that engage them cognitively and that require the use of the language in abstract and academic concepts. In this respect, CLIL provides a natural context for learning where language is used meaningfully. Actually, according to the afore mentioned author, learners do not use the language just for learning but they use the language because they need to use it. In other words, there is a real purpose to use the language.

The choice of this topic is quite a challenge since there is not a unique way to conceive or develop a CLIL approach to teaching. However, all possible modalities share the double objective of providing content learning as well as language learning. In such a sense, it is strictly necessary to have clear what CLIL is not. CLIL is not an approach oriented to the teaching of foreign languages but an approach that puts together content and language teaching and which procures parallel learning of both aspects. As a result, it is not merely the teaching of content using a FL as the focus is on the content and on the FL as well.

Thus, the teaching staff must develop an educational programme bearing in mind contents that learners are expected to acquire in a fixed period of time. A curriculum, according to Parkes and Harris (2002), is seen as a source of innovation and it serves as a tool for planning and carrying out the teaching-learning process. Regarding CLIL, its major dare is its integrative nature and for teachers at any level, integrating the teaching of content and language is not an easy labour. Indeed, according

to the European Framework for CLIL (2014), teachers undertaking CLIL need to be prepared to develop different type of expertise: in the content subject, in the language, in best practices in teaching and learning, in the integration of the previous three, and the integration of CLIL in an educational institution.

My purpose in this study is to help CLIL teachers. CLIL teachers must be able to identify the appropriate content to be taught and to view content by different cultural perspectives. They have also to employ strategies to support language learning in content lessons, to provide learners with critical thinking strategies and to scaffold language learning in content classes. It is also key that teachers have essential backgrounds in the content and the language they will be combining. Thus, planning effectively will imply the introduction of content, communication, cognition, and culture as shown in Table 1:

CLIL elements	Descriptions/Role
Content	Facilitating comprehension and knowledge building.
Communication	Using language for learning.
Cognition	Activating high and low thinking skills.
Culture	Favouring tolerance and integrating different perspectives.

Table 1 CLIL Elements descriptions (Coyle, Hood and Marsh, 2010)

According to McDougald (2018), educational systems world-wide need to change the way education is structured to provide students with the competences to respond to the demands of a globalized and interconnected world. In Spain, language teachers and educators are increasingly modernizing themselves to prepare learners for the contemporary era. One of the advantages of CLIL-oriented curriculum is that it can be implemented through just two or three subjects, content-based subjects that are associated with language knowledge and use. Their integration helps them become natural parts of learners' lives when interacting with their communities (McDougald, 2018).

Lasagabaster and Sierra (2009) claim that CLIL offers more reasonable and meaningful opportunities to use foreign languages, which is reflected in creating

positive attitudes to languages in general. In such a sense, working under a CLIL methodology with well-planned lessons contributes to learners' success in education. This is why this study focuses on how to carry out powerful CLIL practice so students can develop positive attitudes towards language learning. As far as language attitudes are concerned, Marsh (2000) believes that a major outcome of CLIL is not only to establish competence in two languages, but also nurture a 'can do' attitude towards language learning in general.

To better clarify the purposes of my investigation I am going to outline the objectives of the study. At this point, it is important to remember that my aim is to prove the effective planning and set up of CLIL teaching by following the tools from 4Cs Curriculum.

2.1 Research questions and objectives

For this dissertation I am going to define some objectives and to propose some research questions that will be commented and demonstrated at the end of the study:

1. To what extent is the planning of CLIL sessions decisive for effective CLIL teaching?
2. What are the benefits of CLIL in second language acquisition?
3. How well does the 4 Cs Framework work when designing a CLIL teaching unit?
4. How important is the evaluation of CLIL practice to improve future CLIL lessons?

Regarding the objectives of the research, we highlight the following:

1. To analyze the key points of implementing CLIL teaching by following the 4 Cs Framework.
2. To check that well-planned CLIL sessions contribute to the success in CLIL teaching.
3. To design a CLIL teaching unit based on Content, Communication, Cognition and Culture for the 3rd grade of Primary Education.

4. To improve the teaching practice by assessing the CLIL teaching unit.

3. THEORETICAL FRAMEWORK

3.1 CLIL Teaching Methodology

For Marsh and Langé (2000), CLIL is an educational approach where some content learning is taught in an additional language. Campillo et al. (2019) believe that CLIL has been one of the most important innovations that have been implemented in Spain in the last decades. The effectiveness of its approach arises many questions among the education community. CLIL teachers seem to have different perceptions about the practice of CLIL teaching. For Lorenzo et al. (2010), CLIL is not taught through a concrete methodology and there is not a uniform way to interpret this approach but it associates with a series of conceptions and education strategies that imply the employment of the target language for natural and meaningful communicative purposes. When implementing CLIL, it is also needed to adopt a dialogical teaching modality and to put into practice a variety of scaffolding strategies.

In addition to this, the social-constructivist model of Vygotsky (1978) is related to CLIL contexts as it focuses on interaction and student-centred learning. This setting needs social interaction between students and teachers where the learner becomes cognitively engaged. In fact, for CLIL to be effective, it has to take into account not only students' knowledge and skills but also their cognitive engagement. The interaction between pupils and teacher is key to foster learner motivation (Lasagabaster, 2011).

Moreover, CLIL is characterized by the use of active methodologies that involve 'learning by doing', competences development and problem-solving tasks. Language is reinforced in CLIL lessons by using different communication modalities (repetitions, simplifications, reformulations, exemplifications...) what make learners comprehend the oral messages. In addition, CLIL is very flexible when it comes to attend to the different learning styles by applying multimodal and multisensory teaching and learning strategies. It also put emphasis on the autonomous learning promoting responsibility for one's own learning. Most CLIL teachers work with open activities where there is not a unique answer or a unique way to do it, students solve them in a creative way instead.

Mehisto, et al. (2008: 29-30) propose a summary with the central characteristics of the CLIL approach that, at the same time, we will use for our CLIL proposal:

Table 2 Characteristics of the CLIL approach based on Mehisto, Marsh and Frigols (2008; 29-30)

Multiple focus
Language learning is supported in content language classes and content learning is supported in language classes. It also integrates different subjects and organizes learning through interdisciplinary topics and projects where reflection has a very important role in the learning process.
Safe and Nurturing Environment
This is possible by using activities and routines, teaching language as well as content in the classroom, building learners' self-confidence to experiment with the language and the content, using learning centers in the classroom and facilitating the access to the authentic environments and materials.
Authenticity
By allowing learners to ask for help in L1 or in L2, by giving priority to their interests and by establishing relationships between their learning and their daily lives as well as relationships with other CLIL speakers.
Active Learning
Active learning will be possible by making learners to communicate as much as possible. Students must also evaluate their progress, their achievements and the learning results. In this sense, CLIL teachers must promote cooperative learning and act as facilitators that negotiate meaning of language and content with the learners.
Scaffolding
CLIL implies departing from learners' knowledge, abilities, attitudes, experiences and interests and to group information into 'more friendly for the user'. CLIL also responds to the different learning paces and styles, promotes creative and critical thinking and engage learners to go ahead and take new risks.
Cooperation
Planning courses, sessions or topics in cooperation with other CLIL and non-CLIL teachers is necessary to carry out the approach as well as involving students' families in learning about CLIL and how to support students. All the local community and authorities should be involved.

For this to be possible, Stryker and Leaver (1993:293) set a series of recommendations for the EFL teacher such as changing the style of instruction in the classroom, making use of group work and cooperative strategies or identifying prior linguistic knowledge and skills. They also need to help students to develop strategies to cope with different situations, use suitable techniques for error correction and develop and maintain high levels of self-confidence in the students. Such changes permit students to get a more active role in the learning process. Moreover, according to a recent study carried out by Campillo, et al. (2019) in some Spanish classrooms, the most frequently followed CLIL methodological guidelines are those which include interculturality, activation of pupils' prior knowledge and the use of ICT (Information and Communication Technologies). In such a sense, teachers also expressed their interests and motivations in further sharing best practices to become better professionals and to create more powerful learning environments and this is precisely one of the main reasons I am doing this study, to help teachers improve their CLIL practice.

3.2 CLIL and language: The Language Triptych

CLIL is mainly about developing subject competences through language. In such a way, learners are taught to help them use language in order to acquire content knowledge. However, many subject language teachers assume that learners will pick up the language without difficulties because they have the specific language skills but this is not the reality in CLIL classes. According to Ball et al. (2016), CLIL learners cannot be assumed to be good listeners, speakers, readers and writers in the second language. In fact, they need to be taught the skills to acquire the language in order to learn the content subject. This way, CLIL teachers should pay more attention to the teaching of language as they seem not to be aware at all that they are not teaching content in L1. For Ball et al. (2016), CLIL learners have better cognitive capacities and better academic level than their comprehension and expression skills in L2. For this reason, to help overcome such a problem it is necessary to think about how to use the language to favor the cognitive process that learning requires. Thus, from a socio-constructivist perspective, some CLIL experts (Coyle et al., 2010; Dalton-Puffer, 2007) insist on the importance of the dialogical learning and teaching modalities in which learners' interactions with the teacher and other learners and classroom communication have a crucial role. They are powerful tools to guarantee students' involvement and the knowledge comprehension and building.

Nevertheless, in CLIL teaching, learners are involved in dialogical learning situations using a language where their level is sensibly lower than their mother tongue. In this case, bearing in mind that dialogical learning promotes knowledge building through interaction activities, is fundamental to facilitate learners the access to the language linked to the context and the dialogical learning modality.

In order to respond to the necessity of integrating curricular content cognitively demanding with the learning and use of the language, Coyle (2000, 2002, 2005) has elaborated a conceptual proposal called “The Language Triptych” (Coyle, Hood and Marsh, 2010) which establish the interrelation between content objectives and language objectives. This proposal is used to plan, monitor and evaluate CLIL practices and analyses the foreign language from three perspectives: language of learning, language for learning and language through learning as shown in Figure 1:

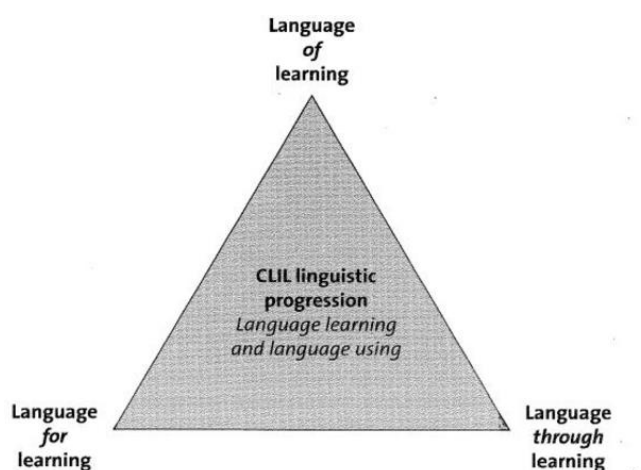


Figure 1 The Language Triptych (Coyle, Hood and Marsh 2010:36)

Referring to the language of learning is the same as referring to the foreign language that the student needs to access to concepts and basic abilities related to the topic or curricular content matter. As it is pointed out by Martín del Pozo (2016), this has to do with providing learners with the specific vocabulary, pronunciation, morphosyntax, communicative functions, textual typology, and textual cohesion procedures. Therefore, CLIL teaching requires teachers to be aware of the linguistic demands their CLIL teaching will pose. On the other hand, the language for learning is which relates with the linguistic experiences promoted in the classroom with the intention of preparing learners for an effective functioning in a CLIL context and of making them communicatively competent to participate in the learning tasks whereas the language

through learning is the language used during the didactic intervention where some aspects and language usages can merge unexpectedly. In this sense, Martín del Pozo (2016) sees that this means that all language that is used in a CLIL context cannot be planned or anticipated. Its identification and exploration by the CLIL teacher is highly important. In addition, according to these authors, exploiting all the opportunities (planned or spontaneous) gives teachers the chance to recycle consolidate and expand linguistic contents previously worked.

For CLIL teachers, the implementation and consideration of these three dimensions of the foreign vehicular language when planning CLIL interventions has a great potential to face with the problem identified by Dalton-Puffer (2007) where CLIL is just oriented to satisfy the curricular demands of the different subjects (assuming the incidental learning of the language) neglecting language objectives and planning.

3.3 Exploring the 4 Cs Teaching Framework

Coyle (2000, 2005, 2006) and Hood & Marsh (2010) suggest that effective CLIL learning results from the integration of the 4 components: content, communication, cognition and culture through the progression in knowledge, skills and content comprehension; also, through the interaction in the communicative context and the development of skills and appropriate linguistic knowledge, and finally, through the acquisition of a deep intercultural awareness (Coyle et al. 2010). Moreover, as Figure 2 shows, this conception contemplates that CLIL is framed in a wider education context, therefore, different contextual variables must be considered to implement CLIL effectively.

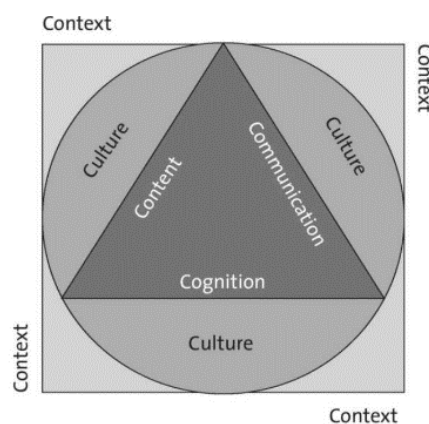


Figure 2 The 4 Cs Teaching Framework (Coyle, Hood and Marsh, 2010: 41)

The first C is for content. Content is the subject or theme such as Science or Geography. Content can be worked at any age and stage. Content learning implies understanding different kinds of new knowledge (concepts, facts and procedures) so learners can use their knowledge for problem solving, discussion or further development (Coyle, 2010). Similarly, according to Coyle (2010), the second C is cognition that requires learners to process information and construct meaning. Learners are in ‘cognitive challenge’ through higher order thinking.

On the other hand, the third C is for communication. It focuses on the language learners need to construct knowledge while the fourth C is for culture that has two interrelated strands. At the macro level, according to Coyle (2010), culture is the filter through which people interpret their world. This way, learners develop intercultural understanding. Otherwise, at the micro level, each CLIL subject has its own culture with its own content and ways of communicating and interpreting the world.

This framework helps us understand that CLIL teaching is not about deciding which language and contents need to be taught but to understand that CLIL implies a more complex conceptualization involving cognitive demands and intercultural understanding. However, over the years different research studies have shown an increasing awareness of the need to better understand the nature of this integrated learning by asking about the ‘how’ (Coyle, 2011). Thus, while the 4Cs Framework provides the ‘what’ of CLIL, it does not seem to provide the ‘how’. According to Llinares (2010) and Meyer et. al (2005), some questions may arise from each one of the 4Cs about how to implement the 4Cs :

Regarding the first C of *Content*, a CLIL teacher may wonder: What is content knowledge? How it can be shared? Who owns it? In the *Cognition*, a question could be: Can we separate cognitive, social and linguistic resources from content and language use? While in *Communication* a teacher can ask: How to promote language learning and using in my specific CLIL context? Finally, from the last C for *Culture*, a question that maybe arises is that of how can we put the cultural and intercultural references at the core of the teaching-learning process? All these questions will be deeper analysed in section 3.5 where I will explicitly deal with how to use the 4Cs teaching framework as a planning guide.

As it has been described in this section, the 4 Cs Framework is, therefore, a conceptual framework, a useful tool for planning and conceptualizing CLIL programmes. That is why we are going to use it to plan our CLIL teaching unit. It will help us to be successful in learning and to be connected.

3.4 Benefits of CLIL in Foreign Language Learning

As Frydrychova (2012) states, a CLIL lesson is not a language lesson, neither it is a subject lesson transmitted in a foreign language but a lesson where language is used as a medium to broaden learners' horizons of knowledge. Students use the language to learn about the world is around them what intrinsically means that they are acquiring language in a meaningful and real way. According to Mehisto et al. (2008), the main advantage of the CLIL methodology in contrast to traditional EFL lessons is that CLIL students learn to use language and at the same time, they learn to use language to learn. In a recent study carried out by Nieto (2016), the results show that language acquisition is possible thanks to the double focus in CLIL teaching: meaning and form since CLIL is based in communication (it provides rich input and it fosters students' production of comprehensive output). Variety of input is provided in the classroom by working on different language functions, different genres and with academic and classroom language. This makes learners able to produce by themselves. Thus, for Nieto (2016), the success when acquiring the second language stems from the fact that CLIL teaching provides higher quality exposure of the target language. In words of Mehisto et al. (2008:26), "CLIL replicates the conditions to which infants are exposed when learning their first language". Indeed, the results from Nieto's study carried out in a Primary School in Spain show that there is no significant difference regarding L2 acquisition of CLIL and non-CLIL learners except for oral production and interaction

Different researchers (Navés, 2011; Pérez-Cañado, 2011; Várkuti, 2010; Lorenzo, 2010) have supported the theory that CLIL students have a significantly higher mastery of the foreign language in comparison to their non-CLIL partners. A good example is that of a study carried out recently by Moya and Ruiz (2018). The study has demonstrated that students from CLIL programs in the community of Castilla La Mancha present better results in the four linguistic skills (listening, speaking, reading

and writing) in the Cambridge official exams than those students from non-CLIL schools. The same happened some years ago in the Andalusian context in a study carried out by Lorenzo et al. (2009). The study showed that CLIL learners got a higher percentage in their marks in comparison with non-CLIL learners.

In the same way, results from another study carried out by Ruiz de Zarobe (2008) and Dalton-Puffer (2008), compare CLIL learners with non-CLIL students and the first ones tend to be more fluent in L2. They are able to use the target language creatively and in meaningful and challenging ways. In particular, findings in the study carried out by Nieto (2016) show that the integration of communication, content, cognition and culture in the CLIL classroom and its powerful methodology are decisive for the development of motivation, creativity, emotional competence and social inclusion among others.

For Cummins and Swain (1986), the progression of learners' production (speaking and writing) is more limited than the development of the comprehension skills (listening and reading). Actually, studies in various European countries have shown that the receptive ones (listening and reading) are the most developed in CLIL programs due to the high exposure of learners to written and spoken language. However, the productive skills show inconsistent results (Dalton-Puffer, 2008). Such inconsistency in the results may be understood with further investigation on the four linguistic skills. Indeed, according to Nieto (2016), linguistics skills in CLIL contexts require more analysis. Nevertheless, this dichotomy cannot be extrapolated to any CLIL context due to the differences in the methodology.

If we look at the benefits from CLIL, For Dalton-Puffer (2008), receptive skills, vocabulary, morphology, creativity, fluency and quantity are areas positively affected by CLIL but as we have seen, one of the most relevant advantages when implementing this approach is the promotion of the language proficiency. We, as teachers, want our students to be ready to face with a globalized and interconnected world where proficiency in only one language is not enough. Indeed, global interdependence and mass communication often require the ability to function in more than one language. Being communicatively competent in different languages prepare learners to live in a plurilingual and intercultural society. Indeed, culture is exactly one of the C's proposed in the 4 C's teaching framework of Coyle (2005). In fact, according to this author culture is the link between the other three C's: content, communication and cognition. The truth is that language serves as a tool for the individual and social

interaction and, in this context CLIL offers greater opportunities for intercultural interaction. In the same way, and according to Sudhoff (2010), CLIL also enables learners to use the target language in authentic ways and they can construct their cultural identity by studying contents. The main advantages of CLIL are highlighted in Table 3:

Relevant benefits from CLIL
Uses authentic language
Builds cultural identity
Develops intercultural competence
Develops cognitive skills
Integrates the four skills in meaningful ways
Provides realistic contexts for learning
Leads to ‘lifelong learning’

Table 3. Main benefits from CLIL learning (Own source)

3.5 The 4 Cs as a planning instrument

Before developing how the 4C’s works as a planning guide, we are going to take a look at the suggestion from Coyle, Hood and Marsh (2010) who developed a six-stage process to help teachers design their CLIL scenarios as is shown in Figure 3:

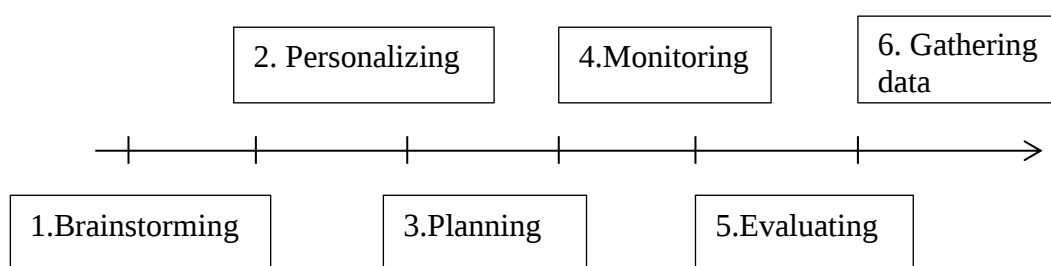


Figure 3. Stage process for designing CLIL lessons (Coyle, Hood and Marsh, 2010)

The foremost idea is that CLIL is flexible and can be adapted to any context. Then, as it is shown in the figure above, the first step is to have a notion about the CLIL project that the teacher wants to carry out. Once they have agreed on the idea, the next step is to analyze and personalize the CLIL context. It is at this point, that teachers are ready to plan the CLIL unit. Planning a CLIL unit following the 4C’s principles that is what this section aims at. After that, once the unit has been planned, the teacher prepares the unit and monitors, evaluates, and understands CLIL in the classroom in order to gather data

for future units. So far, it is clear that a CLIL teacher must go through different stages when teaching CLIL but how is the real planning involving the 4Cs?

According to the ‘4 Cs planning instrument’ proposed by Coyle (1999) as a guide for curricular organization of CLIL teaching units, the planning of a didactic intervention should incorporate in a interrelated way the four elements: content, communication, cognition and culture. This way, this author proposes to start with content matters (this would also imply the objectives), then, join them to communication aspects (the language the learner needs to interact and use the content and to involve himself in the learning activities and tasks), consider the higher order cognitive processes that will be developed and integrated through the axis which represent the attention, the references, the awareness and the knowledge of different cultural realities.

As we have explained in previous sections, the 4Cs are not just four words or four aspects to consider in our classroom but a guide where developing in depth each one of the elements in order to plan successful CLIL lessons. In the following lines, based on the works by Coyle (2005: 6) on ‘How to use the 4Cs planning guide’, we show how a CLIL teacher must plan a CLIL intervention that is exactly what we will do for planning our teaching unit:

How to use the 4Cs planning guide:

- Start with **content**. Define it.
 - What will I teach?
 - What will they learn?
 - What are my teaching aims/objectives?
 - What are the learning outcomes?
- Now link content with **communication**.
 - What language do they need to work with the content?
 - Specialised vocabulary and phrases?
 - What kind of talk will they engage in?
 - Will I need to check out key grammatical coverage of a particular tense or feature e.g. comparatives and superlatives?
 - What about the language of tasks and classroom activities?
 - What about discussion and debate?
- Now explore the kind of **thinking skills** you can develop according to decisions made above.
 - What kind of questions must I ask in order to go beyond ‘display’ questions?

- Which tasks will I develop to encourage higher order thinking?
- What are the language (communication) as well as the content implications?
- Which thinking skills we will concentrate on which are appropriate for the content?
- **Culture** is not a *post script* but rather a thread which weaves it way throughout the topic. Think of it as a circle which envelops the topic. It is not enough to justify pluriculturalism by using another language without explicit reference via the other 3Cs to cultural opportunities which would not have existed in a mother tongue setting. Eg Using target language countries where there is drought so that case studies can be used to examine the project from an alternative perspective – interviews with children whose lives have been changed when Water Aid has provided them with a village well.
 - What are the cultural implications of the topic?
 - How does the CLIL context allow for ‘value added’?
 - What about otherness and self?
 - How does this connect with all Cs?

4. THE TEACHING UNIT

4.1 Contextualization

4.1.1 Sociocultural environment

The school is supposed to be located in a neighbourhood of a coastal town. This is a highly touristic town during any season but is in the summer when it reaches the tourist peak. Its beaches, its historic center, its museums and its customs and traditions are some of the touristic attractions in this city. Indeed, the leisure offer is greatly varied. People can enjoy indoor and outdoor activities, such as: visiting museums, going to a shopping center, going to the cinema, practicing any aquatic activity, visiting historical monuments, etc. Therefore, in this city we find different cultural manifestations which play an important role in children education.

In general, the children’s parents’ socio-economic level is average-high. Most of them have university studies and work in the city. Parents cooperate a lot with the school and there is a PA (parents’ association), which collaborates with the teaching staff and in the organization of extracurricular activities.

4.1.2 Teaching situation

It is a small bilingual school with two classes per grade in Primary Education and two in Infant School. The center counts on a computer classroom where we can work on ICT, a big playground; it has a kitchen, a canteen and early morning classroom. It also has an orchard and a big gym. There is, of course, a classroom for each group, toilets, a library and a smart board in each classroom. Very near the school there is a public swimming pool and a large clearing.

The center organizes some extra activities like computer classes, dance, English, etc. In addition, it is a virtual center. It has a webpage that offers multiple resources and activities for the education community. In this website, there is a space for families to interact; there is also a specific space for students to express themselves freely. Teacher and students have to their disposal a room to interact to each other. Furthermore, in this web there is a corner for the school press and a blog where teachers and learners can share contents, activities and so on.

4.1.3 Intended Group of Learners

The grade to be taught is the **third grade** of Primary Education where there are 23 pupils, 13 girls and 10 boys. From the **23 students**, one of them is Nationality and there is another learner who has educational needs. In concrete, this is a student with a hearing impairment who needs a special location in the classroom and lot of visual support.

There are **two weekly hours** for the subject of Natural Science where takes places in the ordinary classroom. The classroom counts on an interactive board, a computer corner with 3 or 4 laptops and also a library corner. Regarding the **sitting arrangement**, originally, learners are sitting in groups of 4 or 5 pupils but the organization of the group will vary depending on the activity.



Figure 4 Possible arrangements for independent work/tests/beginning of the year/lectures (Own source)

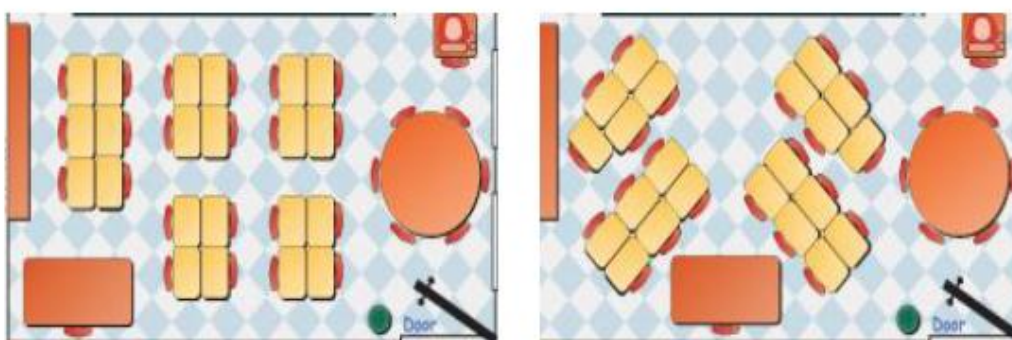


Figure 5 Possible arrangements for group work/stations (Own source)

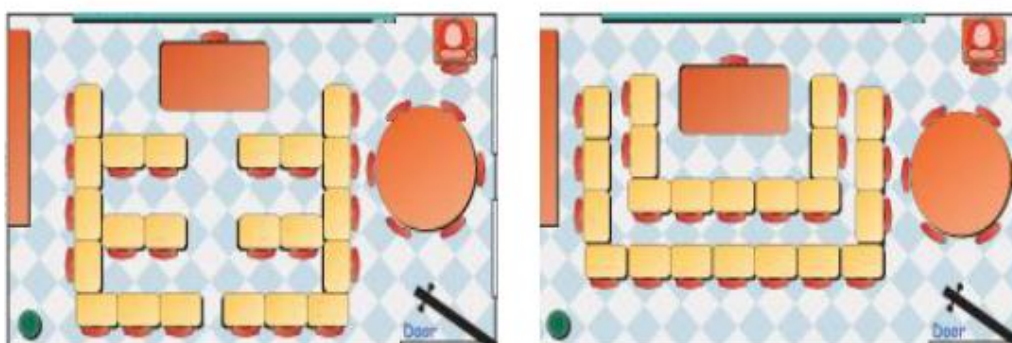


Figure 6 Possible arrangements for demonstration/discussion (Own source)

4.2. Teaching Philosophy

As teacher, I am not a mere implementer of a curriculum; I must co-develop and co-enact a participatory curriculum to reach our learners. This teaching unit has been designed with the belief of our students are not passive recipients either; they are active agents involved in a bottom-up process of pedagogic change. This way, as teacher I always remember the words Benjamin Franklin once said “Tell me and I forget. Teach me and I remember. Involve me and I learn.” They truly highlight the importance of student-centered methodologies for learning to occur.

Thus, my methodology's main aim is that every language learner reaches the success in this teaching unit. For such a purpose, my teaching practice will be structured by different theories, principles and ideals that work in making my pupils, communicatively competent in English, autonomous learners, plurilingual citizens and students who know how to do and be, that is a well-rounded person.

One fundamental element that will ensure my learners' success is motivation. If learners are motivated they will participate in the learning scenarios that I have created for them. My methodology's intentions can be summarized with another 4 C's: communication, collaboration, critical thinking, and creativity as Figure 7 shows:

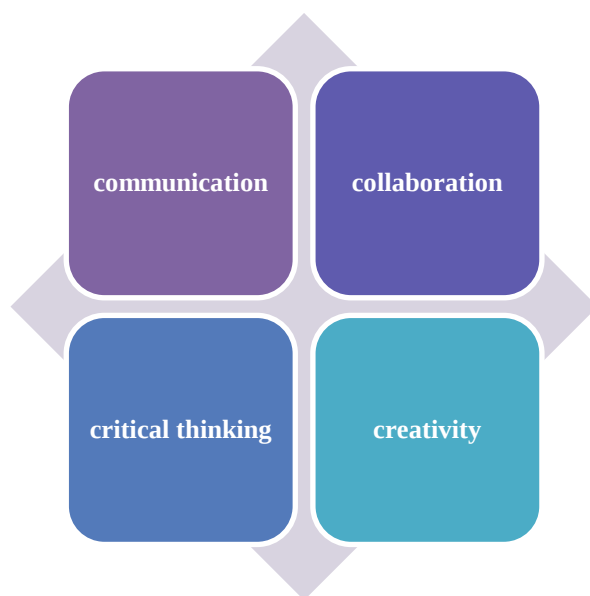


Figure 7 Key words of the methodology (Own source)

Regarding the evaluation, I propose a competence-based evaluation which helps assess both the achievement of the subject goals, and the level of knowledge of basic competences. I will carry out the evaluation by means of continuous observation of the students' progress; I will also use different procedures, techniques and instruments adjusted not only to the Evaluation Criteria of second cycle but also, to my pupils' personal characteristics.

4.3 Teaching Unit Design

The suggested CLIL unit, -**"My five senses"** is intended to be used in the **Natural Science** subject for students who are supposed to be in the **3rd grade** of Primary Education. It is an imaginative situation that could perfectly be real; actually, it is carefully designed to be put into practice when necessary. My proposal is hypothetical because we are not developing this study in a real classroom, but I am basing my work

on my experience as primary teacher in the last three years and on real and viable facts that can represent an ordinary Natural Science classroom reality.

At this stage, when pupils are eight-nine years old learners who count on a solid background on the English language since the infant school, they are ready to be exposed to real English. These learners are capable of understanding more complex concepts like abstract terms. They also develop a strong sense of right and wrong and they are able to express feelings orally. That is why our learning scenarios will be engaging by creating a participatory and collaborative environment.

Now, before developing my own teaching unit, I have to plan deliberately the best way to carry it out. For such a purpose, Table 4 clarifies all the aspects that we have taken into consideration when planning this didactic unit such as the language and the contents to be worked:

Aspects	Descriptions
Vocabulary	<u>Nouns</u>: class material (book, board, pencil, markers, notebook...), body parts (eyes, mouth, nose, ears, hands...), animals (cow, lion, pig, owl...), objects (jar, cotton, scissors, bottle, sand...) <u>Adjectives</u>: temperature adjectives (hot, cold, warm...), positive and negative adjectives (beautiful, ugly, disgusting...)
Structures	-Verb 'to be' -Present Tense (We use eyes to see) -Questions: Simple and -wh questions (Is it cold? / What do you see in this picture?)
Contents	-The body and the senses. -The sense of sight. -The sense of touch. -The sense of smell. -The sense of taste. -The sense of hearing. -Habits of prevention. -The Andalusian environment through our senses.

Table 4 Language and content to be worked in the unit (Own source)

After defining the vocabulary, structures and contents of the teaching unit, the main aim and learning outcomes should be determined in the following subsection.

4.3.1 Main aim and Learning Outcomes

The main aim of our study is to analyze how to plan successful CLIL lessons in the subject of Natural Science following the 4C's Teaching Framework proposed by Coyle (1999). Furthermore, I set a series of learning outcomes. It is important to clarify that the Learning Outcomes (LO) are specifications of the learning standards according to Spanish National Curriculum. They are specific for a teaching unit to work on a specific topic. We set LO from the Block 2: The human body and health according to the Royal Decree 126/2014 of February 28th, which establishes the Core Curriculum in Primary Education, for our students to be acquired:

- ✓ To identify the five senses and their main organs.
- ✓ To describe the main characteristics of each sense and compare them.
- ✓ To identify the main function of each organ.
- ✓ To specify habits of prevention to take care of the five senses.
- ✓ To explain the importance of how senses provide information about the environment.

4.3.2 Key Competences (LAW)

Preparing young people both to successfully face the challenges of the information society and derive maximum benefit from the opportunities it provides has become an increasingly important objective of education systems in Europe. Key Competences are a combination of knowledge, skills, and attitudes appropriate to the context (Aranda 2017: 9). They are particularly necessary for personal and social fulfilment. The transversal nature of key competences makes them essential. They provide added value for employment, social cohesion or young people, which explains the importance of lifelong learning in terms of adapting to change and integration.

The Organic Law, which modifies the Education Organic Law (LOMLOE), builds on the Organic Law on Education Improvement (LOMCE) and, at the same time, on the Education Organic Law (LOE), which placed the key competences at the center of the

language learning curriculum. The key competences focus on preparing children for the future by developing skills and attitudes that will help them to enjoy a good quality of life, and to successfully interact with others in the contexts they are likely to encounter in their daily lives.

Following the guidelines and recommendations of the European Union, the Royal Decree 126/2014 of February 28th develops the concept of Key Competences in the Spanish Curriculum. The aim of this new initiative is “To permit students to integrate their learnings, relating them to different kinds of contents as well as using them in an effective way in any situation and context”. In the teaching unit we propose the seven key competences will be worked in a way or other:

1. **Linguistic communication competence.** This is intrinsic to any language unit as students have to use the language to interpret and understand reality.
2. **Mathematical competence and basic competence in Science and Technology,** since throughout the unit we will use charts and tables to classify information about the five senses and their organs and also timetables and schedules to talk about the time when an activity happens.
3. **Digital competence.** We will use an interactive board in our lessons and we will work with digital information repetitively.
4. **‘Learning to learn’ competence.** Through the activities and the classroom atmosphere we will provide, students will be able to develop this competence.
5. **Social and civic competences** permit students to participate in social, civil and working life. Students are able to deal with people from different contexts, as well as to cope with conflicts in a constructivist way. Thus, they become active citizens. In our classroom we continuously do projects in teams and we encourage children to interact one another and work cooperatively.
6. **Sense of initiative and entrepreneurship** is also developed in our unit because of the number of opportunities students have to carry out their own ideas.
7. **Cultural awareness and expression.** We contribute to the development of this key competence since senses make possible that people interact with others, get to know their daily lives and their likes and dislikes as well as lessons seven and eight are exclusively aim at developing cultural identity and appreciation.

4.3.3 Resources/ Materials

In any classroom, it is difficult to provide quality teaching without the support and interaction of the teaching materials. As Littlejohn and Windeatt (1989: 50) state, “materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and the students, and values and attitudes related to gender, society, etc.” The role of the materials is more relevant in language teaching than it could be imagined. According to Ramírez (2004: 2) “materials are anything used by teachers or learners to facilitate the learning of language and content”. Table 5 shows the resources used in our specific situation:

Resources and Materials (including audiovisual materials)		
- interactive board	- mystery boxes	- videos
- markers	- classroom objects	- lectures
- realia	- computers	- books

Table 5 Resources for the CLIL teaching unit (Own Source)

4.3.4. Learning Scenarios

In this section **eight learning scenarios** will be developed. Each one includes all the necessary aspects to get the didactic transposition: name of the lesson, timing, grouping, materials and resources needed, teaching goals for each lesson, activities sequence following a scaffolded instruction, the intelligences worked as well as how diversity is attended in each session.

-LESSON 1

This lesson is aimed at the presentation of the unit and has as main intentions to awake students' interest towards the topic, activate their background knowledge and to introduce new key linguistic items. The teaching goals are specified as follows:

- ▶ To get to know with the five senses and their organs
- ▶ To awake learners' motivation towards the new unit.
- ▶ To introduce key vocabulary.

Lesson 1: Presentation: Starting with my five senses!	Duration: 60'
Grouping: whole class, group work and individual work.	Didactic materials and resources: interactive board, <i>realia</i> , notebooks and pencils.
Multiple intelligences: verbal-linguistic, interpersonal, logical-mathematical and visual-spatial	
“I DO” (teacher instruction)	1. Guessing game. This is an ice-breaking activity to motivate learners towards the unit. Students have to guess the objects the teacher shows by using their senses. E.g. With the eyes closed they guess what they are touching; they guess an object by seeing just a small part of it... 2. Flashcards games. The teacher presents the key vocabulary of the five senses (sight, taste, smell, touch and hearing) by showing flashcards and doing different games with them: -guess the sense: the teacher chooses a flashcard that learners cannot see and give clues for them to guess which sense is in the flashcard. -say ‘stop’: the teacher says one of the senses and shows quickly all the flashcards to the students. Learners have to say STOP! When they see the correct sense.
“WE DO” (group activities)	3. Creating riddles. In groups of 3 or 4 students, learners have to create one riddle for each sense that must always start: “You use this sense when you...”. Learners complete the sentence with two or three words.

	4. Riddles exchange. The groups exchange their riddles and try to guess them by working collaboratively. Then, riddles are read aloud to the whole class.
“YOU DO” (pupil practice)	5. Matching worksheet. Students work individually in a worksheet where they have to match each sense with the corresponding picture. Then, s/-he has to add one more to the worksheet using the sense s/-he prefers. (Appendix I)

Attention to diversity

The learner with the hearing impairment does not need specific attention (apart from being located closed to the teacher) as everything is very visual (we use pictures, written sentences and so on).

The English native learner is provided with great opportunities to use the language in classroom to interact with the teacher and other students. Moreover, in the activity where they have to invent a riddle, this learner can write more complex riddles without following the pattern provided by the teacher.

-LESSON 2

In this lesson we start studying the first organ and its sense: the sense of sight. Learners will go through different exercises and activities to learn about this sense. The teaching goals for this lesson are the following:

- ▶ To learn about the sense of sight.
- ▶ To introduce new language and content in relation to this sense.
- ▶ To make learners able to explain what they can see.
- ▶ To identify the main parts of an eye and how they work.

Lesson 2: The sense of sight	Duration: 60'
Grouping: whole class, pair work and individual work.	Didactic materials and resources: a 3D model of an eye, interactive board, realia, worksheets and pencils.
Multiple Intelligences: intrapersonal, verbal-linguistic, interpersonal, logical-mathematical, and visual-spatial.	
“I DO” (teacher instruction)	1. Observing our magical surrounding. In this presentation stage, the teacher asks questions to make learners to observe their environment. <i>-What can you see right now?/ What have you seen in the way to school?</i> Learners give oral responses to the teacher’s questions. This way, the teacher is activating students’ language and explains that all what they observed was thanks to the <i>sense of sight</i>. 2. Close eyes and imagine. So far learners are aware of the great amount of things they can know thanks to their eyes but could they imagine life without the sense of sight? In this activity, the teacher introduces the habits blind people have by inviting pupils to close their eyes and to think what they would need (guide dogs, walking sticks, special noise in the traffic lights, etc.) 3. How is an eye? Now that learners are quite concerned about the importance of the sense of sight, they are shown a 3D eye model to explore their main parts: <i>cornea, pupil, iris, lens, retina, optic nerve</i>. Moreover, the teacher explains how they eye works and all the steps implied in the process.

“WE DO” (group activities)	4. Label the parts of an eye. In pairs, students have to complete a labelling worksheet of the parts of an eye to demonstrate to what extent they are able to locate the parts in the correct place. (Appendix II). 5. How the eye works. In pairs, pupils have to complete a worksheet where they have to order the steps of how an eye works. (Appendix III). 6. Put a tick. This is an exercise to correct the previous activities. We use the interactive board to check the results with the whole group.
“YOU DO” (pupil practice)	7. What have I learned? Pupils individually complete a personal diary with the things they learnt today. (Appendix IV).

Attention to diversity

As in lesson 1, the learner with the hearing impairment does not need specific attention (apart from being located closed to the teacher) as everything is very visual (we use pictures, written sentences and so on).

The English native learner is provided again with great opportunities to use the language in classroom to interact with the teacher and other students. Moreover, in the activity where they have to complete their personal diaries, he will write more complex sentences and reflections.

-LESSON 3

In this lesson we will learn about the second sense: the sense of hearing and its organ. It follows the same pattern as the previous lesson. A first motivating presentation and exposure to the new content and then, learners’ participation and responses in engaging activities which involve different groupings. The teaching goals established for this

lesson are:

- ▶ To learn about the sense of hearing.
- ▶ To introduce new language and content in relation to this sense.
- ▶ To identify the main parts of this organ and to understand how it works.

Lesson 3: The sense of hearing		Duration: 60'
Grouping: whole class, group work and individual work.		Didactic materials and resources: a 3D model of an ear anatomy, interactive board, realia, songs, worksheets and pencils.
Multiple Intelligences: intrapersonal, verbal-linguistic, interpersonal, logical-mathematical, and musical		
“I DO” (teacher instruction)	1. Guess the sound. The teacher tells the class that today they are going to focus on the sense of hearing so they cannot see or touch anything in this activity. Learners listen to different sounds (someone walking, the sound of a teapot, the sound of the traffic, etc.) that they have to guess. 2. A sound-off world. As we did with the sense of sight, now learners have to imagine their lives without hearing. Pupils are going to wear ear plugs and they have to say what they would need to improve their lives (read lips, louder sounds, images for everything, a hearing device...). This time, the group know well about this topic as we have a classmate with a hearing disability and they know exactly what he needs in every moment. 3. How does the ear work? How does it look inside? Learners watch a video of a walk inside an ear to learn about its parts and how they work.	

	https://www.youtube.com/watch?v=mptjEoHF2a After watching the video the teacher and the students make some comments on it and the teacher shows the 3D model of an ear to check if learners are able to identify the parts watched in the video.
“WE DO” (group activities)	4. Soft and loud sounds. Learners are given a worksheet to classify different sounds in ‘soft’ or ‘loud’ sounds. They do this individually but then, they check their group’s responses. (Appendix V) 5. Labelling worksheet: “Parts of the ear” (Appendix VI) 6. Sequencing worksheet: How the ear works. (Appendix VII)
“YOU DO” (pupil practice)	7. What have I learned? The learner reflects on what s/-he has learned today using their personal diaries as in session 2.

Attention to diversity

In this lesson, the student with the hearing impairment has a fundamental role in sharing how life without hearing is and how his hearing device works. This time, as we are going to listen to sounds and music, we attend to this learner by locating the speakers near him and by supporting the different sounds with pictures that represent them.

Once again, in the activity where they have to complete their personal diaries, he will write more complex sentences and reflections.

-LESSON 4

This lesson is aimed at learning the sense of smell and its organ. Students will learn the process of smell and appreciate the importance of this sense for the life. The teaching goals I have set in this lesson are the following:

- ▶ To learn about the sense of smell.
- ▶ To introduce new language and content in relation to this sense.
- ▶ To understand the process of smell.
- ▶ To identify the organs involved in the process.

Lesson 4: The sense of smell		Duration: 60'
Grouping: whole class, pair work and individual work.		Didactic materials and resources: interactive board, realia, worksheets and pencils.
Multiple Intelligences: intrapersonal, verbal-linguistic, interpersonal, logical-mathematical, visual-spatial.		
“I DO” (teacher instruction)	1. What do you smell? In this motivation activity, learners are invited to smell different things without seeing what they smell. The teacher is going to use things like chocolate, vinegar, garlic, vanilla, books, etc. Learners have to guess what they smell and also, they have to say if it is a nice or a disgusting smell. After that, with the open eyes they will check their responses. 2. Imagine a life without the sense of smell, which smell would you miss the most? In this activity, learners develop awareness on the importance of this sense and we will also talk about the concept of ‘anosmia’. They have to create a chart in their notebooks with this question and to ask the question to some classmates. Then, the responses will be shared and commented aloud by the whole group to discuss what the most important smells are for 8 year-	

	old pupils. 3. How does my nose work? To understand the process of the olfactory system and to learn its parts, children watch this animated video https://www.youtube.com/watch?v=V9CpmgTPhu8
“WE DO” (group activities)	4. The sense of smell worksheet. Once learners have learnt how our nose works, they have to complete a worksheet to name the parts of the nose and to complete the process of smell. (Appendix VIII) 5. Put a tick! We correct the worksheet in the interactive board.
“YOU DO” (pupil practice)	6. What have I learned? At the end of every lesson, children complete their personal diaries with a brief summary on what they learned today.

Attention to diversity

The learner with the hearing impairment does not need specific attention (apart from being located closed to the teacher) as everything is very visual (we use pictures, written sentences and so on).

The English native learner is provided again with great opportunities to use the language in classroom to interact with the teacher and other students. Moreover, in the activity where they have to complete their personal diaries, he will write more complex sentences and reflections.

-LESSON 5

In this lesson we will study the sense of taste. Children will learn how our tongue works to differentiate different tastes. This is a highly motivating lesson for them as they can think (and even taste) food that they normally eat. The teaching goals in this unit are:

- ▶ To learn about the sense of taste.
- ▶ To introduce new language and content in relation to this sense.
- ▶ To identify the taste areas of the human tongue.
- ▶ To identify the organs involved in the process of taste.

Lesson 5: This tastes delicious!		Duration: 60'
Grouping: whole class, pair work and individual work.		Didactic materials and resources: interactive board, fruits, worksheets and pencils.
Multiple Intelligences: verbal-linguistic, interpersonal, logical-mathematical, visual-spatial, musical, intrapersonal, and bodily-kinaesthetic.		
“I DO” (teacher instruction)	1. Brainstorming: What do you feel in your tongue? In the board, the teacher and the students make a brainstorming about type of flavours we can feel when we eat (sweet, salty, bitter, soar) and think of foods for each flavour. Then the teacher surprises learner by showing them a great box with different fruit that they can taste (apples, bananas, cherries, grapes, peaches...). Learners will take a piece of fruit and will describe what they feel in their tongues. 2. How does my tongue feel the flavours? The teacher shows an interesting poster with the areas of flavours a human tongue has (Appendix IX) and children learn about it.	

“WE DO” (group activities)	3. Let’s sing: The taste song. We learn and sing together a song about the sense of taste that collects all the important information we have studied. https://www.youtube.com/watch?v=QLOwCd6sK34
“YOU DO” (pupil practice)	4. What have I learned? Learners fill in their diaries with the knowledge acquired in today’s session. 5. Tongue hand-craft. Using papers, colours, scissors and glue, pupils create their own tongue. (A model can be seen in Appendix X)

Attention to diversity

The learner with the hearing impairment has special attention in the song activity. We put the video of the song to support the learner with the images and also we make gestures to show when the food is sweet, bitter...

On his part, the English native learner is attended as in the previous lessons.

-LESSON 6

This lesson is aimed at learning about the sense of touch. Students will get to know with the sense of touch and its organ by carrying out a great varieties of activities designed to attain the following teaching goals:

- ▶ To learn about the sense of touch.
- ▶ To introduce new language and content in relation to this sense.
- ▶ To identify different textures.
- ▶ To understand the process of touch.

Lesson 6: The sense of touch	Duration: 60’
Grouping: whole class, pair work and individual work.	Didactic materials and resources: interactive board, <i>realia</i> , cardboards, worksheets and pencils.
Multiple Intelligences: verbal-linguistic, interpersonal, logical-mathematical, visual-spatial, intrapersonal, and bodily-kinaesthetic.	

“I DO” (teacher instruction)	1. Discovering activity. Using different objects with textures (smooth, rough, soft, hard) and shapes pupils have to guess what object it is by touching them with the eyes closed. 2. Classifying objects according to their texture. The teacher and the learners have to classify objects they find in the classroom according to their texture. This way, students will learn the new vocabulary relating with textures.
“WE DO” (group activities)	3. How your skin works? We watch a video to learn about the skin layers and how they work. https://www.youtube.com/watch?v=yCWclrhsPQ8 4. The touch sense organ. After watching the video, learners are given a picture of the touch sense organ (skin) and they have to make a poster in groups naming each part of this sense.
“YOU DO” (pupil practice)	5. Review what you know! Individually, learners complete two interactive worksheets (using their tablets or laptops) to review the contents of the lesson. The sense touch organ: https://es.liveworksheets.com/sj1284590df Textures and safe/unsafe touching: https://es.liveworksheets.com/lu1564790eg 6. What have I learned? Pupils complete their personal diaries with the content learnt today.

Attention to diversity

The learner with the hearing impairment is located close to the teacher (as always) and is provided with lot of visual support in any activity.

The English native learner is given more adjectives to talk about textures (sharp, fluffy). Moreover, he continues completing his personal diary using more complex sentences or structures.

-LESSONS 7 AND 8

These two sessions are put together because they are aimed at doing the final task. Children will put into practice all learning about the five senses to work on a task related to their Andalusian community. Cultural awareness is highly developed through these sessions. The teaching goals are:

- ▶ To appreciate the Andalusian culture.
- ▶ To work on the five senses relating them with our region.
- ▶ To know different traditions and places in Andalusia.
- ▶ To develop tolerance towards other cultures.

Lessons 7 & 8: I feel my region with my 5 senses! Final Task		Duration: 2 hours (60' and 60' separately)
Grouping: whole class, group work and individual work.		Didactic materials and resources: interactive board, computers, worksheets and pencils.
Multiple Intelligences: verbal-linguistic, interpersonal, logical-mathematical, visual-spatial, intrapersonal, and bodily-kinaesthetic.		
“I DO” (teacher instruction) Lesson 7	1. Andalusia in our five senses. The teacher explains to learners the final task they are going to do. In small groups, they have to choose one of the five senses, explain how it works and suggest ways of how we can feel our region through that sense (ex, the sense of hearing can be enjoyed by listening to popular ‘flamenco’ music; the sense of sight can be enjoyed	

	by visiting beautiful places, monuments...) and create a presentation using ICT's (Prezzi or Power Point). For that purpose, first, the whole group make a brainstorming on the board and suggest some examples.
“WE DO” (group activities) Lesson 7	2. Searching for info! In this step, the different groups start to look for information on the sense they have selected (using their notebooks, laptops...) and on the Andalusian link. 3. Creating a draft. With the information students have collected have to create a draft on their notebooks before doing the digital presentation to organize the information.
“YOU DO” (pupil practice) Lesson 8	4. Digital Presentations. Now, learners are ready to create the digital presentations. They are used to use the ICT's in class and they have created many presentations in other subjects and in previous units. 5. Oral presentations preparation. Learners are given a model to prepare the oral presentation using some key phrases: <i>-Introduction: Good morning, we are group number X and we are going to explain the sense of _____.</i> <i>-Body: Thanks to the sense of _____ we can _____. It works _____./ In our region, Andalusia, we can enjoy this sense by _____. </i> <i>-Goodbye: We hope you liked it. Thank you for your attention!</i> 6. Presentations. The different groups present their tasks.

Attention to diversity

The learner with the hearing impairment is located close to the teacher (as always) and is provided with lot of visual support in any activity.

The English native learner carries out a more complex discourse when presenting his part of the final task. He does not have to follow the model provided to the other students. He will create his own talk.

4.4 Teaching Unit Assessment

4.4.1 CLIL checklist for the teacher

Teachers should keep improving permanently. That is why we should go through an “assessment cycle”. This approach involves planning aims and methods before teaching, acting on the plan in class, observing what pupils do in class, and analysing why pupils behaved in that way in order to introduce improvements.

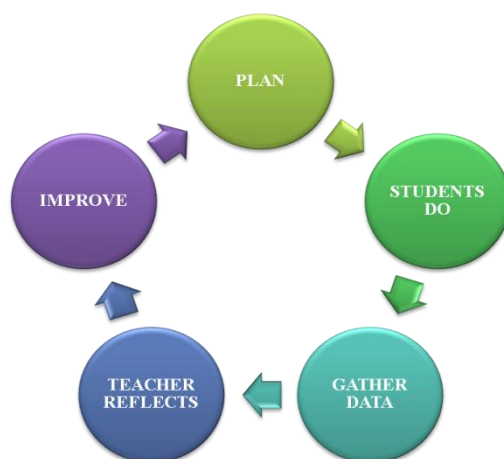


Figure 6 Assessment Cycle (Adapted from Maki, P.L. 2010)

On the other hand, authors such as Coyle, Hood and Marsh (2010: 84-85) collect a checklist to evaluate the CLIL practice elaborated by CLIL teachers. This checklist can be quite useful to make sure we had into account fundamental aspects of planning CLIL lessons. I am going to evaluate my teaching practice in the unit “My five senses” by using the checklist in Table 6:

CLIL Unit Checklist

CLIL Theme: Natural Science

Date: (hypothetic situation)

Unit of Work: My five senses

Class: 3rd grade

CRITERIA	DESCRIPTION	SELF-EVALUATION
Clarifying global goals, teaching aims and learning outcomes	-Are the global goals embedded in the unit planning? -Are the teaching aims clear? -Are the learning outcomes defined? Which ones can be measured?	<i>In section 4.3.1 global and specific goals are clarified. Moreover, in each lesson the teaching goals for each learning scenario are specified as well.</i>
Content	-Have I considered how to scaffold content learning? -Are my presentations of new content clear? -Is the content accessible?	<i>Scaffolding has been taken into account in relation to the content and also in relation to the language. In section 4.3.4, I have developed the sessions following the "I DO, WE DO, YOU DO" structure in which the teacher has a relevant role at first (to model content and language) and learners progressively gain autonomy.</i>

Table 6 continues

CRITERIA	DESCRIPTION	SELF-EVALUATION
Language/ Communication	-Are the students involved in using language? -Are students involved in learning language? -Are my instructions clear? (This is not proved as it is an imaginary situation) -Are the questions I ask appropriate to the level? -Have the students got adequate language to answer my questions? -Have I planned language of learning? -Have I planned language for learning?	<i>Throughout the unit, I have proposed multiple opportunities to use language, oral and written language. In every session, I have planned activities where learners interact one another and with the teacher. The teacher always activates learners' previous knowledge in content and language and makes sure students are able to use the language. In section 4.3 I have carefully selected the language to be worked in the unit (vocabulary, structures...) so I have anticipated both language of learning and for learning.</i>
Cognition/Thinking	-Are the questions/problems at the appropriate cognitive level? -Have I considered how I can ensure that the learners progress cognitively, and how I can measure this progress? Are there ways to assist learners in developing a range of strategies through the CLIL language?	<i>In section 4.3 I have analysed the cognitive development of 8-9 year-old pupils according to Piaget's Theory of Cognitive Development (1936-1950) with the intention of creating the best learning scenarios for them. Students' progress is constantly measured thanks to the questions they have to answer and the activities I use to get information about their learning.</i>

Table 6 continues

CRITERIA	DESCRIPTION	SELF-EVALUATION
Culture	-Have I thought about the contribution that this unit makes in changing classroom culture? -Have I considered how the theme of this unit can promote awareness of cultural difference/global citizenship? -Have I identified opportunities in this unit which encourage curriculum links? Can we communicate and work with learners from other countries?	<i>Culture is an aspect imbedded in the unit that is worked implicitly and explicitly. Most of the activities propose to promote learners' tolerance and respect towards others and towards the own and the foreign environment. Moreover, this group of learners is lucky to have a native classmate who is from Ireland and shares his culture and traditions with the group.</i>
Activities	-Do the tasks designed relate to the global goals, aims and outcomes in terms of the 4Cs? -Is progression built into language and content tasks? -Have I considered which language is needed to carry out each activity?	<i>All activities in the unit are carefully designed taking into account the 4 Cs as I want my learners to have CONTENT knowledge, to be good COMMUNICATORS in the target language, to value CULTURE (the own and others') and to develop their COGNITION.</i> <i>Regarding language, as I explained in the previous paragraphs, it has been previously analysed and selected in section 4.3.</i>

Table 6 continues

CRITERIA	DESCRIPTION	SELF-EVALUATION
Supporting learning	-Are there adequate opportunities for students to engage in practical activities to experience CLIL? -Have I identified which type of teacher scaffolding is needed to support language and learning? -Have I recycled new language from previous units to support learner progression?	<i>Scaffolding is provided along the entire unit. In the first stages of learning the teacher is who models and guides but progressively, learners acquire autonomy to learn until they are able to produce by themselves without the support of the teacher.</i>
Assessment	-Have I considered how the learners will know what they have learnt? -Have I considered how I will know what they have learnt? -Have I decided what to assess during the unit to ensure that feedback informs further learning?	<i>The assessment is carried out in three stages. There is an initial evaluation to know students' background knowledge. This is done through the first activities in session 1 (activation activities). Then, there is a continuous evaluation throughout the unit that is carried out by teachers' direct observation, student's responses and participation... The teacher uses this evaluation to improve the teaching-learning process. Finally, there is a final evaluation that is done using a scoring rubric and is used to know the levels reached by the learners when the unit has ended. The teacher also evaluates her own teaching practice.</i>

Table 6 continues

CRITERIA	DESCRIPTION	SELF-EVALUATION
Reflection	-Is there variety (groups, pairs...)? -Have I allocated enough time? -Have I thought about what I might change in this unit? -How can I collect students' views about this unit?	<i>In this CLIL teaching unit different students' arrangements have been used depending on the activity and on the stage of the lesson. I have also considered the time needed for each lesson; however, as it is an imaginary situation I could not prove if time was enough in each session. Moreover, since this unit has not been carried out in the real life, I cannot consider relevant changes in it but there are always other options for activities planning, arrangement, etc.</i> <i>Finally, since this unit can be carried out when necessary, I would like to know my learner's opinion about the unit so I would create a blog for the subject where learners can share their opinions and interact with the teacher and their classmates.</i>

Table 6. The 4 Cs Framework (teaching practice evaluation) (Coyle, Hood & Marsh, 2010: 84-85)

As we have seen, teacher self-evaluation is a powerful instrument to reflect about the teaching practice; however, it is also of great importance the evaluation of the materials and tasks used in the unit. In the next subsection, I will analyse them on depth.

4.4.2 CLIL matrix to evaluate the tasks and the material employed

Basing on the well-known matrix elaborated by Cummins (1984) to explore the relationship between cognition and language, Coyle (1999) adapts it to evaluate learning materials and tasks in CLIL contexts (figure 3). It also considers the balance between linguistic demands and cognitive demands departing from the belief that effective learning requires cognitive challenge and feedback. According to this principle, the materials which do not imply a cognitive challenge are difficult to justify while the materials which are cognitively demanding are essential for learning.

Investigation has consistently shown that the work which is not cognitively demanding, such as copying or repeating, especially when there is not a context to support it, does not improve the learning of a language [...] Involving students actively in the cognitively demanding work, the teacher is creating a genuine need for students to acquire the language appropriately. (Smith and Paterson 1998:1)

For Coyle, (2005), in CLIL contexts, the biggest challenge for CLIL teachers is that of developing linguistically accessible and cognitively demanding materials and tasks. If the level of the foreign language is too high, learning does not take place. In contrast, if the level is too low, learning is also limited. To reach a balance, materials and tasks in CLIL contexts should be framed in the matrix showed in figure 3.

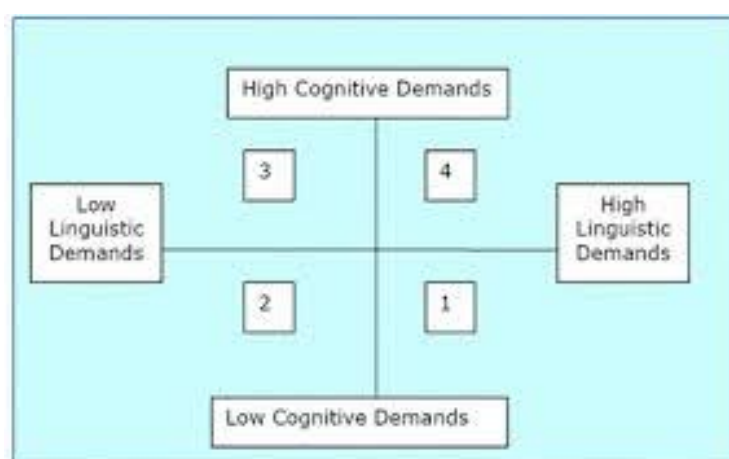


Figure 7 CLIL matrix to evaluate materials and learning tasks (Coyle, 2005:9)

CLIL materials and tasks should be in quadrant 2 just during a short period with the intention of generating confidence in learners; the bulk of CLIL teaching should be made up of tasks from quadrant 3 (linguistically accessible but cognitively demanding)

with the aim of proposing any activity from quadrant 4 to ensure that students' competence in foreign language does not limit learning.

In a few words, a carefully strategic planning and cognitive challenges for learners are needed. Following this matrix, in our teaching unit **we have evaluated each activity in terms of high or low linguistic demands**. Table 7 shows such evaluation:

Lessons	Matrix Quadrants			
	1 High linguistic demands + low cognitive demands	2 Low cognitive demands + low linguistic demands	3 Low linguistic demands + high linguistic demands	4 High cognitive demands + High linguistic demand
1. Presentation: Starting with my five senses!	Activity 1. <i>Guessing game</i> Activity 2. Flashcards games	Activity 5. <i>Matching worksheet</i>	Activity 4. <i>Riddles exchange</i>	Activity 3. <i>Creating riddles</i>
2. The sense of sight.	Activity 1. <i>Observing our magical surrounding</i> Activity 6. <i>Put a tick</i>	Activity 4. <i>Label the parts of an eye</i>	Activity 2. <i>Close eyes and imagine</i>	Activity 3. <i>How is an eye?</i> Activity 5. <i>How the eye works.</i> Activity 7. <i>What have I learned?</i>
3. The sense of hearing.	Activity 1. <i>Guess the sound</i>	Activity 4. <i>Soft and loud sounds</i> Activity 5. <i>Labelling worksheet</i>	Activity 2. <i>A sound-off world</i>	Activity 3. <i>How does the ear work? How does it look inside?</i> Activity 6. <i>Sequencing worksheet</i>

				<i>Activity 7. What have I learned?</i>
4. The sense of smell.	<i>Activity 1. What do you smell?</i> <i>Activity 5. Put a tick!</i>		<i>Activity 4. The sense of smell worksheet</i>	<i>Activity 2. Imagine a life without smell, which smell would you miss the most?</i> <i>Activity 3. How does my nose work?</i> <i>Activity 6. What have I learned?</i>
5. This tastes delicious!	<i>Activity 3. Let's sing</i>	<i>Activity 5. Tongue handcraft</i>	<i>Activity 2. How does my tongue feel the flavours?</i>	<i>Activity 1. What do you feel in your tongue?</i> <i>Activity 4. What have I learned?</i>
6. The sense of touch	<i>Activity 1. Discovering activity</i>	<i>Activity 4. The touch sense organ</i> <i>Activity 5. Review what you know!</i>	<i>Activity 3. How your skin works?</i>	<i>Activity 2. Classifying objects according to their texture</i> <i>Activity 6. What have I learned?</i>
7/8. I feel my region with my five senses. Final Task	<i>Activity 5. Oral presentations preparation</i> <i>Activity 7. Presentations</i>	<i>Activity 1. Andalusia in our five senses (brainstorming)</i>	<i>Activity 2. Searching for info!</i>	<i>Activity 3. Creating a draft</i> <i>Activity 4. Digital presentations</i>

Table 7 Activities' classification (Own source)

5. CONCLUSIONS

After developing the present study I can conclude that organization and planning is essential to provide powerful CLIL teaching. In fact, as I have demonstrated CLIL is an approach that fits any context and philosophies. In this sense, according to Ioannou-Georgiou and Pavlou (2011) CLIL approach takes from the Communicative Language Teaching (CLT) approach as well as from the 4Cs model proposed by Coyle (2000) which integrates content, communication, cognition and culture. This combination has precisely been the center of my study. Designing units that include the 4Cs is quite a challenge in terms of organization and planning since every part of a teacher plan must be in perfect harmony with the others. In each learning scenario we could see that thanks to the activities proposed and the methodology employed, learners could be good communicators (due to the great number of communication activities), content and language ‘experts’ and culture appreciators, learners who value the own culture and the other.

Another important point is that of taking students’ developmental stage into account to plan successful lessons. Knowing closely learners’ context help us know their needs, interests and to what extent they will involve in our lessons and that is what I did in my study. I analysed in depth the context and the situation to be able to plan powerful lessons. It is well known, that planning is at the heart of being an effective teacher. For Reed and Michaud (2010), the lesson planning process allows teachers to evaluate their own knowledge with regards to the content to be taught. In fact, thanks to the careful planning I developed, I could evaluate myself as teacher and I could explore my strengths and my weaknesses.

Thanks to this work, I feel capable of designing any CLIL teaching unit for any level since this can be used as a template or as a guide to design lessons. I have gained confidence and security when working with CLIL and what was the main objective of this work, that any teacher (including myself) feels more comfortable and counts on the appropriate tools when teaching and evaluating CLIL.

5.1 Limitations of the study

In this section, I will comment the main limitations I have found while carrying out this research. The main limitation I have found is that of working under a hypothetic situation. As I have not carried out my proposal in a real classroom it has

been difficult to find the best ways to demonstrate the power of designing CLIL lessons following the 4 Cs model.

Moreover, as I have explained in previous sections, it was not easy to create a proposal including the 4Cs and at the same time, that fits my learner's level of competence. For that reason, the developing of the lessons has been time-consuming as I had to create most of the materials and think about the best dynamics to work with my learners. This is something that any teacher must do in the real life in any subject but in this case, it has been more difficult than usual taking into consideration the fact of being an imaginary situation. However, my previous experience working as an EFL teacher in different grades made me feel able to design and plan all my lessons as they were for a real context.

Teaching materials are regarded as a central tool in the lesson planning, organization and teaching of CLIL and they considerably affect the CLIL lesson and its success. Nevertheless, thanks to the globalized world where we live and communication and information technologies, I could also find some CLIL materials on the Internet that I could adapt to my unit.

5.2 Recommendations for future research

In the attempt to demonstrate the effectiveness of the 4 Cs model to plan CLIL lessons, it would be quite convenient to continue the study by carrying out the proposal in the real life in order to compare the results. In addition to this, an interesting line for future investigation would be to establish a comparison between other ways of approaching and planning CLIL lessons and what is proposed in this study.

Moreover, as one of the main objectives in this work was to improve teachers' education on CLIL, it would be fascinating to develop a study with a specific group of teachers before and after reading this proposal with the intention to compare the way they would approach their classes in terms of planning, methodology and assessment.

Furthermore, CLIL should be approached in an integrated way with the rest of the areas. Thus, while we are working on the five senses in Natural Science, in the other subjects such as Language, English, Maths... teachers should also work on the same topic. In this line, teachers from the same school community work cooperatively and collaboratively and learners can better focus their attention and learn in a more significant way.

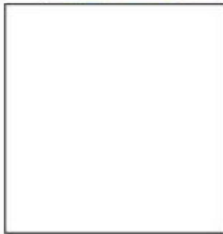
Apart from these general recommendations, if we look at the specific final task proposed in the unit, it is based on only one of the senses to relate it with the Andalusian community but other option would be to propose a final task involving the five senses so that learners can demonstrate knowledge on all the senses in an integrated way.

Finally, it is important to remember that this is just a plan and when it is put into practice new necessities from different nature may arise so investigation and exploration on this topic can be always open. Indeed, this work has been for me the way to gain knowledge and self-confidence about the topic. I felt quite insecure when trying to teach from a CLIL perspective and thanks to this dissertation I could checked that planning, organizing and evaluating CLIL units is a challenge that can be perfectly reached by establishing a link among communication, content, cognition and culture.

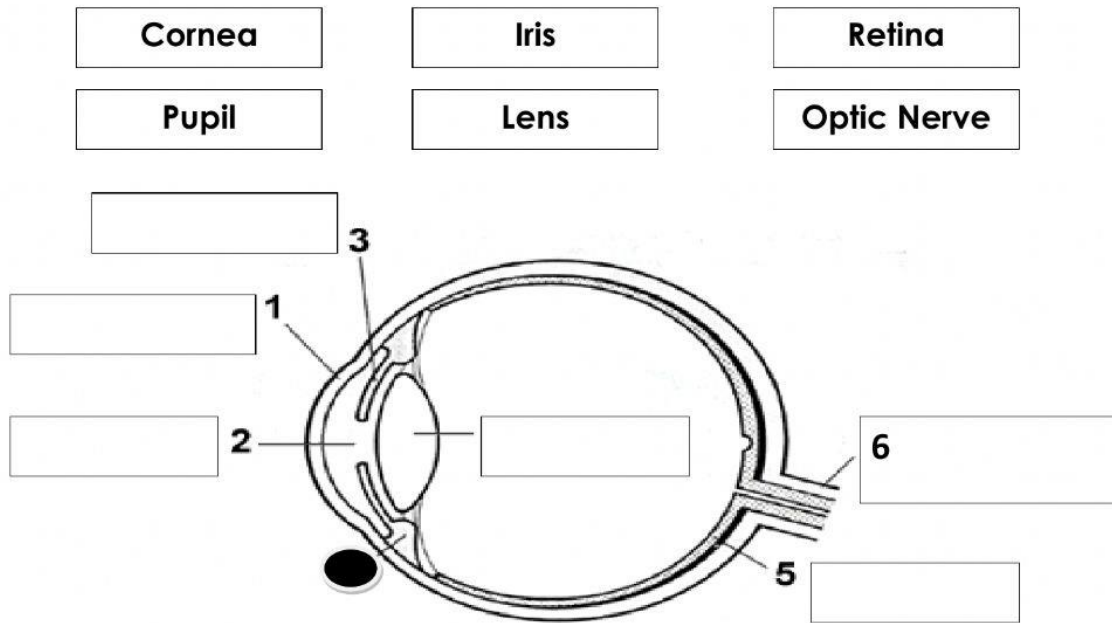
6. APPENDICES

APPENDIX I: Worksheet 1, lesson 1: "Matching"

SENSES MATCHING

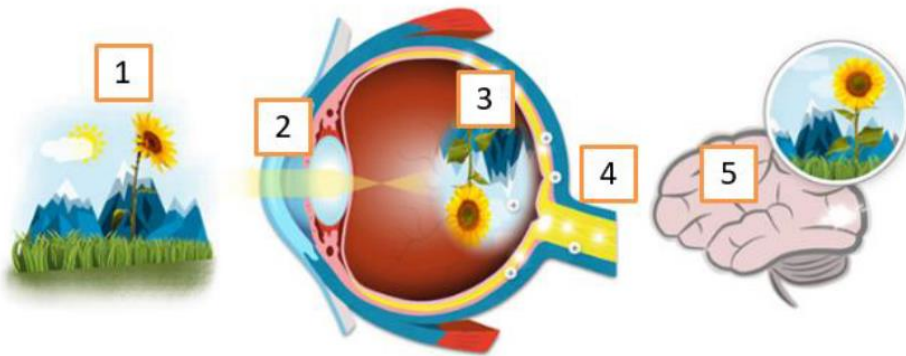


Parts of the Eye



APPENDIX III: Worksheet 3, lesson 2: “How the eye works (sequencing)”

Look at the picture. Number the sentences to sequence how the eye works.



- ☐ Light enters through the pupil and the lens.
- ☐ These electrical signals travel from the retina to the optic nerve.
- ☐ Light reflects off objects and travels to your eye.
- ☐ Finally, the brain turns the signals into the images you see.
- ☐ When light hits the retina, the light turns into electrical signals. The inverted image is formed.

APPENDIX IV: worksheet 4, lesson 2: “What have I learned?” (personal diary)

Thanks to the sense of sight...

I CAN SEE MULTIPLE THINGS LIKE...



MY EYE IS AN IMPORTANT AND COMPLEX ORGAN AND IT IS LIKE THIS...

Draw your eye and name its parts.

I think the sense of sight is important because

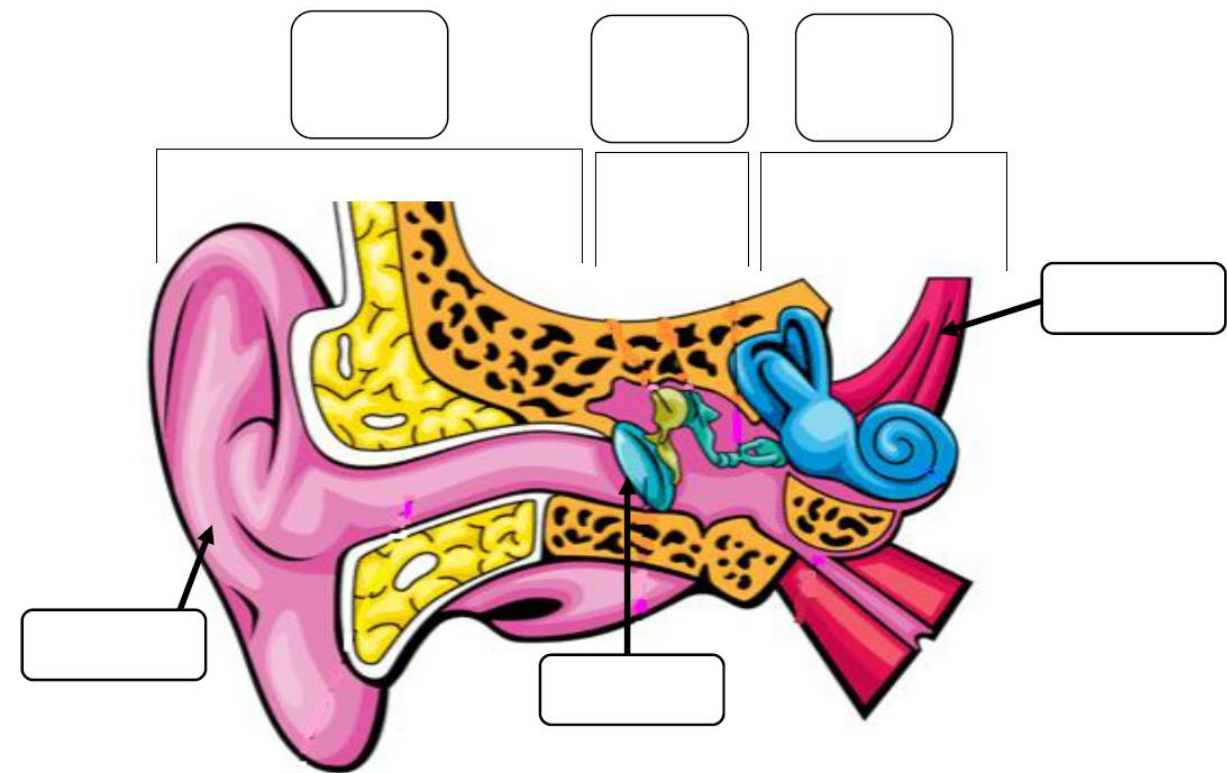
What's that sound?

Directions: Look at the pictures. Decide if it is a loud or soft sound.

LOUD		SOFT	



APPENDIX VI: worksheet 6, lesson 3: “Label the parts of the ear”



- EAR
- NERVE
- EARDRUM
- INNER
EAR
- MIDDLE
EAR
- OUTER
EAR

APPENDIX VII: worksheet 7, lesson 3: “Sequence the process of hearing”

Order the steps of the sound the dog is listening till the brain:



1

2

3

4

They continue to
the **middle ear**
and make the
eardrum vibrate.

This movement
sends
information to
the **brain**.

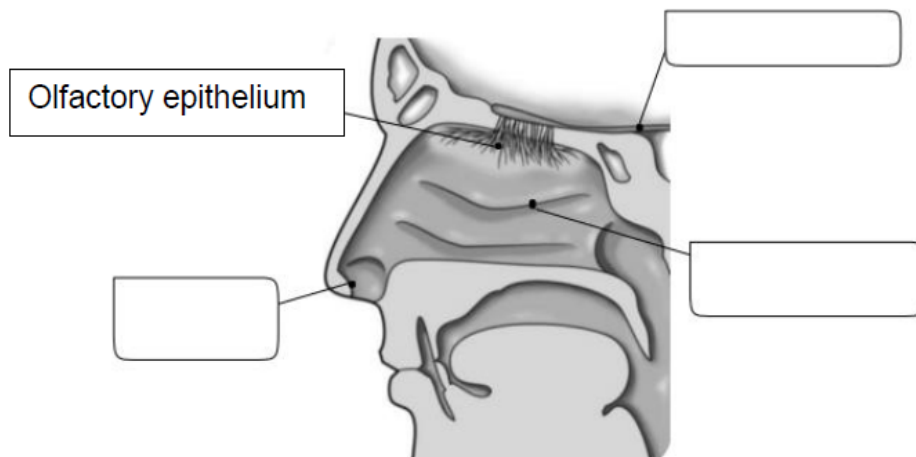
Sound waves
enter the **outer**
ear.

These vibrations
make the liquid
in the **inner ear**
move.

The sense of smell

A. Label the diagram of the nose. Use some of the words from the box

brain	olfactory bulb	nostrils	nasal cavity	palate	olfactory epithelium
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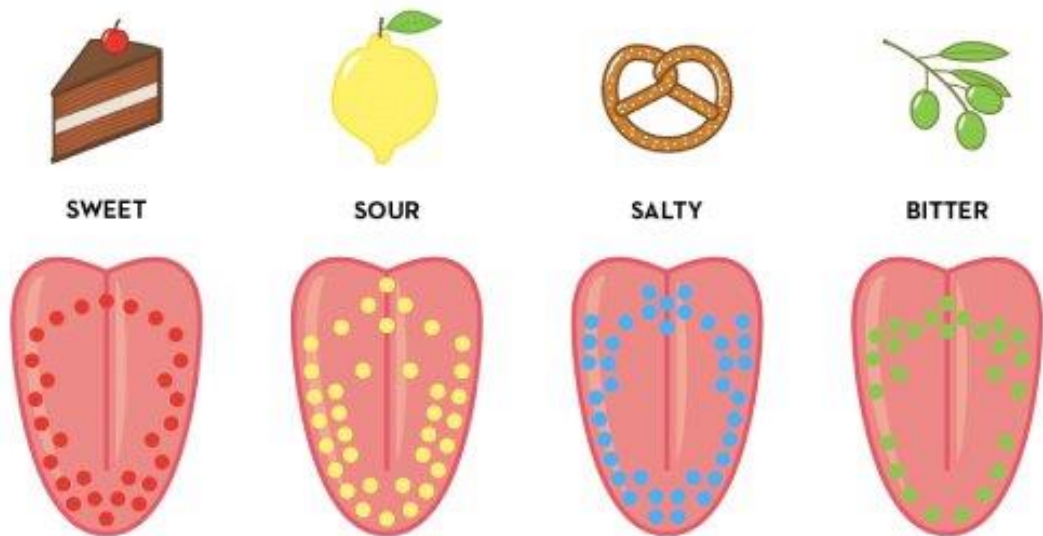


B. Complete the sentences with the words from the box

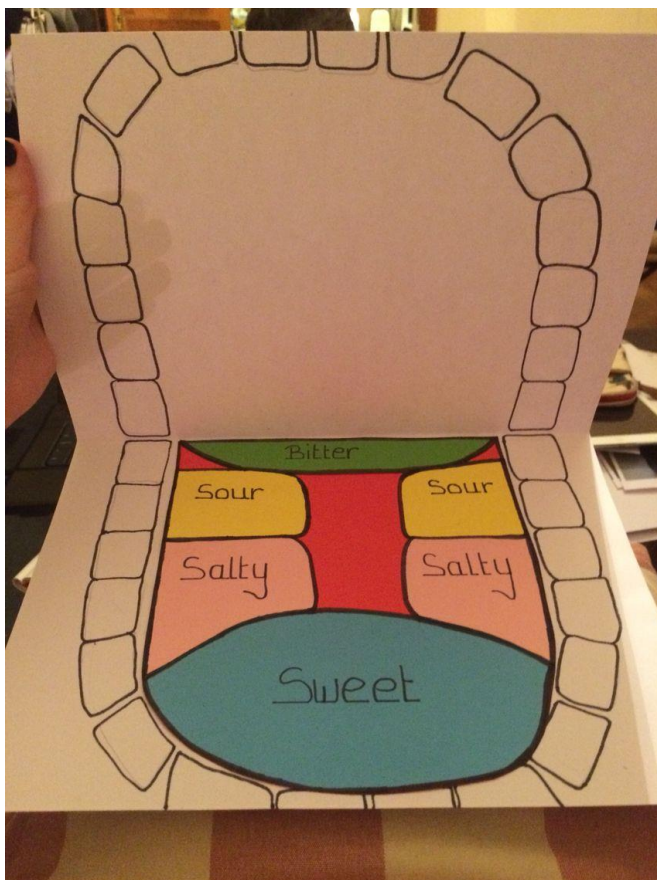
holes	taste	brain	olfactory bulb	nose	smells
-------	-------	-------	----------------	------	--------

4. The sense organ of smell is the _____.
5. The sense of smell is closely related to the sense of _____.
6. The _____ are particles or chemical substances that travel in the air.
7. The _____ detects the smell and sends the information to the brain.
8. The nostrils are the two _____ at the entrance of the nose.
9. The _____ is in charge of recognizing or identifying the smell.

APPENDIX IX: “Areas of taste in the human tongue”



APPENDIX X: tongue craft



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