

Master's Dissertation/
Trabajo Fin de Máster

ATTENTION TO DIVERSITY IN THE CLIL APPROACH. A PRACTICAL PROPOSAL

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July, 2020

Resumen:

En los últimos años, el enfoque AICLE ha experimentado un avance significativo, implementándose en un gran número de centros educativos. La respuesta que este enfoque debe dar a todos los alumnos en el aula, constituye una de las principales líneas de investigación que se deben desarrollar para garantizar una educación inclusiva y de calidad. El presente trabajo ha tenido como objetivo la elaboración de una unidad didáctica de Ciencias Naturales trabajada a través del enfoque AICLE, teniendo especialmente en cuenta aquellas actividades que faciliten la atención a la diversidad, tanto a nivel general del aula, como de alumnos con necesidades específicas de apoyo educativo. Partiendo de una contextualización donde se desarrolla la actividad docente, así como de una fundamentación teórica sobre los principios que sustentan la enseñanza bilingüe y la inclusión, se ha diseñado una unidad didáctica con todos los elementos del currículo.

Palabras clave: AICLE, bilingüismo, atención a la diversidad, inclusión, TDA, trabajo cooperativo, ANEAE.

Summary:

Over the last years, the CLIL approach has undergone significant progress, being implemented in a large number of educational centers. The response this approach should give to all students in classrooms constitutes one of the main lines of research that must be developed to guarantee an inclusive and quality educational system. The objective of this work is the elaboration of a Natural Science teaching unit worked through the CLIL approach, mainly using activities which facilitate attention to diversity, both at the general level of the classroom and for students with specific educational support needs. Starting from a contextualization where the teaching activity is developed, as well as a theoretical foundation on the principles supporting bilingual teaching and inclusion, a syllabus has been designed including all the elements of the curriculum.

Key words: CLIL, bilingualism, attention to diversity, inclusion, ADD, cooperative work, ANEAE.

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1. THEORETICAL APPROACH

1.1.Attention to diversity

1.1.1. Definition and origins

Diversity is a broad concept that can be understood or analyzed through different perspectives. According to Arnaiz (2003), diversity is *'the set of characteristics that make people and groups different in relation to physical, genetic, cultural and personal factors'* (Arnaiz, 2003, p.147) The context, genetics and personal characteristics that each person is surrounded by, differentiate him/her from other. It can be stated then that people are characterized by being diverse and unique.

Societies are characterized by the diversity of the people who form it. Likewise, classrooms are also characterized by grouping students with different concerns, family situations, habits, abilities, interests, etc. *'Obviating diversity would be as much as avoiding human singularity and despising its richness'* (Bayot, Rincón, & Hernandez Pina, 2002, p.71) As a result, diversity must be related to wealth, variety, plurality, transformation and must be valued and promoted in class.

According to Escandell, Rodríguez & Cardona, (2004), in a time of constant change and transformation, there is no place for a rigid and static school to which students must adapt. It must be the school that anticipates and approaches the new realities that it has to face, giving coherent and informed responses.

As stated in current national and international educational regulations, education must respond to diversity, basing its teaching practice on the principle of inclusive school, in which all students have a place, regardless of their personal characteristics, promoting learning opportunities for all and considering education as an emancipatory element that transforms lives. (Azorín, 2016; Escribano & Martínez, 2013; Unesco, 2016a). *'Education is quality to the extent that the intended objectives are achieved, and these are tailored to the needs of society and the people who benefit from it'*. (Escandell, Rodríguez & Cardona, 2004, p.33) In a quality educational system, effort, time and resources must be destined to attend to diversity.

Inclusive education is based on the right of every student to acquire a deep learning (the approach to understanding the reality that is being lived), as well as the right of each student to receive and appropriate education according to their individual needs, learning strategies and with the potential he/she manifests (Calvo de Mora, 2006).

In a similar vein, Dieterlen (2001) and Gordon (2001) affirm that the principle of attention to diversity is based on the obligation of States and their Educational Systems to guarantee every person the right to education, being recognized the diversity of their needs, fighting against inequalities and adopting an open and flexible educational model that allows access and permanence in school for all students, with no exception, as well as acceptable school results (Unesco, 1994).

Tying attention to diversity with the process of learning a foreign language and according to the two key elements of today's society, diversity and multilingualism, (Rodríguez, Iñesta & Álvarez, 2013), an inclusive education must be offered from the educational system which provides students with the necessary skills that allow them to acquire a certain degree of communicative competence in more than one language (Martín & Durán, 2018).

1.1.2. Attention to diversity legal framework in Spain

The basis of attention to diversity in education lies in the belief that *'school must reflect and plan the educational action which is in accordance with its own context to guarantee the quality of teaching and equal opportunities for all the students'* (Escandell, Rodríguez & Cardona, 2004, p.35). By 'all the students' it is meant every single student.

This idea is reflected in the Organic Law 2/2006 of 3rd May for the improvement of educational quality, which establishes as a fundamental characteristic of the Spanish Educational System, its duty and ability to offer quality education to all the students, regardless of their circumstances.

In order to address and specify the attention to diversity at school in Spain from a more specific perspective, the Order of July 25th 2008 is drafted, which currently regulates the attention to diversity of students who attend basic education in public educational centers of Andalusia and in which it is established that attention to the diversity of the students will be the ordinary guideline of the educational action in compulsory education, for which a flexible, varied and individualized organization of content will be encouraged. In addition, this Order indicates that special attention must be paid to *'students with a specific need for educational support, understanding as such students with special educational needs, who join the educational system late, who need actions of compensatory character and the one that presents high intellectual capacities'* (p.8).

Attention to diversity and the development of an inclusive school is not limited to Primary Education, but at the Order of July 14th 2016, by which the curriculum corresponding to Compulsory Secondary Education in the autonomous community of Andalusia is developed, certain aspects of attention to diversity are regulated and the organization of the evaluation of the students' learning process is established (BOJA 07-28-2016) as well as in the Order of July 14th 2016, by which the curriculum corresponding to the Baccalaureate in the autonomous community of Andalusia is developed (BOJA 07-29-2016).

At this time, actions carried out at schools geared towards attention to diversity are mainly governed by the Instructions of March 8th 2017, from the General Directorate for Participation and Equity, which updates the protocol for detection, identification of students with specific educational support needs and the organization of the educational response.

1.1.3. Attention to diversity at schools

For attention to diversity in classrooms to be a meaningful and enriching reality, there must be a change in the organization, management and teaching practices of schools. Education must be adapted to the new times in order to achieve quality standards for all and contribute to the personal, social and economic development of each student, so that students can be properly integrated and developed in an increasingly broad European context without borders that requires individuals trained and with opportunities to do so (Escandell, Rodríguez & Cardona, 2004).

As it has been mentioned above, diversity and the concept of inclusion are related to all the students, whether they have special educational needs or not and the individual characteristics of each one of them (Ainscow, Booth & Dyson, 2006; Alcántara & Navarrete, 2014).

Each student is unique due to his/her characteristics that differ from the others. For this reason, heterogeneity must be understood as a source of wealth and learning engine, since students can themselves help each other in the process of learning, although each one does it in a different way.

Due to the variety of difficulties and different individual characteristics of each student we can meet in the classroom, it is not convenient to adopt a single

methodological model, however efficient it is. The methodology applied at schools should be an eclectic methodology which is adapted to the different learning styles and rhythms and which enhances different intelligences and key competences.

To make this possible, school centers must, on occasions, ignore parts of the curriculum and work others more appropriate to the needs of the student. The school centers should also try to ensure that the curricular areas are related as much as possible, thus favoring interdisciplinarity and the acquisition of elements common to them and, finally, the teacher will have the freedom to delete, add, modify and prioritize content, concepts, procedures and attitudes (Ortega, 2004).

It can be said then that, in the teaching practice, two types of measures to be carried out to attend to the diversity of the students can be differentiated:

- a) **General measures:** addressed to all the students. As it has been mentioned before, students are characterized by their diversity. Each student has a learning style, a different rhythm, a specific way of structuring knowledge, of approaching reality that surrounds them, of understanding it, etc. For this reason, activities based on the pedagogical principles of the theory of multiple intelligences (Gardner, 1995), cooperative work, gamification, the use of ICT in the classroom, the importance of scaffolding, experiential learning and project-based learning should be proposed and encouraged at school classes.
- b) **Specific measures:** proposals and specific measures aimed at students with specific needs for educational support (NEAE), which are adapted according to the needs of each student at a certain point in school work. These measures are designed to be occasionally applied, although there will be specific measures that must remain active as long as required by the student, such as curricular adaptations (significant or not significant), use of specific plans, etc.

1.2. CLIL

1.2.1. Definition and origins

Any country that wishes to incorporate professionals trained for global challenges into the national and international market professionals trained for global challenges, must promote bilingualism as a highly competitive tool.

Due to this new way of perceiving society and relationships, in recent years, European educational policies have aimed at promoting new methodologies for learning foreign languages, so that young people's training provides them with resources to be positively developed in a society characterized by communications. Educational policies already mentioned have a double objective: political and educational. As for political motivations, these are based on the idea that mobility across the European Union requires greater language skills. With regard to educational motivations, they have been influenced by existing bilingual initiatives, such as in Canada, so the main objective has been to design and adapt previous language teaching approaches to improve students' proficiency levels (Marsh, 2012).

One of the most fruitful and widespread methodologies or approaches in terms of improving the learning of a foreign language has been the CLIL approach, which can be defined as the one which *'advocates the assimilation of the academic content of non-linguistic subjects through the medium of a foreign language and, through this, help to encourage an advance in knowledge and use of that foreign language by the students'* (Pavón & Rubio, 2010) Also, Marsh & Langé (2000, p. 2) define this approach as *'a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language'*. In the end, it can be said that CLIL integrates both content learning and language learning.

The CLIL approach was proposed and launched in Europe in the 1990s and began to operate and came to our country throughout the last decade. Nowadays, it is a widespread approach in Spain. English is usually the foreign language used as a vehicle for learning non-linguistic subjects in Spain, although French or German are used too at some public bilingual schools.

Its main objective is to improve the learning process of the foreign language (L2) by using that foreign language as a vehicle for learning non-linguistic subjects. It should be highlighted that this approach does not negatively affect either the acquisition of content or the development of the mother tongue.

In addition, the CLIL approach prioritizes content over form, which is reflected when assessing: *'the L1 is basically employed for presenting content, whereas the FL plays a major role in its revision and consolidation'* (Méndez, 2014, p. 30)

The advantages that this approach brings to the students' development and learning process have been demonstrated in numerous studies and investigations, as will be seen later.

1.2.2. CLIL legal framework in Spain and in Andalusia

The European Commission published in 2014 the '*Conclusions on multilingualism and the development of linguistic competences*', in which the states members were invited to adopt measures aimed at increasing the effectiveness of learning foreign languages through innovative approaches and developing suitable methods for assess language skills.

At a national level, all the orders, decrees and regulations in force regarding bilingualism are in light of Royal Decree 126/2014 which, under the auspices of the current organic law for the improvement of educational quality of 8/2013, states in its article 13 that '*the educational administrations may establish that a part of the subjects of the curriculum are taught in foreign languages without this implying modification of the basic aspects of the curriculum regulated in this Royal Decree*' (Guadamillas & Alcaraz, 2017, p.85).

At the autonomous level, bilingual programs are regulated in Andalusia through the Order of June 28th 2011, later modified by Order August 1st 2016, which regulates bilingual education in the educational centers of the autonomous community of Andalusia. This regulatory framework is complemented by annual publications, which include operating instructions for bilingual centers and orders on the linguistic accreditation process for teachers.

The aforementioned regulations aim to provide teachers with information and resources so that the development of the CLIL program in school is as significant as possible. In addition, it establishes a series of guidelines that unify the criteria to be followed in this regard, in terms of methodology, evaluation, attention to diversity, coordination and organization, responsibilities, etc.

1.2.3. CLIL pedagogic principles

The CLIL approach is based on the use of a foreign language as a vehicular language in the teaching-learning process of a non-linguistic subject. This way of understanding the learning of foreign languages implies a total transformation in the dynamics of the school centers and in the way of working in it. CLIL involves a change of focus in the classroom. When teachers use their mother tongue to teach a non-linguistic subject, they make their own use of this language, since they have innumerable resources at their disposal to make students understand what they are working on. However, the CLIL approach encourages autonomous work, the search for information by students, joint work to discover new ideas, etc. The use of the foreign language becomes, as a result, a part of the learning process (Attard, Walter & Chrysanthou, 2016).

This approach is mainly featured by its contextualized integration of content, cognition, communication and culture into teaching and learning practice (Coyle, 2010). Coyle (1999) distinguishes four elements or building blocks for CLIL:

- a) Content or subject matter.
- b) Communication in the language(s) employed.
- c) Culture as regards global issues or intercultural awareness.
- d) Cognition or thinking processes leading to high quality learning.

Language, culture and cognition, the sanctioned tenets for the implementation of CLIL in Andalusia, appear to be the guiding lines and outcomes of a type of education which is not only enriching the curriculum but is also prone to make a major contribution to learners' global education in today's plurilingual and multicultural Europe (Méndez, 2014, p. 38)

There is no unique and valid methodology in education, due to the great variety of factors that come into play in the teaching-learning processes, as previously mentioned. The CLIL approach will always seek the development of the 4 C's -content, cognition, communication and culture (Coyle, 1999)-, regardless the methodology or the resources used. The four C's promote the development of the high order thinking skills (Bloom, 1956) and must be in the basis of our pedagogical practice.

According to Csizér, & Kontra (2020, p.246) 'teaching the foreign language should be coupled with introducing effective learning strategies to learners as well as

familiarizing them with autonomous ways of practicing the FL'. The success of this approach lies in its practical nature, since students use the foreign language as a resource or tool to communicate, learn, research, answer to questions, etc. When using the CLIL approach, our aim should be for students to be fully developed, learn to use the foreign language for communication purposes and to know how to cope in real situations, using key competences.

1.2.4. Advantages

According to Pérez Cañado (2013), there are nine main dimensions that are positively influenced when using the CLIL approach: linguistic, content knowledge, learning, cognitive, teaching, affective/volitional, social, cultural and pragmatic dimensions.

Regarding the linguistic dimension, the CLIL methodology involves an increase in exposure to the foreign language and an increase in the number of opportunities to use that language in real situations. Furthermore, due to the characteristics of this approach, based on communication, interaction and cooperation, students are exposed to more interaction situations in which the use of the foreign language is significant.

Many of the detractors of the CLIL approach consider that the learning and integrations of the contents through this approach are impaired due to the use of the foreign language. However, many recent studies show the opposite. Content acquisition is as significant as in the use of other innovative methodologies, although the development of the communicative competence in the foreign language is way better.

The CLIL approach involves also a modernization of education and methodology, which consequently involves the modernization of the teaching-learning process. (Coyle, 2002, de Bot 2002; Coyle, 2010). Furthermore, it fosters didactic innovation (Coonan, 2007; Van de Craen et al. 2007); breathes new life into student-centered experimental methodologies as well as task-based approaches (Lorenzo, 2007); and, ultimately, it created a more active learning environment away from traditional classes (Wolff, 2002). In summary, this approach diversifies methodologies, guiding teaching towards a socio-constructive and cooperative methodology that improves student learning and places them at the center of the teaching-learning process (Slavin, 1995; Crandall, 1992, 1994; Troncale, 2002).

Regarding the cognitive dimension, according to Méndez (2014, p. 37) ‘CLIL learners are reported to think more critically and to undergo a constant process which invites them to restructure their mind schemes’. The nature of this approach encourages students to use the high order thinking skills, as demonstrated by the analysis of a real case of a bilingual school in Jaen carried out by Sierra & Lasagabaster in 2008. According to the results, it has been found that CLIL students are able to compare the two languages, to have a critical view of events, to infer, to change their mental structures due to research and the continuous formulation of questions, etc. Pérez Cañado (2016) states that CLIL advances the cognitive development of students, the expansion of their conceptual resources and develops a wide range of skills (communication, problem solving, pragmatic and interpersonal)

In terms of the practical application (the teaching dimension), it should be mentioned that the CLIL approach can be used at any educational level and that, in all of them, the results have been proved to be positive.

CLIL is also considered to minimize anxiety, lower learners’ affective filter and foment positive attitudes and a feel-good attitude (Lasagabaster & Sierra, 2009) Students, therefore, the more motivated and comfortable they feel, the better and faster they will learn:

The principle that would stand out in choosing a methodology associated with CLIL is that the methodological changes that it implies are going to have a very positive influence on two of the most common important aspects of learning a foreign language: the development of oral skills and the increased motivation of students (Pavón & Rubio, 2010, p. 50).

In the social dimension, the CLIL approach is aimed at all students, regardless of their personal or contextual characteristics. This is one of the most important dimensions we will deal with throughout this project, since of the characteristics of this approach is its inclusion and capacity of integrating all the students. It can be taken as an example the study carried out in 2008 in the Basque Country by Sierra and Lasagabaster seem to confirm that the CLIL approach would imply an inclusive and integrative methodology with regard to immigrant students who, especially in bilingual contexts (with their own languages), are displaced or poorly integrated. CLIL is presented as an opportunity to learn and achieve students’ goals, regardless of their origin or mother tongue.

On the other hand, learning a language is always linked to learning its culture. The CLIL approach also involves immersion in the foreign language as it is used as a means to achieve other objectives such as learning a specific content or establishing relationships based on communication. Learning through a bilingual education system helps students build intercultural awareness and understanding, develop intercultural communication skills and promote intercultural communicative competence (Pérez Cañado, 2013)

Lastly, from a pragmatic perspective, the CLIL approach has as its main objective a high-quality language training, so that students have tools enough to easily cope in a multilingual and globalized society.

In conclusion, if an appropriate methodology is used, CLIL is presented as an approach, which improves the development and learning of students from different perspectives and dimensions.

1.2.5. Disadvantages

The first problem that the teaching of language and content faces, which is none other than the consideration that all teachers, including those of non-linguistic subjects, are responsible for controlling and regulating the linguistic progression of the students (Pavón & Rubio, 2010, p. 49).

The main drawback that must be highlighted is the lack of teachers' training, both at the level of language proficiency, and of the methodology itself. Basic CLIL teachers' training should be based on solid training in the subject (the content), language training (proficiency level) and teaching and pedagogical training in innovative and student-centered methodologies and resources. *'Teaching staff will find themselves forced to change a system of teaching for another which promotes the understanding and assimilation of contents based on heuristic activity and discovery'* (Pavón & Rubio, 2010, p. 48). Such a significant change must be accompanied by good training and guidance, which is not the case in our system. In this sense, Pegalajar (2014) affirms that the dissatisfaction of the teaching staff regarding the initial training received is a generalized reality and, therefore, proposes permanent updating as an aspect that contributes to the improvement of teaching.

Furthermore, and as will be mentioned later in the attention to diversity at CLIL, teachers must be familiar with the different needs that their students present, as well as with strategies and tools to use to make the CLIL approach meaningful for all the students.

Another major problem in the development of the CLIL programs at school centers is the great workload that teachers involved take because, since it is an approach still to be consolidated, there is not enough information and materials provided by publishers or public administrations to facilitate such work for teachers. As a consequence, teachers themselves are constantly seeking for training, which is compounded by the great workload that comes with implementing the CLIL program in schools (Pérez Cañado, 2013).

Lastly, for the CLIL approach to work properly, coordination with the teaching staff is essential. *‘A good CLIL teacher can achieve excellent results in their classroom, but only the cooperative work of an entire teaching team makes bilingual programs work for all students’* (San Román, 2016, p.226). Given the teachers’ schedule in Andalusia, there really is no working time dedicated or focused on this organization, which makes this task very difficult and overwhelming.

1.3.Attention to diversity at CLIL classes

1.3.1. Attention to diversity and CLIL

It has been first mentioned and justified the importance of attending to diversity in schools, and pedagogical principles that must be in the base of CLIL classes have been exposed. In the following lines, how to attend to diversity of our students in CLIL classes is going to be explained, focusing on how to adapt our teaching proposal so that meaningful learning can be developed in every student, regardless of their personal characteristics.

One of the most important challenges education has to face is the inclusion of all students in the process of learning languages, as this is a fundamental factor of inclusion. Students with special needs must acquire an adequate level of competence in linguistic communication for the development of the teaching-learning process, since mastering foreign languages is an essential requirement to understand the multilingual world in which we live, to master information and, consequently, to participate in society actively. This mind-set is reflected in the legal framework of bilingual education since, within the

joint instructions of July 22nd, 2016, from the General Directorate for Innovation and the General Directorate for Initial Vocational Training and Continuing Education, on the organization and operation of the bilingual education for the 2016/2017 academic year, the sixth, ‘attention to students with specific educational support needs’ establishes that

bilingual education is a program aimed at all students, and therefore it must include attention to those students that present specific needs for educational support, making use of it, as in ordinary teaching, of significant or non-significant adaptations and proposing methodological and evaluation alternatives according to the needs of already mentioned students (p.6).

A quality educational center must take into account the characteristics of its students and its social environment. Likewise, a quality educational system must favor the functioning of inclusive centers and must especially support those that enroll students with special educational needs or those located in socially or culturally disadvantaged areas (Marchesi & Martín, 1998).

It can be stated that the main objective of education is for all students to develop communicative competence in, at least, one foreign language, although the level of achievement can vary depending on each case and student. In order to achieve this goal, students must be provided with enough resources and opportunities to learn, which must be available to them at all times.

1.3.2. Current situation

Although inclusion is seen as a fundamental requirement in today’s education from the point of view of learning foreign languages, the reality is far from this objective.

Numerous projects have been carried out to analyze the results of the implementation of the CLIL approach in schools. Among all of them, ADIBE (Attention to Diversity in Bilingual Education) project should be highlighted. It is a project which has been created and which is being carried out jointly by CLIL professionals from 6 countries (Spain, Austria, Finland, Germany, Italy and the United Kingdom) and which aims to analyze the results of the implementation of CLIL techniques in schools, as well as the identification of the main needs. The purpose of this project is to provide teachers and educational authorities with sufficient information on the reality of CLIL classrooms,

in order to improve teachers' training so that the result of the CLIL approach is satisfactory for all types of students.

Furthermore, in Pavón & Rubio's article (2010, the Andalusian CLIL teachers' concerns or insecurities are analyzed and referenced but, surprisingly, there is no mention made of attention to diversity in CLIL classes. The reason for this can be that it has been first established the foundations for an effective methodology in the development of the CLIL approach and, thereon in, that the key points for this approach to work are more clear, other concerns are emerging that are just as important but more specific issues related to attention to diversity in these classes. However, it is a dimension that has not been discussed much and which is still under investigated.

Once some of the most important projects created to assess the implementation of CLIL in relation to attention to diversity have been analyzed, a fundamental conclusion has been drawn, which will be easily understood by creating a global image of the current situation of NEAE students in schools working through the CLIL approach.

During the first educational years, there is a medium-low presence of NEAE students. However, their presence is severely reduced through the years. A failure of the educational system is evidenced by the decreasing dynamic, since it is not adapted to the specific needs of each student and, as a consequence, causes frustration and lack of motivation in students with difficulties. Some of the factors causing this situation will be exposed below.

On the one hand, teachers' training is not complete, which causes a feeling of insecurity and a lack of resources and tools in the classroom. According to Azorín, Arnaiz & Maquilón (2017, p.1029), 'the different factors and circumstances teachers must face in the same class (students with and without NEE) condition the requirement for training and permanent updating as an essential requirement for a proper job performance'. Teachers' training must be complete, continuous and integrated. A good CLIL teacher must master different dimensions (content, language, methodology, etc.) Teachers' training is presented, as a consequence, as a fundamental pillar for the optimal development of the CLIL approach, an idea shared with Durán & Giné (2012).

At this point, it is important to go one step beyond. According to Lledó (2009), '*specialists are more sensitized with attention to diversity than general teachers*' and, therefore, teachers must be required to be specialized in attention to diversity, so that

interest and effort is shown to implement inclusive practices at school. In this regard, the possibility of creating a new educational figure must be highlighted: the figure of a bilingual Auditory and Language Teacher Specialist (Gómez, 2015). The new figure can be presented as a key piece in bilingual education, since a specialized training would be promoted from both the linguistic and content point of view, as well as from the pedagogical and inclusive point of view.

Another of the most significant realities is the limited time and the excessive classes' ratio. It must be mentioned that this reality is not only presented in schools working through the CLIL approach. However, an approach that aims to promote inclusion and meaningful learning in all students requires flexible schedules and individualized attention, so that content can be transversally worked, respecting each student's learning rhythm. According to a study carried out in a bilingual center in Madrid, the increase of personalized attention to students, concentrating the teaching load in the same class-group and increasing the amount of hours teacher stays in the classroom, would lead to positive results and the role of the CLIL teacher would be significantly improved. The time's distribution is conditioned by the methodology used in a class, since the schedule cannot disrupt the work's dynamics and the skills' development but must be organized in favor (López, 2016).

In general terms, the CLIL approach is offering positive results in most students' teaching-learning process, but some changes or improvement must be introduced in this approach so that academic success is possible for all students.

1.3.3. Methodological principles to attend to diversity at CLIL classes

Over the years, the methodology used in the school has made significant progress and innovative aspects based on inclusive methodological principles have been incorporated. Considering diversity as a characteristic that makes us unique, an exposure and explanation of the methodological principles which must be at the base of our didactic action must be done, in order to ensure an enriching and effective attention to diversity.

Firstly, our teaching practice must be based on the theory of multiple intelligences. Gardner (1999, p.33) affirms the existence of eight intelligences and defines intelligence as 'a psychobiological potential to process information that can be activated in a cultural environment to solve problems or create valued products within that culture'. As a

consequence, every human being has all the intelligences, but these differ in relative strengths and weaknesses, which constitutes an important source of individual differences. Thus, activities which work the different intelligences are considered essential to be proposed so that these activities respond to each student's needs and enhance the intelligences that each one has in a more developed way, as well as work on those that are presented with relative weakness.

Multilevel activities (Tomlinson, 2005), the use of ICT (Cabrero, Córdoba & Fernández, 2007) and cooperative work (Johnson, Johnson & Holubec, 1999) are based on methodological principles that promote inclusion as they are characterized by their individualizing power, that is, their ability to be adapted to the specific characteristics of each student. In addition, group work, in collaboration with other classmates is promoted, which is a fundamental requirement for diversity to be addressed in class.

Another way of attending to the diversity of students is to work in an interdisciplinary way, which means that different disciplines are integrated in the same proposal. A good example can be the project-based learning (López, 2004) or gamification (Teixes, 2015). In both approaches the activities proposed are contextualized and are presented as a part of a whole, which makes the proposal more meaningful. Students have to work as a team, help each other and work towards a final goal. Furthermore, these methodologies promote motivation and students' involvement and engagement in their own teaching-learning process.

Finally, in CLIL education, one of the most important methodological principles to be highlighted is scaffolding (Wood, Bruner & Ross, 1976), based on Vygotsky's 'zone of proximal development' theory, through which teachers provide students with structures, activities or support strategies which help student build themselves the knowledge. Support is provided which help students achieve the learning objective. Scaffolding is essential in the CLIL approach and should be used both from the content and language point of view. A good CLIL teacher must master the strategies that allow him/her to facilitate the language, making content accessible to all the students. In this sense, collaboration between teachers (subject and language teachers) becomes essential.

2. DIDACTIC PROPOSAL

2.1. Justification

In the second part of this research project, a syllabus will be proposed aimed at a 5th Primary Education class in the area of Natural Science (a non-linguistic subject) worked through the CLIL approach. The unit worked will be **‘The human body’** and different leveled activities are going to be proposed in order to adapt the teaching-learning process to students’ needs.

Before deeply explaining the context in which this proposal is going to be developed, the definition of syllabus must be provided. Programming can be defined as a project which systematizes, organize and specifies the teaching-learning process and which makes possible the adaptation of educational work to the context and characteristics of the students. A complete and global syllabus is the reference manual used by teachers when making decisions about the different components of the curriculum at a class level, in order to plan and facilitate students’ learning process. Therefore, it can be assured that this didactic proposal is the result of reflection based on educational practice.

Improvisation is reduced by the act of programming and we are helped to know what, when, to whom and how to teach, being the syllabus the point of reference in the teaching process. Among the most significant characteristics of the teaching programs, some of them should be highlighted and will be explained below:

- A syllabus can be considered as a planning resource which helps to set realistic goals or objectives for a specific class-group.
- A syllabus is characterized by its flexibility and viability since it ensures coherence between educational objectives, current legislation and the reality of the class.
- Syllabus must be inclusive, respecting the different learning rhythms and being adapted to the characteristics of each student.
- Syllabus are global, since all the competences are integrated and the different subjects are contents are approach in an integrated way.
- Valuable information is offered to students about their own learning process, making them responsible and participants in it.

Among all these characteristics, its flexible and inclusive nature must be stressed. When planning educational practice, the individual characteristics of the students must be analyzed, in order to realistically organize the teaching-learning process, proposing different activities that suit the need of all students.

As it has been previously mentioned, the didactic proposal will be focused on the topic 'The human body', which is one of the topics most frequently worked and studied in the Natural Science subject, not only in the Primary Education stage, but throughout all the compulsory education. Students are closed to this specific content, which allows them to get to know themselves better, to better understand the processes that occur in their own body, how their body works, what can be done in order to take care of it, etc. This topic also encourages the learning of a specific vocabulary in the foreign language that will be useful both in the personal and social sphere and from a professional point of view. In order to make this unit accessible to all students (both content and language), various activities will be proposed at different levels, which can be adapted to the needs of all students.

2.2. Contextualization

The didactic proposal is addressed to a class of 5th grade of Primary Education (students are around 11 years old). The class is made up of 24 students (14 girls and 10 boys). It is a cohesive and heterogeneous group in terms of learning. They have shared the same class during the whole primary education period, with the exception of one foreign student, who joined the center during the last academic course. In this group, three NEAE students should be highlighted.

In the first place, a student diagnosed with TDA whose academic level is similar to that of her classmates, although it is necessary to adapt certain activities to promote attention and concentration.

Secondly, there is a student with an auditory deficit who has an auditory remainder of 20%. He has also a similar academic level to his classmates and he is very integrated in the class-group.

Finally, the foreign student joined the educational system lately so adapted activities should be proposed because of his social and academic needs.

In order to maintain the privacy and anonymity of these students, from now on they will be named with the letter X, Y and Z respectively.

The school center is located in an expanding neighborhood in the capital of Malaga. It is characterized by its prosperity and its dynamism. Around the school, other primary and infant education centers can be found, since the area is full of young population, which increases the demand of educational buildings.

The center can be considered as a relatively new school, with a great infrastructure. Some of the main parts of the center are an integration support class, a psychomotricity room, an ICT room, a large and complete school library, a canteen, an assembly hall and a large outdoor area.

In the following lines, some of the most important principles established in the Educational Project of the school are going to be stood out:

- Promotion of active attitudes in students' daily life, so that they fulfill their obligations as citizens and exercise their rights.
- Promotion of equality between people and democratic attitudes.
- Attention to diversity.
- Awareness and adaptation to school's social, economic and cultural environment.
- Development of an active methodology in order to promote students' participation.
- Creation of a positive and respectful atmosphere.

In addition, the school plans developed in this school center should be highlighted:

- The TIC 2.0 plan.
- The plan to open school centers.
- The bilingualism plan.
- The reading plan and the school library.
- The equality plan.
- School as a space of peace.

As for families, they can be defined as families with a medium socio-economic and cultural level. Therefore, the percentage of immigrant students is medium-low, having at least one student from another country in each class. For this reason, the integration school plan for students who join the educational system late is very important.

In general terms, there is a great involvement on the part of families in the students' learning process, collaborating continuously in specific events and activities proposed in class. In this sense, the school-family collaboration is encouraged from the center, proposing activities in which families can participate. This aspect should be considered as essential, especially when establishing guidelines for working with students with learning difficulties, so that students' learning process is facilitated from all the perspectives and educational agents.

Families' collaboration is more complex in the case of the CLIL approach, since not all of them master the foreign language. Bearing this in mind, the collaboration that is required by families in the subjects worked through the CLIL approach is the one that each of them can provide, taking into account the characteristics of each specific case.

As the school center is located in a town that offers a wide variety of services related to educational activities, including foreign languages, the school center planning can be made from a more extensive dimension, for both complementary and extracurricular activities.

2.3. Objectives

AREA OBJECTIVES WORKED IN THE UNIT
O.CN.1. Use the scientific method to plan and carry out simple projects and devices through observation, the approach of hypothesis and practical research, in order to draw conclusions that, at the same time, allow reflection on their own learning process.
O.CN.3. Recognize and understand basic aspects of the functioning of the human body, establishing a relationship with the possible consequences for individual and collective health, valuing the benefits of acquiring daily healthy habits such as physical exercise, personal hygiene and balanced diet for an improvement in the quality of life, showing an attitude of acceptance and respect for individual differences.

O.CN.6. Participate in work groups putting into practice typical values and attitudes of scientific thinking, promoting the entrepreneurial spirit, developing the own sensitivity and responsibility to individual and collective experiences.

O.CN.7. Understand the importance of scientific progress, in order to assess its incidence and significance in improving the daily like of all people and in the progress of society as a whole.

O.CN.8. Use ICT to obtain information, as a learning tool and to share knowledge and assess their contribution to improving the living conditions of all people, as well as preventing risky situations derived from its use.

DIDACTIC OBJECTIVES OF THE UNIT	
CONTENT OBJECTIVES	LANGUAGE OBJECTIVES
- To identify vital functions. - To name the sense organs. - To describe the functioning of the different sense organs. - To differentiate the parts of the nervous system. - To recognize the functions of the central and peripheral nervous system. - To list the parts of the locomotor system. - To explain the functioning of the bones and muscles of our body. - To analyse important habits for the care of the human body.	- To use the specific vocabulary about: • Sense organs. • Nervous system. • Locomotor system. - <i>Listening skills:</i> to recognize and select the key information from videos related to the topic. - <i>Oral skills:</i> to describe the functioning of our body using a specific vocabulary. - <i>Reading skills:</i> to extract the most important information from small and simple texts related to the topic studied.

	- <i>Writing skills:</i> to describe and explain how our body works by using short and guided sentences.
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2.4. Competences

The contribution of this syllabus to the development of the key competences is explained below:

- ❖ Competence in linguistic communication: the use of both mother tongue and foreign language is essential in the development of the unit. Students will both understand the content and use the language to communicate with others.
- ❖ Mathematical competence and basic competences in science and technology: in this syllabus, skills related to scientific thinking are developed, such as research, experimentations and formulation of basic hypotheses.
- ❖ Learning to learn: students' autonomy is worked through cooperative work and work in small groups, since students are responsible for the result of their own work done. Therefore, activities are designed to provide students with different answers that will allow them make choices according to what it is most appropriate to their abilities and interests.
- ❖ Competence in social skills and citizenship: knowledge and understanding of students' own bodies encourage them to develop healthy habits that will affect both the individual and the groups with which students relate. Furthermore, cooperative work facilitates the development of basic social skills for community life.
- ❖ Competence in processing information and use of ICT: the use of ICT in class acquires a fundamental role both in the presentation of the contents, in the motivation or engagement of students, in the development of activities, etc. ICT are presented as a resource used by students to progress in their learning process, not only in the acquisition or collection of information, but also in the elaboration and creation of materials and resources.
- ❖ Cultural and artistic competence: artistic expressions are used as a means of learning the contents, especially in the process of presenting and explaining them to students.

- ❖ Autonomy and personal initiative: some activities proposed allow a series of decisions to be made by students on how to carry them out, which facilitates and fosters initiative, responsibility taking, autonomy, etc.

2.5. Contents

REFERENCE CONTENTS
Block 1: Initiation to scientific activity.
1.5. Development of the scientific method. 1.6. Development of skills in the management of different sources of information. 1.7. Curiosity for reading scientific texts suitable for the cycle. 1.8. Development of skills in the management of information and communication technologies to search, select information, record data, assess conclusions and publish the results. 1.9. Interest in taking care of the presentation of the works on paper or digital media, maintaining some basic guidelines. 1.11. Individual and group work planning. 1.12. Curiosity to share with the group the entire process carried out in the investigation, explaining in a clear and orderly way its results and consequences, using the most suitable means. 1.13. Study and work techniques, effort and responsibility before the task. 1.14. Curiosity to work in a team in a cooperative way, valuing dialogue and consensus as essential instruments. Development of empathy. 1.15. Development of scientific thought.
BLOCK 2: Human beings and health.
2.1. Identification of the human body, functioning of cells, tissues, organs, apparatus and systems. Anatomy and physiology.

2.2. Identification of vital functions in humans. Relationship function, nutrition function and reproduction functions.

2.3. Development of healthy habits to prevent and detect the main diseases that affect the apparatus and the body. Responsible conduct to prevent domestic accidents.

2.5. Identification and adoption of certain habits: varied diet, personal hygiene, regulated physical exercise without excesses or daily rest.

2.6. Development of a healthy lifestyle. Reflection on the care and maintenance of the different organs and devices.

2.10. Curiosity to know yourself and others. Acceptance and respect for your own body and that of others with its possibilities and limitations. Equality between men and women.

2.11. Development of identity and personal autonomy in planning and executing actions and tasks.

2.12. Development of self-esteem and initiative in decision making.

2.13. Developing empathy in your relationships with others. Peaceful resolution of possible conflicts.

BLOCK 5: Technology, objects and machines.

5.4. Use of digital communication tools and guided information search on the Internet.

SPECIFIC CONTENTS OF THE UNIT

Vital functions.

The sense organs and their parts.

The central and peripheral nervous system.

The locomotor system: the skeleton and muscles.

2.6. Timing

This syllabus will be worked throughout 8 sessions. In addition, the didactic proposal is taking place during the second evaluation period, once work habits have been acquired both in class and at home.

TIMING			
Moment	Number of sessions	Contents	Activities and tasks
Introduction	1	Vital functions	Video. Answer questions about images and photos. Identification of what we already know and what we want to know (PBL)
Basic learnings	2	The interaction function: the senses.	Sense's game. Explanation of the content. Individual sheets.
			Challenge.
Basic learnings	2	The interaction function: the nervous system.	Brainstorm. Explanation of the content. Interactive activities.
			Challenge. Final reflection on the challenge.
Basic learnings	2	The interaction function: the locomotor system.	Initial activity. Explanation of the content. Pair game.
			Challenge.

Final review and assessment	1	Review of the whole topic.	Final task. Self-evaluation.
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2.7. Methodology

The methodology used for the work and study of this syllabus will be based on three basic principles: communication, cooperation and the students at the center of their own learning, which is reflected in the following general characteristics:

- The approach used will be the active and student-centered. Students will learn both content and language through meaningful and contextualized activities, which are designed taking into account students' interests.
- Regarding the learning of the foreign language, the most important objective to be reached is for students to develop the communicative competence. In order to do this, a communicative approach will be used as the basis. The approach used will be characterized by the continuous effort of the students to use the target language to communicate and interact.
- The methodology used will have an active, motivating, participatory, playful, flexible and progressive nature. In addition, students will learn, especially the FL, through the discovery method, which means that it will be done deductively.
- The creation of a climate of empathy, respect, mutual acceptance, help and trust will be prioritized. Attention will be focused on the progress of the students and the error is going to be treated as inevitable, considering it as a symptom of dynamism, in order to de-dramatize it and motivate students to learn the language and the content.
- Motivation will be considered as a key element in the teaching-learning process of students as it promotes and encourages students' progress and the development of truly meaningful learning. In order to do this, students' interest will be taken into account and dynamic and playful activities will be proposed, which also involve the cooperation and collaboration work with the rest of the students.
- The progression will be done using a spiral form. Sessions will be designed according to students' previous knowledge about the topic, in order to integrate the new concepts through a constructivist approach.

- The use of the foreign language will be essential. All the necessary resources and tools will be used to facilitate students' understanding of the content, especially with students who have different learning difficulties. The mother tongue will be used only in those cases that are strictly necessary in which the communication has been disrupted by the misunderstanding of the foreign language.
- Priority will be given to content over form (language). The main objective of the CLIL approach should be that the students learn and master the content and that they are able to use the foreign language to communicate, even though the language used is not grammatically correct.
- The syllabus will be approached from a global and interdisciplinary perspective, working on the learning contents significantly.
- ICT will be used as a means to 'learn to learn', offering students the opportunity to carry out personal and autonomous work, which will help them to cope in future real situations.

All the aforementioned characteristics of the methodology can be considered as general measures implemented to attend to the diversity of our class.

Each student is unique and class-groups are heterogeneous. For that reason, different measures to attend to diversity in class when designing the activities must be implemented, such as:

- To carry out activities with different degrees of achievement (multilevel activities)
- To design various activities to work on the same content.
- To propose activities in which different possibilities of execution are allowed.
- To propose activities which can be carried out with different types of groupings (large group, small group and individual), promoting cooperative work.
- To plan activities based on students' daily life and on their own interests.

As mentioned in the literature review, specific measures aimed at students with specific educational needs can also be implemented. The specific measures used in this syllabus will be fully developed in the activities' explanation but will be also shown in the following table:

STUDENT X
○ Control of activities' duration. ○ Worksheets' adaptations. ○ Use of the figure of the student-tutor. ○ Selection of students in the creation or work groups. ○ Teacher's supervision, especially when she is not actively participating in the activities proposed. ○ Selection of the place she occupies in the class according to the activity. ○ Clear and concise instructions in the development of activities and in exercising responsibilities.
STUDENT Y
○ Use of subtitles in videos and audios. ○ Selection of the place he occupies in the class (near the sound emission) ○ Collection of the information transmitted and shared orally, in written format. ○ Adaptation of sound activities.
STUDENT Z
○ Activities' adaptation according to his academic and competence level. ○ Use of visual aids and support. ○ Use of the figure of the student-tutor. ○ Flexibility in activities' development time. ○ Teacher's supervision. ○ Worksheets' adaptation. ○ Use of images and pictograms.

2.8. Materials and resources

MATERIAL RESOURCES
- Encyclopedias and reference books. - Bilingual dictionaries. - Own elaboration sheets. - Visual plates of the human body. - Material necessary for the senses' game: different foods, perfumes, objects, etc. - Plasticine and cardboard.

- Recycled material for students' elaborations such as bottles or straws. - Human skeleton.
DIGITAL RESOURCES
- Interactive digital board. - Computer and speakers. - Inquiry computer in class.
WEB RESOURCES
<u>Happy Learning TV:</u> <u>https://happylearning.tv/en/five-senses-the-sense-of-smell/</u> <u>https://happylearning.tv/en/interesting-facts-about-human-body/</u> <u>https://happylearning.tv/en/the-nervous-system/</u> <u>https://www.youtube.com/watch?v=ndDpjT0_IM0</u> <u>Peekaboo Kidz:</u> <u>https://www.youtube.com/watch?v=ynVRDsDC-84</u> <u>https://www.youtube.com/watch?v=q1xNuU7gaAQ</u> <u>Live Worksheets</u>

2.9. Transversality

Education, in order to be truly meaningful in students' development, must be understood from a transversal perspective. The main objective of compulsory education is the development of key competences. Key competences are developed when content, skills and attitudes are worked in class in a coherent and cohesive way, emphasizing the development of critical and constructive attitudes.

Among the transversal elements defined in the 10th article of Royal Decree 126/2014 of February 28, this teaching proposal will work on the following:

- **Education for community life and peace:** cooperative work and collaboration among students in the development of activities promote attitudes of respect, help and understanding, which are essential for community life. Furthermore, cooperative work fosters the peaceful resolution of conflicts and the use of dialogue as the solution to problems that may arise.
- **Education for equal opportunities for men and women (coeducation):** the main objective is to promote and raise awareness among students about real and

effective equality between men and women, with special emphasis on the contribution of women to the development of the society. In addition, cooperative work with heterogeneous groups helps to identify and recognize personal qualities in others and to value them positively.

- **Health education:** with this syllabus, the importance of knowing and caring for our body is worked on, as well as acquiring personal hygiene habits. It is also essential the work done in class related to the acquisition of habits that promote physical, social and mental well-being, bringing them closer to the virtues of sport and a healthy life.
- **Emotional education:** one of the most important transversal elements to be worked on in primary education is the emotional education, focusing on self-knowledge, autonomy and self-esteem, as well as in interpersonal skills.

2.10. Interdisciplinarity

Despite the fact that we live in a globalized and practically interconnected world, in the school environment, knowledge continues to be divided up and treated in isolation.

Interdisciplinary learning, which is nurtured by project-based learning (PBL), presents a series of advantages that make possible a more comprehensive development of the student. Among others, it can be highlighted:

- Training in learning skills through the mobilization of knowledge and the procedures necessary to acquire it.
- Classroom learning has a practical and experiential perspective.
- Greater motivation is generated.
- Achievements and proposals for improvement are identified during the learning process and from the students' self-evaluation.
- Collective learning is developed.
- Students' confidence in their own learning possibilities is reinforced, as well as personal and collective identity through their active role in the acquisition of knowledge.

When talking about bilingual learning, using the CLIL approach, we are already referring to an interdisciplinary approach in which, at least, two areas of learning are combined: in this specific case, the area of Natural Science and that of a Foreign Language (English). However, taking into account the advantages that interdisciplinary learning offers, a deeper analysis must be carried out of the areas of knowledge that, together with those previously mentioned, favor significant, global and more complete learning:

- ❖ **Spanish Language and Literature:** mother tongue is used as a reference language in the construction of students' knowledge and it also serves as a support language in those situations in which the use of the foreign language difficulties communication and students' understanding.
- ❖ **Social Science:** Natural and Social Sciences are two areas of knowledge closely related. Scientific knowledge has had a historical evolution which is important to be studied, as well as the repercussion that Science has had in different societies.
- ❖ **Artistic Education:** visual and plastic arts, as well as music, are used in this syllabus both in the activation of previous knowledge and in the presentation of the content by the teacher and by the students too.
- ❖ **Physical Education:** the knowledge of our body and the different healthy habits to be developed enable adequate physical activity.
- ❖ **Citizenship Education:** collaborative attitudes will be developed thanks to the use of an eclectic methodology focused on communication and collaboration.

2.11. Sequencing of activities

SESSION 1:

ACTIVITY 1
Specific objectives
- To awake students' curiosity. - To activate students' previous knowledge.
Description of the activity
At the beginning of the session, a video is presented to the students. They must listen to it carefully, looking at the images. Subsequently, the most interesting aspects that have been seen are discussed.
Attention to diversity

❖ Student X: the video has been chosen according to an appropriate length (less than 4 minutes) and students' motivation. ❖ Student Y: the video will be subtitled. ❖ Student Z: the video includes a comprehensible vocabulary and images are of great help for the understanding of the information.			
Duration	10'	Grouping	Class-group.
Resources	▪ Digital board and speakers. https://happylearning.tv/en/interesting-facts-about-human-body/		

ACTIVITY 2			
Specific objectives			
- To identify different actions. - To relate the actions of everyday life with the interaction function.			
Description of the activity			
In pairs, students must answer different questions about how a chosen character relates to his surroundings in different situations. The point of depart of the activity will be images and photographs and students must write their answers individually. At the end of the activity, the answers will be shared.			
Attention to diversity			
❖ Student X: she will be given a written outline with ordered instructions on what to do. ❖ Student Y: the answers shared aloud will also be reflected in writing, to facilitate understanding. ❖ Student Z: the student will have the help of the partner when sharing the results. In addition, the pairs will be chosen taking into account the predisposition of the classmates, their affinity, as well as their patience and group-work habits.			
Duration	25'	Grouping	Pairs and class-group.
Resources	▪ Images and photographs. ▪ Own elaboration sheets.		

ACTIVITY 3			
Specific objectives			
- To identify previous knowledge about the topic. - To set class-group goals.			
Description of the activity			
The blackboard will be divided into two parts. In one of the parts, everything students already know about the topic will be written collaboratively and, in the other part, students will write what they want to know and learn in this syllabus by using a brainstorm. Before doing it all together, each of the students will write her/his own ideas individually on a paper sheet.			
Attention to diversity			
In this activity, students with learning difficulties will be guided in both the writing of the ideas and the communication and sharing of them orally. Regarding student Y, the ideas shared orally will be written down on the blackboard.			
Duration	25'	Grouping	Individual and class-group.
Resources	▪ Blackboard and paper sheets.		

SESSION 2:

ACTIVITY 4			
Specific objectives			
- To activate students' previous knowledge. - To awake students' interest. - To use the senses.			
Description of the activity			
Firstly, in a class-group level, students will be proposed different activities which are going to be made in small groups or individually. Five different activities will be proposed, each of them related to a sense: 1) <u>Sense of smell</u>: with closed eyes, students will have to identify different smells (jasmine, vinegar, paint, rose perfume, etc.) 2) <u>Sense of taste</u>: with the eyes closed, students will have to identify if the tested aliments have a sweet, salty, bitter or acid taste.			

3) <u>Sense of sight</u> : students will be provided with optical illusions images and will be asked different questions about them.			
4) <u>Sense of hearing</u> : a student with closed eyes should recognize one of his/her classmates by hearing the voice (it can be distorted and have different volumes)			
5) <u>Sense of touch</u> : three buckets of water will be used (with hot water, cold water and lukewarm water) One student will put one hand into the bucket of hot water and the other one into the bucket of cold water. After a few seconds, he/she will take out both hands and put them in the bucket of lukewarm water and explain what are the sensations experienced.			
Attention to diversity			
❖ Student X: she will be accompanied when she's not participating directly in the activity.			
❖ Student Y: the activity related to the sense of hearing will be adapted. The partner will be able to come closer to him and to produce louder and longer sounds.			
❖ Student Z: he will be guided in the answers through some questions and gestures.			
Duration	25'	Grouping	Class-group.
Resources	▪ Scarves to cover students' eyes. ▪ Different objects and foods. ▪ Optical illusions sheets. ▪ Buckets.		

ACTIVITY 5	
Specific objectives	
- To identify and describe sense organs' parts and functions.	
Description of the activity	
The fundamental concepts will be explained by the teacher with the help of a video, flashcards and visual plates. The parts of each sense organ will be explained, as well as their functions and the path that information takes from the moment it is received until it reaches our brain.	
Attention to diversity	
❖ Student X: the explanations will be divided into smalls blocks in which the attention will be captured. Between one block and another, a short break will be proposed.	

❖ Student Y: the video will be subtitled and the student will be placed near the teacher and the whiteboard. ❖ Student Z: the explanatory sheets will be adapted to his level of competence, including text, images and schemes.			
Duration	25'	Grouping	Class-group.
Resources	- Flashcards and sheets. - Blackboard and digital board with speakers. - Peekaboo Kidz: https://www.youtube.com/watch?v=q1xNuU7gaAQ		

ACTIVITY 6			
Specific objectives			
- To apply the knowledge acquired to specific situations.			
Description of the activity			
Students will complete an individual sheet with the information learned during the previous activities. This sheet will be used as a study and review scheme.			
Attention to diversity			
Sheets will be adapted to students' needs, especially to students X and Z.			
Duration	10'	Grouping	Individual.
Resources	Individualized sheets.		

SESSION 3:

ACTIVITY 7			
Specific objectives			
- To represent the different sense organs using different resources and materials. - To explain the functioning of the senses orally.			
Description of the activity			
The class will be divided into five groups. Each group will choose a sense (no repeating them). They will have to represent that organ identifying its parts by using different materials. Students will be completely free when choosing the materials so they can make it creatively.			

At the end, each group will make a brief explanation of the sense worked by using the elaborated material as a basis.			
Attention to diversity			
Group formation will not be made randomly. The components of each group will be chosen in order to facilitate all students' learning, helping them and facilitating their assumption of responsibilities.			
Duration	60'	Grouping	Small group and class-group.
Resources	▪ Diverse materials (promoting the use of recycled materials)		

SESSION 4:

ACTIVITY 8			
Specific objectives			
- To activate students' previous knowledge. - To awake students' interest. - To identify voluntary and involuntary actions of daily life.			
Description of the activity			
Each student will make two columns on a piece of paper. In one of them, they will write ten actions of daily life they do voluntarily and, in the other one, ten actions they do involuntarily. Once the activity has been done individually, a brainstorm will be made writing the results on the blackboard.			
Attention to diversity			
The figure of the student-tutor will be used both with student X and Z, who will be guided in the development of the activity and at the moment of sharing the results.			
Duration	15'	Grouping	Individual and class-group.
Resources	▪ Paper sheets and blackboard.		

ACTIVITY 9			
Specific objectives			
- To identify and understand the basic concepts about the nervous system.			
Description of the activity			

Fundamental concepts will be explained by the teacher with the help of a video, as well as flashcards and visual plates. The different parts of the nervous system (central and peripheral) as well as its functions will be explained.			
Attention to diversity			
❖ Student X: the explanations will be divided into small blocks in which the attention will be captured. Between one block and another, a short break will be proposed. ❖ Student Y: the video will be subtitled and the student will be placed near the teacher and the whiteboard. ❖ Student Z: the explanatory sheets will be adapted to his level of competence, including text, images and schemes.			
Duration	25'	Grouping	Class-group.
Resources	▪ Digital board with speakers. ▪ Sheets and flashcards. ▪ Happy Learning: https://happylearning.tv/en/the-nervous-system/		

ACTIVITY 10			
Specific objectives			
- To apply the concepts learned to specific situations. - To recognize the different parts of the nervous system.			
Description of the activity			
Interactive activities will be projected in the class by using the digital whiteboard. Activities will be done in pairs.			
Attention to diversity			
❖ Student X: short and motivating activities will be selected. ❖ Student Y: activities which include audio or video will be subtitled. ❖ Student Z: activities will be selected according to his level and they will be multiple-choice activities instead of writing ones.			
Duration	20'	Grouping	Class-group.
Resources	▪ Digital whiteboard.		

SESSION 5:

ACTIVITY 11			
Specific objectives			
- To become aware of the functioning of the nervous system. - To relate the nervous system to daily activities.			
Description of the activity			
Students will work on groups of six components. Transmission codes for each number are established, for example, 1=squeeze, 2=caress, 3=pinch, etc. Each group forms a line in which students are holding hands as a chain of neurons. The first and the last members of the groups will have their eyes opened and the rest will have their eyes closed. The first component will be given a 6-digit numbers that has to be correctly sent to the last component. In order to do this, the transmission codes will be used. A ‘received’ signal will be also used so that the first component can send the message of the next number. Once the game is finished, a final reflection will be done on the functioning of neurons and the importance of exercising our brain so that neurons can function properly. Finally, each student will be given a sheet with different ideas related to this topic from which he/she will choose those that have been learnt from the game and which must be considered as more important.			
Attention to diversity			
Group formation will not be made randomly. The components of each group will be chosen in order to facilitate all students’ learning, helping them and facilitating their assumption of responsibilities.			
Duration	60’	Grouping	Class-group.
Resources	▪ Sheets and blackboard.		

SESSION 6:

ACTIVITY 12			
Specific objectives			
- To activate students' previous knowledge. - To reflect on the function of the locomotor system. - To remember known bones and muscles.			
Description of the activity			
Two initial questions will be asked to activate students' previous knowledge: 1) What would happen if we had no bones? 2) What would happen if we did not have muscles? Then, using a human skeleton, students will indicate one by one the bones they already know, using a post-it with the name.			
Attention to diversity			
Students' participation will be encouraged through the use of different techniques, such as the use of stickers with students' names.			
Duration	20'	Grouping	Class-group.
Resources	▪ Human skeleton.		

ACTIVITY 13			
Specific objectives			
- To identify and name the parts of the locomotor system (muscular system and skeleton) and its functions.			
Description of the activity			
Fundamental concepts will be explained by the teacher with the help of a video, flashcards and visual plates. The different parts of the locomotor system will be explained as well as the functions of each one.			
Attention to diversity			
❖ Student X: the explanations will be divided into small blocks in which the attention will be captured. Between one block and another, a short break will be proposed. ❖ Student Y: the video will be subtitled and the student will be placed near the teacher and the whiteboard. ❖ Student Z: the explanatory sheets will be adapted to his level of competence, including text, images and schemes.			

Duration	20'	Grouping	Class-group.
Resources	- Digital whiteboard and sheets. - Happy Learning: https://www.youtube.com/watch?v=ynVRDsDC-84		

ACTIVITY 14			
Specific objectives			
- To identify the functions of the locomotor system. - To relate the different parts of the locomotor system to daily activities.			
Description of the activity			
Different pictures will be placed in the center of the class. In pairs, students will randomly take a photograph and indicate the muscles/bones that mostly participate in the movements or actions represented. Once they have finished, they will repeat the same dynamic more times (five photographs in total). Finally, they will share the results with small groups.			
Attention to diversity			
The figure of the student-tutor will be used both with student X and Z, who will be guided in the development of the activity and at the moment of sharing the results.			
Duration	20'	Grouping	Pairs and small groups.
Resources	Photographies and group sheets.		

SESSION 7:

ACTIVITY 15			
Specific objectives			
- To identify the main bones and muscles. - To present creatively students' own elaborations.			
Description of the activity			
The class will be divided into different groups. Each group will create an articulated figure indicating the main bones, muscles and joints. Students can use different materials, such as cardboard, cork, etc. Finally, they will present the work done to the rest of the class.			

Attention to diversity			
At the beginning of the cooperative work, responsibilities will be distributed so that the work done by each student is essential for a correct final product. Groups will be heterogeneous and chosen according to the needs of each student. Students with special educational needs will be encouraged to actively participate in the presentation of the final product by using the figure of the student-tutor.			
Duration	60'	Grouping	Small groups.
Resources	▪ Diverse materials to create the final product.		

SESSION 8:

ACTIVITY 16			
Specific objectives			
- To apply the knowledge acquired in carrying out a final activity.			
Description of the activity			
The final activity consists on a gymkhana to be done in pairs. It will be made up of different tasks related to the contents seen in the unit, both in a practical and theoretical way. The correct development of each task will be necessary to be able to pass to the next one.			
Attention to diversity			
The pairs' selection will be made in such a way that it facilitates the students' learning process. Regarding student Y, tasks related to hearing will be designed so that the student can do it properly. Times and sheets will be adapted for pairs in which there is a student with special educational needs.			
Duration	45'	Grouping	Pairs.
Resources	▪ Tasks' materials. ▪ Own elaboration sheets.		

ACTIVITY 17			
Specific objectives			
- To be aware of the knowledge acquired on the subject. - To make proposals for improvement.			
Description of the activity			
Students will have to complete a self-assessment target according to the work done both at the level of knowledge, attitudes, use of the foreign language, etc. In addition, improvements will be proposed both at group and individual level.			
Attention to diversity			
With students X and Z, different improvements will be proposed and they will choose those considered more important. They can also add more.			
Duration	15'	Grouping	Individual and class-group.
Resources	▪ Self-evaluation target of own elaboration.		

2.12. Assessment

According to Freire (1994), all educational practices require, on the one hand, programming, and on the other hand, an evaluation. Practice planning should always be reviewed and modified.

Assessment is a process of knowing what students are learning and how the teacher is exercising his/her pedagogical activity and, according to this knowledge, it allows deciding what needs to be changed and needs to be maintained. It is a process inseparable from the teaching process and has as its main objective the improvement of the quality of the education.

In order for the assessment to be favorable to inclusion, it must be based on the certainty that each student is capable of learning and evaluation must be adapted to the diversity of the class.

The participation and collaboration between the different evaluation agents in Primary Education is a fundamental aspect to bear in mind in order to make the process of assessing meaningful and useful.

In the CLIL approach, both content and language must be evaluated. In order to do this, the evaluation criteria and the measurable learning standards stipulated in the Order of March 17th, 2015 will be used.

Content Assessment:

Assesment criteria	Indicator	Measurable activities	Assessment tools
C.E.3.1. Obtain information, make predictions and make guesses about events, working cooperatively [...]	CN.3.1.2.	3, 4, 7, 10, 11, 14, 15 and 16.	Systematic observation: ➤ Anecdotal record. ➤ Class work rubrics.
C.E.3.2. Know the location, shape, structure and functions of the main organs, apparatus and systems that intervene in vital functions [...]	CN.3.2.1.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16.	Assessment tests: ➤ Oral answers. ➤ Written tasks. ➤ Practical activities.
	CN.3.2.2.	1, 2, 5, 7, 8, 9, 11, 13, 14 and 16.	Activities review: ➤ Class notebook (Portfolio)
	CN.3.2.5.	1, 2, 4, 7, 11 and 16.	➤ Student self-evaluation target.

Language evaluation:

Evaluation criteria	Indicator	Measurable activities	Assessment tools
CE.3.1. Understand and distinguish simple structures and commonly used lexicon [...]	LE.3.1.1.	1, 4, 5, 9, 11, 13 and 16.	Systematic observation: ➤ Anecdotal record. ➤ Class work rubrics.
CE.3.2. Know and learn to use the most appropriate strategies for understanding the general meaning of messages [...]	LE.3.2.1.	1, 4, 5, 9, 11, 12, 13 and 16.	Assessment tests: ➤ Oral answers. ➤ Written tasks. ➤ Practical activities.

CE.3.4. Understand and recognize basic syntactic structures as well as a frequent vocabulary repertoire [...]	LE.3.4.1.	1, 4, 5, 9, 11, 12, 13 and 16.	Activities review: ➤ Class notebook (Portfolio) ➤ Student self-evaluation target.
CE.3.5. Understand the main idea of oral messages [...] having audiovisual support.	LE.3.5.1.	1, 5, 9, 13 and 16.	
CE.3.8. Maintain and conclude a conversation [...] articulating fluently and with sound, accent patterns, basic rhythmic and intonation.	LE.3.8.3.	1, 2, 3, 4, 7, 8, 11, 12, 14, 15 and 16.	
CE.3.9. Identify the general meaning and main ideas of a short and simple text in any format [...]	LE.3.9.1.	2, 6, 10, 11, 16 and 17.	
CE.3.12. Understand given syntactic structures [...] to request information, show interest, do a suggestion, etc.	LE.3.12.1.	2, 10, 11 and 16.	
CE.3.13. Recognize a limited repertoire of written lexicon [...] differentiating the basic spelling signs [...]	LE.3.15.1.	2, 6, 8, 10, 11, 12, 16 and 17.	
CE.3.15. Know and apply the basic strategies to produce short and simple written texts [...]	LE.3.15.1.	2, 3, 6, 8, 10, 14, 16 and 17.	

3. CONCLUSIONS

One of the conclusions reached in the elaboration of this research work is the lack of bibliography regarding specific activities to attend to diversity in the CLIL approach. In the consulted texts, general lines of action and methodological proposals are shared, but there is no materialization in specific actions. This lack of references makes it difficult for teachers to program. For this reason, an initial and continuous teachers' training is necessary to favor reflection and subsequent commitment when designing the work to be done in class.

In order inclusion to be a reality, activities proposed in syllabus must respect the different learning rhythms. Therefore, attention to diversity cannot be understood as an annex in the programming, but rather as the benchmark which determines the design of the activities proposed in classrooms. If this idea is bearded in mind, the results range from truly meaningful learning, increased interest or increased autonomy and self-esteem. Planning taking into account the students' diversity makes it possible for the CLIL approach to be carried out without leaving any student behind. The work presented highlights the real possibility of inclusion as opposed to those who consider that learning a foreign language, especially in students with learning difficulties, is a waste of time and even a setback. It can be stated that our work as teachers should not be based on deciding when and under what circumstances inclusion should be implemented, but on how we should make it happen in any circumstance.

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4.1. Legislation

- Instrucciones de 8 de marzo de 2017, de la Dirección General de Participación y Equidad, por las que se actualiza el protocolo de detección, identificación del alumnado con necesidades educativas específicas de apoyo educativo y organización de la respuesta educativa.
- Ley Orgánica 2/2006, de 3 de mayo, de Educación.
- Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.
- Orden de 1 de agosto de 2016, por la que se modifica la Orden de 28 de junio de 2011, por la que se regula la enseñanza bilingüe en los centros docentes de la Comunidad Autónoma de Andalucía.
- Orden de 14 de julio de 2016, por la que se desarrolla el currículo correspondiente a la Educación Secundaria Obligatoria en la Comunidad Autónoma de Andalucía, se

regulan determinados aspectos de la atención a la diversidad y se establece la ordenación de la evaluación del proceso de aprendizaje del alumnado.

Orden de 25 de julio de 2008, por la que se regula la atención a la diversidad del alumnado que cursa la educación básica en los centros docentes públicos de Andalucía.

Orden de 28 de junio de 2011, por la que se regula la enseñanza bilingüe en los centros docentes de la Comunidad Autónoma de Andalucía.

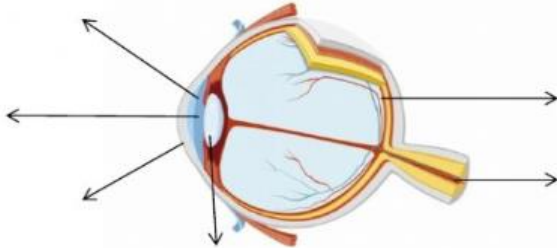
Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria.

5. ANNEX

THE SENSES

1. DRAG AND DROP. Label the parts of the eye:

IRIS
OPTIC NERVE
PUPIL
RETINA
CORNEA
LENS



2. DEFINITIONS. Join with arrows:

Small hole that lets light go into the eye ☉	☉ LENS
Oval-shaped structure that focuses light on the retina ☉	☉ OPTIC NERVE
Transmits information from the retina to the brain ☉	☉ PUPIL
Coloured part of the eye ☉	☉ IRIS
Detects light and colour ☉	☉ CORNEA
Covers and protects the iris and pupil ☉	☉ RETINA

3. GAP FILLING. How do we hear? Choose the right word to complete the text:

BRAIN
SMALL BONES
AUDITORY NERVE
COCHLEA
EARDRUM
NERVE IMPULSES

Sound waves go into our ear and hit the _____. When the eardrum vibrates it makes the _____ inside the ear vibrate too. The _____ detects the vibrations and produces _____. The _____ transmits these impulses to the brain. Then, the _____ interprets the information.

4. WHICH SENSE? Identify these senses:

- ☆ This sense detects aromas and chemicals in the air.
- ☆ This sense can detect different flavours.
- ☆ This sense can detect temperature, texture, pressure and pain.



¡ Terminado!

Image 1: Example of interactive activities.

THE LOCOMOTOR SYSTEM

The locomotor system is in charge of the responses of our body. The locomotor system is made up of the _____ and the _____ systems.

The skeleton provides our body with a structure, keeps it upright, protects our vital organs and serves as an attachment site for muscles.

The skeleton is made up of:

- _____ : are the pieces of hard tissue that make up or skeleton.
- _____ : are where two or more bones meet and connect to one another. They can be mobile, semi-mobile or immovable.

The largest bone in our body is the _____ and the smallest one is the _____

The muscles help us to move. The muscles are attached to the skeleton by strong tissues called _____.

The muscles contract to make the bones move.

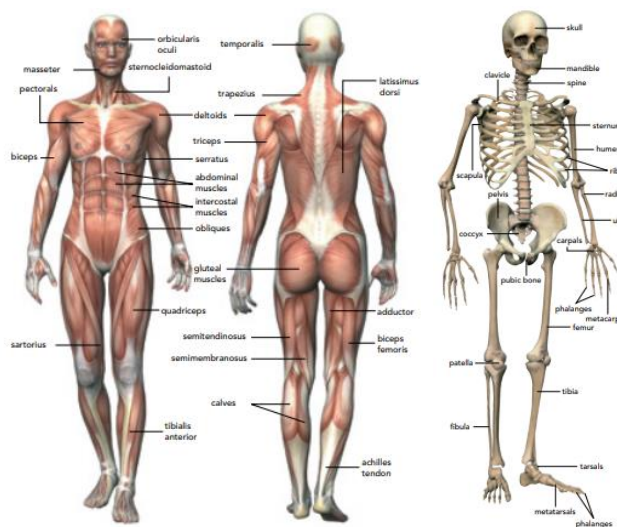


Image 2. Example of own elaboration worksheets.

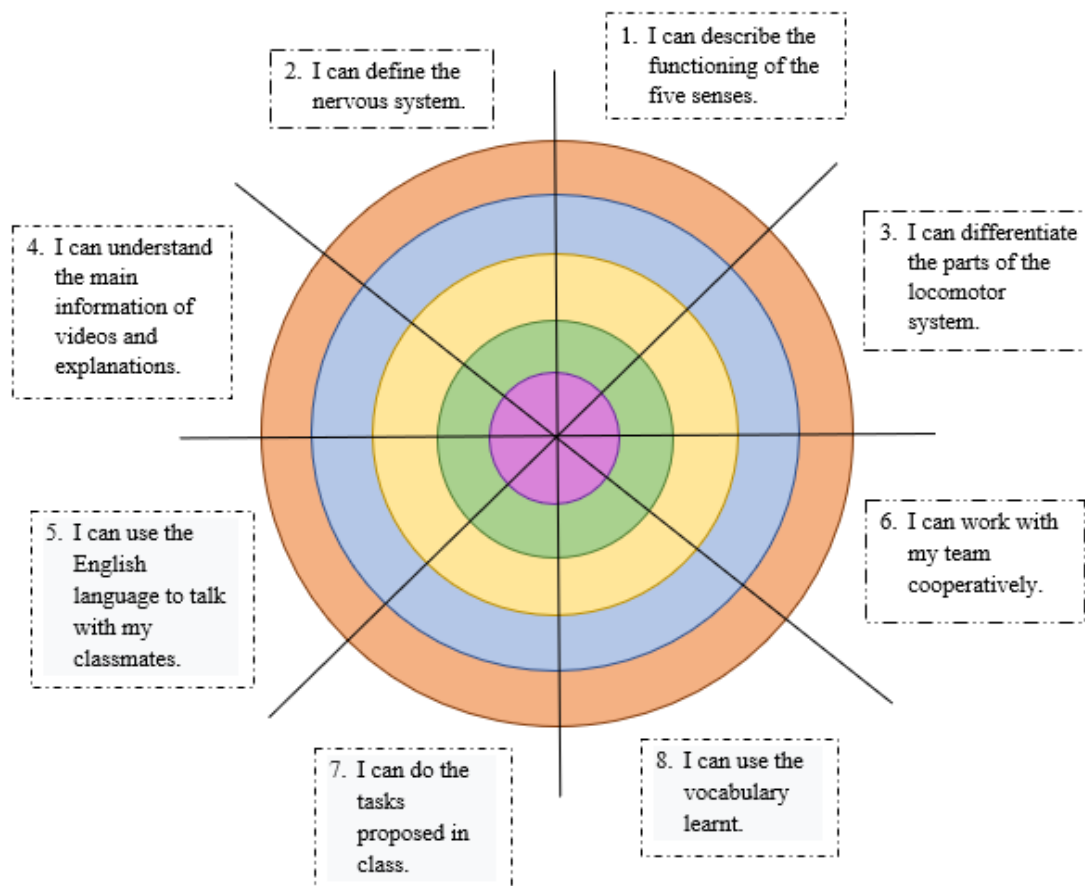


Image 3. Example of target self-evaluation