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CHARLIE AND THE HEALTHY FACTORY A CLIL DIDACTIC PROPOSAL FOR NATURAL SCIENCE IN PRIMARY EDUCATION

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ABSTRACT:

This MA Dissertation wanted at first place, to promote the use of a foreign language in the fourth grade of Primary Education within the Natural Science area.

Once literature revision has been completed, the didactic proposal is presented with detail. Its main topic is about the promotion of healthy lifestyle, due to its relevant role in children development. It is known through articles regarding this topic, that there is a positive relation between education and healthy habits. For that reason, it is important to introduce suitable methodologies that could achieve the highest results in an academic and personal way that led to the highest benefits in students' lives.

To reach these objectives, Communicative Approach as well as Task-Based approach are going to be used over a student-centered methodology, cooperative learning and gamification in a Content and Language Integrated Learning (CLIL) context. The didactical proposal developed for this MA dissertation, unify these methods to achieve its goals.

Key words: *CLIL - Task-based approach - student-centered - Primary Education - Natural Science – Healthy lifestyle.*

RESUMEN

Esta disertación busca en primera instancia, promover el uso de la lengua extranjera en cuarto de Primaria específicamente en el área de Ciencias Naturales.

Una vez realizada la revisión literaria pertinente de la metodología aplicada, se presenta la propuesta didáctica en detalle. Su eje principal gira en torno a la promoción de los hábitos de vida saludable, dado que resultan ser de vital importancia en el desarrollo del alumnado. Numerosos estudios reportan una relación positiva entre la educación y los hábitos de vida saludable. Por esta razón, es importante emplear una metodología adecuada que permita alcanzar una mejora académica y personal que, por extensión, deriven en un beneficio positivo en la vida del alumnado.

Para poder alcanzar dicho objetivo, se empleó un enfoque comunicativo y una aproximación basada en tareas, centrado en el alumnado, en el aprendizaje cooperativo, y en la gamificación y en el contexto de Aprendizaje Integrado de Contenidos en Lengua Extranjera (AICLE). La

propuesta didáctica desarrollada busca unificar esta metodología para poder alcanzar las metas de aprendizaje y motivación deseadas.

Palabras clave: *AICLE - enfoque basado en tareas - alumno-centro - Educación Primaria - Ciencias Naturales – hábitos de vida saludables.*

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1. INTRODUCTION AND JUSTIFICATION:

The main objectives of this MA Dissertation are to create a natural context for content study based on healthy habits and to promote a real purpose to use the foreign language in the fourth grade of Primary Education within the Natural Science area using the Communicative Approach and the Task-Based approach through a student-centered methodology and gamification as a motivated strategy in a CLIL context.

To be able to reach the general objectives, our MA Dissertation has been divided into two main sections; the first one is composed of the theoretical framework, which includes a literature review about the methodologies we are focused on the didactic proposal. In this section, we will examine didactic evolution of foreign language teaching emphasizing the approaches applied in the didactic proposal. Firstly, we will define how foreign language teaching has evolved from the classical methods to the new trends. Among the new psycho-pedagogical theories we will highlight the ones which are related to our didactic proposal focusing on their main features; it will be described the Communicative Approach, CLIL, as well as their main principles and the Task-Based Approach. Furthermore, we will analyze the student-centered approach underlying cooperative learning, which is the way in which the students are organized in the class and gamification, which is used to motivate our students during their lessons.

After that, we will present the didactic proposal itself which comprises different sections which define the unit such as, objectives, contents, key competences, step-by step planning or assessment; among others.

The topic of the didactic proposal contributes to our society in order to promote a healthy lifestyle. In fact, taking into account the importance of this issue, the Junta de Andalucía fosters healthy habits creating innovative programmes related to healthy habits and regulated according to some instructions (instructions of 30th of June 2014 of the general department for education and complementary instructions of 15th of July 2015 of the general department for education and occupational training).

On the other hand, the Organic Law 3/2020, of 29th December, which amends Organic Law 2/2006, of 3 May, on Education, in its forty-sixth additional regulation, on Promotion of physical activity and healthy eating habits states ‘‘Educational administrations shall adopt measures to ensure that physical activity and healthy eating habits are part of children's and young people's behavior’’.

Educational centers, accompanied by families, are the key socializing environments where the development of people takes place in their earliest stages, playing an important role in shaping the behaviour and individual and social values of childhood and adolescence (Berns, 2015).

In this way, it is essential to create a didactic proposal that includes the aspects related to health that may be useful to children's life and to help them become aware, as soon as possible, about the importance of acquiring a daily routine to establish throughout life (Fernández and Serrano, 2021).

The way in which the didactic proposal is presented is dynamic and motivating with a reward system that will finally give them the opportunity to make their learning as a reality and materialize it in a proposal for their own school: a weekly menu for their canteen. This proposal tries to lay the basis for lifelong healthy habits and lifestyles in our students.

2. THEORETICAL FRAMEWORK

This section introduces the fundamental basis underlying the didactical proposal. The learning evolution of foreign language teaching has been reviewed including a theoretical framework that analyzes and describes the implemented approaches and their evolution from classical perspective to new educational trends including: Communicative approach, CLIL and Task-based Approach; as well as, student-centered approach and cooperative learning as fundamental keys for learning and gamification as a learning strategy to improve students' motivation.

2.1 Didactic evolution of foreign language teaching.

At present, one of the main features of foreign language teaching is the wide range of methods and approaches which are available to teachers. They are the result of long terms of searching in order to reach the best way to learn a foreign language based on a specific view of language learning. There is a significant evolution from the classical methods to the most recent trends.

Traditional methods are characterized by the learning of grammar rules. They are focused on grammatical patterns and vocabulary, rather than on oral communication. Learners were competent in reading and writing, paying less attention to oral skills. Furthermore, the language which is used in the classroom is students' mother tongue prioritizing the activities about translation and putting great emphasis on correction (Alsyouf, and Kayed, 2021; Jalilova, 2020). It is not suitable to the CLIL approach where learners are encouraged to use the language

in a natural way without memorization. The fundamental goal in those traditional methods is not to communicate in the target language but to be able to translate from one language into another; it could be considered as a successful goal.

Richards and Rogers (2014) states that traditional methods include techniques like guided speaking, drills, repetitions, vocabulary rules in isolation as well as memorization of dialogues. So, language learning was limited by two skills. ‘‘Students are expected to reach high levels of accuracy to pass formal written examinations’’ (Howatt 1984:131).

Regarding classical methods, they are less flexible and they are focused on teachers rather than students. Teachers are the authority and their methodologies are based on a teacher-centered approach. Pérez-Chuecos (2015) analyzed the predominant teaching methodologies as well as didactic techniques that were used in a specific primary educational center (Spain) in order to identify which one was the predominant teaching approach. Results of this study showed that, generally, a teacher-centered approach was the most used.

However, the article of Pérez-Chuecos (2015) highlights the importance of incorporating competences, and concluded that the 21st century will be an essential change for methodological renovations, in terms that teachers will take a secondary role while students will assume the main role in their own knowledge acquisition (student -centered).

During the fifties, behaviourist theories were replaced by new psycho-pedagogical theories and linguistic trends among what we are mainly concerned about is the Communicative Approach, the CLIL approach and the Task-Based approach.

2.1.1 Communicative Approach

It is based on Chomsky’s generative grammar and constructivism. This approach is focused on the development of communicative competence; a concept developed by Hymes (1972) who coined this term to name not only grammatical competence but also knowing how members of a speech community use the language to be able to communicate effectively, in contrast to Chomsky’s theory of competence.

Chomsky (1965:3) claims that linguistic theory is concerned with abstract abilities that the speakers possess to produce sentences grammatically correct. This is a cognitive point of view of language, opposed to Hyme’s theory which is based on the incorporation of communication and culture in order to be communicative competent. It is not only the ability for language but also the knowledge about how to use it. This behavioural/social approach, conceptualized by

Hymes, did not take into account, as pointed Tsai (2013), that the development of communication, requires for instance that communicative competence should exist between speakers.

In addition, the decisive analysis of communicative competence was made by Canale and Swain (1980) who understood this competence as the systems of knowledge and skills required for communication. Highlighting the fact that communicative competence is linked to the sociocultural context in which it develops and is not exclusively dependent on grammatical aspects (Canale, 1983). In this line, they divided the competence in four subcompetences: linguistic, socio-linguistic, discourse and strategic competence. However, in the Common European Framework of Reference, competences are divided into linguistic, sociolinguistic and pragmatic (Council of Europe 2001:1).

New methodologies such as the CLIL approach have been considered the “ultimate communicative approach” (Graddol, 2006).

2.1.2 CLIL

2.1.2.1 Conceptualization of CLIL term and origins

It establishes its basis on the principles of the natural approach that is “learning by doing”, as well as student-centered approach. The main principles of this approach are: contents are organized around activities, there are a wide range of communicative situations, errors are part of the teaching-learning process, the use of authentic materials, provide scaffolding, affective atmosphere should be created, teachers are passive agents, and pupils play the main role, all skills are integrated, and the use of functional and meaningful language, among others (Coyle, Hood and Marsh, 2010).

Contents are taught promoting learning contents in the curriculum and simultaneous learning of a foreign language (Porcedda, 2021). However, many people confuse the true meaning of the term CLIL.

According to Marsh (2013) CLIL can be defined as a dual-focused aim where subjects or parts of them are taught using a foreign language. It consists of learning the content as well as the foreign language in a simultaneous way.

It is generally considered that CLIL provides environments that allow both exposure to the target language and opportunities for the learner to use that language meaningfully (Roquet and Pérez-Vidal, 2017). It is argued that this is a much more difficult level of realism to achieve in a foreign language class than it might seem. No matter how communicative the activities are during the language class, there is often a fundamental dilemma about artificiality (Villabona and Cenoz, 2021). However, CLIL allows one to focus on 'language orientation' and this is probably one of the most important reasons to introduce it into schools.

At present, it is required to make mention of Spain as a reference in CLIL. As Coyle (2010:8) foresees ten years ago, Spain is one of the leaders in CLIL practice in Europe; due to its implementation in the classrooms and the wide range of researchers and programmes that have been implemented. According to Pérez Cañado (2012:327), CLIL is characterized in Spain by including an equivalent number of models as well as numbers of regions where it is used and, by developing the Foreign Language as a third language in regions where it is used the official and the co-official one.

2.1.2.2 Principles of CLIL approach

CLIL is an approach that involves the development of social, cultural, cognitive, linguistic, academic, and other learning skills that will facilitate achievement in both content and language (Mehisto *et al.*, 2008: 11-12). Coyle (2005) was influenced by the work developed by Mohan (1986) to define CLIL lessons as the interrelationship between the following elements which are organized in a framework called '4Cs Framework' which is shown in figure 1.

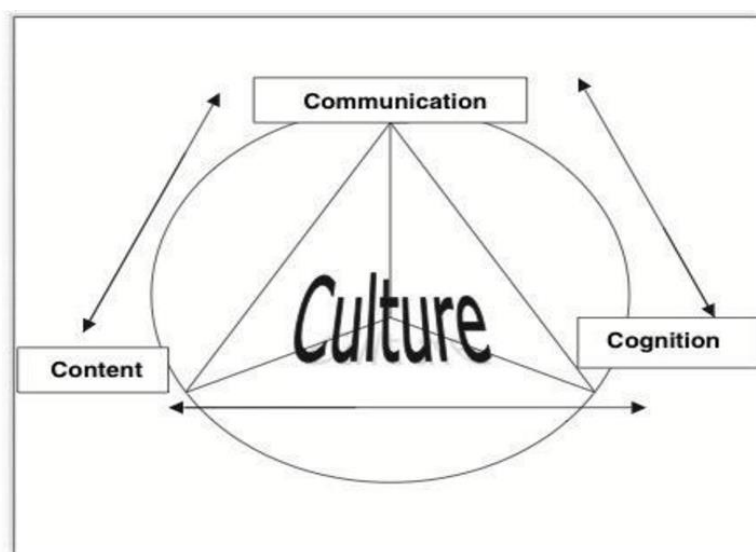


Figure 1. The 4Cs Framework for CLIL (Coyle 2007:551)

Spratt (2012) contributed to short definitions of these elements: culture (intercultural knowledge and social consciousness), content (matter of subject), communication (overall target language competence) and cognition (thinking processes). It provides the theoretical basis for planning CLIL lessons.

- Culture: It is considered as the core of CLIL (Coyle, 2009). It is related to intercultural awareness of self and others and the pluricultural and plurilingual world.
- Content: It is not only the skills and knowledge about subject matter but also students creating their own knowledge and understanding.
- Communication: Language that is going to be used by the students and useful language to learn. It goes beyond grammar structures but interaction and fluency. CLIL students learn the kind of language that helps them to organize their thoughts and solve problems, such as "analyze", "classify" or "design". This kind of formal language learning is called CALP - Cognitive Academic Language Proficiency which is directed to academic purposes. On the other hand, there is a kind of language aimed at social interactions, instructions and class commands. This functional language is called BICS - (Basic Interpersonal Communication Skills) (Cummis, 1979). Coyle *et al.*, (2010) stands up for an acquisition of the language divided into three perspectives which are interconnected and are known as ‘Language Triptych’:
 - Language of learning: Content language, terminology and phrases. It is the language used to operate in a learning environment.
 - Language for learning: Metacognition, language to support students, what they need to fulfill their tasks.
 - Language through learning: Thinking skills and high-level questioning; it is related to new language that emerges from the cognitive process. It is also known as ‘content-enriching language’.

Hattie (2012) states that concepts must be easy to understand for all students, in this way, learning will be accessible to them. Inclusive pedagogy should be promoted by analyzing the language required for the development of tasks. Besides, scaffolding is provided by teachers to support students in order to reach their highest performance level (Van de Pol *et al.* 2014).

- Cognition: Yunus (2021) defines cognition as the way in which learners go from concrete thinking to abstract ideas that involve a higher level of mental mastery. It is closely related to Bloom's Taxonomy that distinguishes between higher and lower thinking skills.

In 1950, a group of educators decided to classify educational main objectives and goals; to establish an accurate system that categorized the affective, psychomotor and cognitive domains (Huitt, 2011). Benjamin Bloom and his group, composed of educational psychologists, developed what is known as Bloom's Taxonomy in 1956, that was based on learning abilities and could be arranged from a lowest to highest complex successive hierarchy (Bloom, Englehart, Furst, Hill, and Krathwohl, 1956).

Even though Bloom's taxonomy establishes the basic principles, a systematic way to promote thinking skill in classes was necessary in order to apply it to the reality of our century. In this way, Anderson and Krathwohl's (2001), update Bloom's version taking into account the analysis of the cognitive categories in a real context (Vázquez and Ellison, 2018).

The pyramid (figure 2) which is shown below, represents on the left side the original levels by Bloom (Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation), and on the right side the updates made by Anderson and Krathwohl separated by '/'.

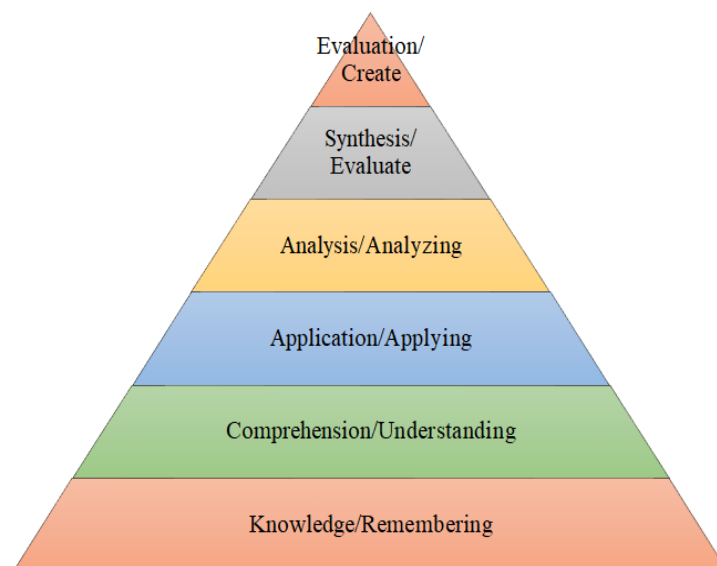


Figure 2: Pyramid of cognitive domain's levels: Bloom's taxonomy and Anderson and Krathwohl revision (2001)

Huitt (2011) pointed out that this new model tries to fit the taxonomy into a more outcome-focused modern educational model. Changing the levels from nouns to active verbs, and switching the order of the highest level of the pyramid.

This new conceptualization tries to represent the cognitive mental continuum of student's mental operations, that as demonstrated by some authors such as Pinner (2013), could be applied in the classroom. In the model, there are the 3 LOTS skills (lower-order thinking) in the base of the pyramid, followed by the 3 HOTS skills (higher order thinking). Once LOTS skills are mastered, a better understanding of the matter could lead into the real application of the achieved knowledge into real-life situations (Campillo-Ferrer, Miralles-Martínez and Sánchez-Ibáñez, 2020).

In order to test this theory, Campillo-Ferrer, Miralles-Martínez and Sánchez-Ibáñez (2020), designed and experimented to test whether there was an increase of cognitive skills in social science and science itself in Primary Education in CLIL lessons. Concluding that LOTS showed a tendency to decrease and that fact might difficult the potential development of HOTS skills. However, one of the crucial factors that seems relevant in the influence of this cognitive development, was the type of teacher and its experience applying this kind of methodology. Guidelines about this topic (Genesee and Hamayan, 2016) in the educational centers seems to be an indicator of the potential success of applying this methodology.

In addition, there were other studies that report an improvement in cognitive abilities after the implementation of CLIL. As an example, the study conducted by Huang (2020) suggested that students develop their cognitive skills after using CLIL and, in addition, they also become effective learners. Similar results were found by Nieto (2016) which concluded that students became more aware about their learning process and that makes them effective learners. Beaudin (2021), found an improvement in motivation of learning which improves students' commitment to learning.

2.1.2.3 CLIL Teachers

In 2010 it was proposed an European Framework for CLIL Teacher Education in order to guide the design of curricula defining a profile for educators who work in CLIL context. It is composed of 12 development modules adaptable in every context and 84 target professional competences. It was considered as a tool for reflection and professional development (Wolff, 2012).

A summary of the competences which have been aforementioned is shown through the figure 3. Pérez Cañado (2018) highlights the pedagogical and scientific competence that includes the methodological principles, the organisational competence which is important in order to organise CLIL elements, the interpersonal competence and the collaborative one that are related to create an appropriate environment of working to meet the challenge of CLIL; and the competence of reflection and personal development that is the challenge to ensure a professional updating. All of them are working together with the competence in linguistic communication that enables them to develop bilingual teaching. As it mentioned, the ideal profile of a CLIL teacher is more complex than the one who is a specialist both in a particular subject and in language teaching.

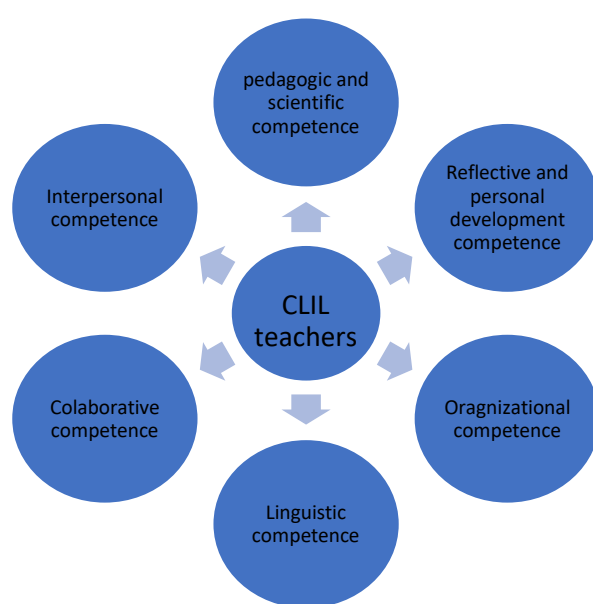


Figure 3. CLIL teachers' competences (Pérez Cañado, 2018).

2.1.3 Task-Based approach

Jane Willis was the first who proposed a Task-Based approach (TBA) in 1987. The aim was to carry out a task through the use of the target language. Ellis (2003) indicated that the learners require real world's tasks to engage them in language learning.

In this way, it is placed within the procedural approaches which emphasize a task as the central element of learning. Richards and Rodgers (2014) frame this approach in a 'post-communicative era' and he considers TBA as spawned by Communicative Language Teaching (onwards, CLT). Estaire (2011) defined task-based learning as a didactic model that is an evolutionary movement within the communicative approach.

Common European Framework of Reference for Languages (CEFR, 2002, p.10) offers the following definition of a task ‘‘A task is defined as any intentional action that an individual considers necessary to achieve a specific result in terms of solving a problem, fulfilling an obligation or achieving an objective’’.

According to Willis (1996) the task is described as a cycle in 3 stages which is shown in Figure 4:

- Pre-task: Teachers give the instructions and present the task of the lesson. Objectives are clear at this step. Harmer (2008) adds that teachers provide students with the phrases and useful vocabulary they need to understand the task and to carry out the task-cycle.
- Task-cycle: This stage is defined by the task, the planning and the report. The task is organized in pairs or small groups. Students make decisions and teachers are guides. Communication is essential and fluency is the most important part of this stage. The meaning catches their attention forgetting the grammatical accuracy. During the planning they have to prepare a report and during the report they have to present it.
- Language focus: It pays attention to language features. It is composed of analysis and practice. The ‘‘analysis’’ consists of the feedback and the practice is directed towards the difficulties or doubts found during the lesson.

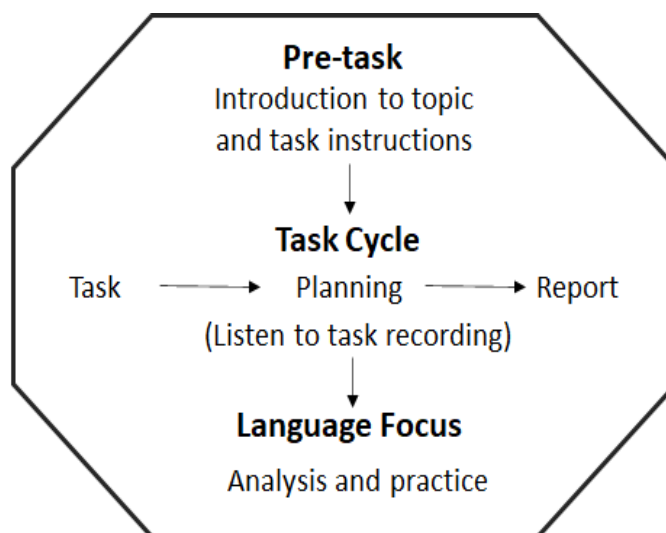


Figure 4: TBL framework. Willis (1996)

Ellis (2003) lists the following main characteristics of a task as a learning tool:

- A task is a work plan which requires attention primarily to meaning, making use of available linguistic resources.
- A task requires processes of language use that reflect the processes that take place in real contexts.
- A task requires the use of any communicative activities which imply interaction.
- A task has a clearly defined purpose and outcome that will be used to assess task accomplishment.

Prabhu (1987:4) held that the task-based approach is the most suitable model to design a syllabus in a communicative approach because a meaningful task encourages the development of the competence in communication reflecting the natural use of language.

The task-based approach is organised according to how pupils use their communicative competence to fulfil tasks, which can be facilitating. The benefit of this approach in CLIL is the increase of critical thinking skills providing opportunities to negotiate, to use the language in real contexts and to develop strategies to communicate with cultural diversity.

2. 2 Student-centered methodologies

Student-centered methodologies are focused on what students are able to do, how they make decisions critically or how they evaluate their progress. In contrast, teacher-centered pedagogy is based on a passive student and an active teacher who is the only source of knowledge in the class context, the leader.

By the way, student-centered pedagogy is described by Hancock, Bray and Nason (2002) as follows: teachers are helpers, facilitators, guidance who provide students with the tools to organize their tasks; feedback to encourage responses; options to choose and make decisions on their own and authentic material to create real context. The origins of this approach dated from constructivism development with authors such as Piaget (1985) or Fosnot (2013).

Student-centered methodologies held that all the learning happens by doing so that, students are empowered and in control. Teachers support and encourage them to develop their cognitive skills to know their real potential. It is compatible with CLIL approach sharing its main principles.

2.3 Cooperative Learning

Cooperative learning is gaining relevance in the educational field as an active methodology in which the students' success depends on achieving together the established goal (Lobato, Guerra and Apodaca, 2015). It is an educational strategy promoted in recent decades, which is considered as a pedagogical tool that satisfies the needs of the current century (Azorin, 2018).

Cooperating means working together to achieve shared objectives. In cooperative activities, individuals seek outcomes that are beneficial to themselves and, at the same time, to the other members of the group. Cooperative learning is structured by small groups that allow students to work together to enhance their own and the other 's learning (Johnson and Johnson, 1990).

Cooperative learning is not merely a seating arrangement. Placing students in groups and telling them how to work together does not result in cooperation. Structuring activities in such a way that students work in a truly cooperative manner requires an understanding of the components that make this cooperation work. To make cooperation work there are five components to take into account according to Johnson and Johnson (1989:3): positive interdependence, promoter interaction, individual responsibility, interpersonal and small group skills and group processing.

According to Mayordomo and Onrubia (2016), research in the field of education supports the effectiveness and superiority of cooperative learning in relation to traditional methods that only provide competitiveness and individualistic situations.

Cooperative learning is a different, more motivating and, therefore, more effective way to organize the work of the students in the class. Students have an active role increasing their self-esteem and interest in learning. Moreover, they are able to understand better what their classmates explain to them rather than the teacher because their linguistic level is similar (Tran *et al.*, 2019).

Besides, interpersonal skills are necessary for cooperation in group work, learning and responsibility towards learners (Martínez and Sánchez, 2020). Cooperative learning allows language to be strengthened and it promotes right environments by providing mutual help and support.

As Martínez Lirola (2013, p.75) pointed out: "When working in groups, it is necessary to negotiate agreements, make common decisions and do not forget that the final task depends on the involvement of each of the members".

2.4 Gamification

The concept of *gamification* was coined by Werbach and Hunter (2012), and it refers to conversion into games teaching and learning tasks, with the aim of encouraging student's commitment.

It is based on the use of videogames designs and its elements in order to extrapolate them into other contexts that could make the learning process more appealing, more fun and more motivational for students (Deterding, 2012). Zichermann (2012) explained that the main target would be to involve students in their learning process by using these games. However, it is important to point out that gamification in learning context do not refer to a playful activity but to activities designed with the aim of developing specific competences in an enjoyable environment (Burke, 2012). In addition, Kapp (2012) added to this idea the fact that cooperation between students is also crucial to ensure student's motivation.

Gamification main principles were described by Mark van Diggelen (2012, cited in Parente, 2016 p.13) and could be sum up into ten main points: *competition type, time pressure, shortage, puzzles, novelty, levels and progress, social pressure, teamwork, bargaining chip, renew and increase power*.

Taking into account videogames fundamental dynamics, one element that seems relevant to add, would be bidirectional communication between students and teachers, to achieve potential benefits of gamification. For that reason, it is important to analyze the principles mentioned above and choose the elements that could increase gamification objectives, by observing the environment of application and students' characteristics (Suhaimi *et al.*, 2018).

The systematic review conducted by Zainuddin *et al.* (2020), that analysed the impact of gamification on learning, was conducted with the aim of evaluating whether game-based learning could meet instructional goals and could truly students with motivational keys that increase their engagement with their own knowledge. Even though further studies provide should be performed due to literature controversy regarding this topic (Berkling and Thomas, 2013), the main conclusion of this review was that gamification instruction could achieve the objectives mentioned below (increment of student motivation as well as improve engagement in learning).

Furthermore, gamification has become popular over years in educational programs (Göksün and Gürsoy, 2019). A positive relation between its application and some of the gamification targets of improvement have been demonstrated across studies. Aini, Rahardja and Khoirunisa (2020) conducted a meta-analysis report in which the main conclusion after literature research was that the majority of studies validate gamification as learning strategy, and support the idea of the impact on academic performance, commitment, and motivation of students of this methodology.

Mahmud *et al.* (2020) reported statistically significant differences between control group and gamification group, showing the last one better results in knowledge of sustainability, pro-environmental behaviour and performance. It is remarkable that this group declared that their motivation for the program was competence, the recognition and a sense of belonging to a group.

Finally, as presented, game designs define the structure to understand and apply gamification. The Mechanics-Dynamics-Aesthetic (MDE) system is the most studied one and establishes a relation between: rules - mechanics, game-dynamics and fun-aesthetics (Hunicke, LeBlanc and Zubek, 2004). Mechanics refers to actions and control mechanisms offered to players in the game. Dynamics refers to players behaviour while mechanics are performance. And, aesthetics are the emotional responses evoked by players while interacting with the game. An accurate combination of these three elements could be a relevant marker of gamification success. Making it easier to contribute to cooperation for actions (mechanics), while promoting a socializing environment (dynamics) and to fulfill students with a feeling of belonging, discovery and entertainment (aesthetics).

3. DIDACTIC PROPOSAL:

3.1 Justification:

The topic of this didactic proposal can be justified according to our legal regulations. In Spain, Organic Law 3/2020 29th of December which amends Organic Law of Education, 2/2006 of 3rd May (LOMLOE) establishes the guidelines for the education system. On the other hand, as it was mentioned, in its forty-sixth additional regulation, on Promotion of physical activity and healthy eating habits states “Educational administrations shall adopt measures to ensure that physical activity and healthy eating habits are part of children's and young people's behavior”.

The curriculum which served as the basis for the development of this topic refers to Royal Decree 157/2022, 1st of March which establishes the basic curriculum for Primary Education. Furthermore, in Andalusia, Decree 97/2015 3rd of March, modified by Decree 181/2020, 10th of November, which establishes the planning and curriculum for Primary Education in Andalusia, prescribes the areas of Natural Science and First Foreign Language as a part of the curriculum in our schools. Natural Science helps us to get to know the world we live in, to understand our environment and the contributions of scientific and technological advances to our daily lives.

Moreover, the legal framework has deemed the Order of 28th June, 2011, which regulates bilingual education. Bilingual schools in our Autonomous Community are characterized by the teaching and learning of certain subjects in two languages and not only by an increase in the timetable of the foreign language, which becomes an instrumental language of learning, a vehicular language, parallel to the mother tongue, which is never invalidated, as it continues to be the host language.

The didactic proposal is entitled “Charlie and the Healthy Factory”. The centre of interest are the healthy eating habits and the second language learning and the final task that it is proposed consists of creating a weekly menu for the school canteen. This unit will be developed along 9 sessions and it is aimed for 4th grade of Primary Education.

The reason why this topic has been chosen is because it is really important to promote the adoption of healthy eating habits at school and at the same time, they promote concentration and they have a positive influence on young’s people growth and health. Moreover, it is related to pupils’ daily routine/world experiences so their motivation, implication and interest increase. It also encourages communicative competence offering a great variety of communicative situations to interact each other by means of playful, attractive activities and tasks based on games, songs or role plays.

3.2 Contextualization:

The school is located in a city close to Cádiz with a population of approximately 97,500 inhabitants. It counts on good communication and its economy is based primarily on the services sector.

It is designed for a bilingual school with around 712 students, which is located in the center of the city; consequently, it is near to the best services and facilities that supplied the city such as the city hall, parks or museums. Young families have settled down close to school due to the new constructions so it is an area with a positive socio-economic and socio-cultural context. Parents are encouraged to participate in complementary activities and they usually attend to school's meetings in order to be involved in their children's education.

The school counts on some facilities, for example, a library equipped with a set of English books, graded readers, some CD and DVD players, dictionaries, posters, interactive whiteboards, text books, a canteen, a music room, a resource room and two big playgrounds.

The school staff consists of 35 teachers, 5 of them are English teachers and the bilingual group is qualified with a B2 and C1 level of English. According to the Order of 28th of June, 2011 in its chapter I, article 3, Foreign language is taught in the fifty percent of non-linguistic disciplines. The department works as a team in order to achieve a successful coordination between stages.

The didactic unit is aimed at a heterogeneous group of 24 pupils in the fourth grade of Primary Education where there is a boy showing a combined type of attention deficit hyperactivity disorder (ADHD) characterized by impulsivity/hyperactivity and inattention; and a girl with visual impairment. They have Natural Science lessons twice a week and this group have been in contact with the Foreign Language (henceforth FL) during the last 5 years because the school includes both infant and primary education levels as well as secondary.

They are familiarized with the CLIL approach, since they have been learning both content-language from 1st grade of Primary Education. According to Instruction 8th of June, 7/2020 the aim in the FL as a bilingual centre is approximately an A1 (at the end of fourth grade of Primary Education).

3.3 Objectives:

Following the Order of 15th of January, 2021 which establishes the Curriculum for Primary Education in Andalusia in its Annex II, the objective which is aimed to develop this didactic proposal is:

- Objective 3. To 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 healthy daily habits such as physical exercise, personal hygiene and balanced nutrition for an improvement in the quality of life, showing an attitude of acceptance and respect for individual differences.

Besides, there are four elements which are considered key elements in the achievement of these objectives. We will connect the objective to the 4Cs Framework designed by Coyle (2005). Each element brings a different knowledge to the learning process. So that, the objective is developed in four different parts.

3.3.1 Content objectives:

- To differentiate the food groups.
- To classify the food into the food groups in the food pyramid.
- To value the benefits of acquiring healthy daily habits such as physical exercise, personal hygiene and a balanced diet to improve quality of life.
- To establish a relationship with the possible consequences for individual and collective healthy habits.
- To understand how personal hygiene prevents illness.

3.3.2 Communication objectives: (BICS and CALP).

Language of learning

- To know vocabulary related to healthy habits (BICS)
- To use have got/ have not got in short sentences (CALP)
- To know the main idea in different communicative situations (BICS)
- To participate in a simple conversation making him/herself understood (BICS)
- To understand the global meaning of a text about everyday situations(CALP).
- To create short texts adapted to the communicative function (CALP).

Language for learning

- To use functional language (BICS)
- To discuss and debate (BICS)
- To interact and communicate with other classmates (BICS)
- To use the language to organize thoughts and to solve problems (CALP)

Language through learning

- To increase their vocabulary (BICS).
- To express new opinions and ideas (BICS)

3.3.3 Cognition objectives:

- To develop thinking skills.
- To encourage higher-order thinking (LOTS/HOTS).
- To ask questions to themselves.

3.3.4 Culture objectives:

- To think about other cultural traditions.
- To introduce elements of other cultures.
- To show an attitude of acceptance and respect for individual differences.
- To value the importance of a balanced diet.
- To compare our breakfast with a British breakfast.
- To be responsible with their group (cooperative learning).

3.4 Key Competences:

Students' capacities, like those of any person, can be organized into different fields of domain. The current curriculum organizes them into seven key competences, according to Decree 97/2015, modified by Decree 181/2020, 10th of November and the Royal Decree 157/2020, 1st of March.

Moreover, the Order of 15th of January, 2021 establishes that the key competences must be closely linked to the objectives so that the achievement of these objectives implies the development of student competences.

These key competences are seven and they are going to be implemented along our integrated didactic units. Acquiring competences allows one to tackle the constant renewal of knowledge which occurs in any area of learning.

3.4.1 Competence in linguistic communication (CLC):

This competence refers to the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form in an appropriate range of contexts according to one's wants and needs.

Its development is one of the principal interests in CLIL. English language learning contributes directly to the development of this competence. The activities included in our didactic unit are intended to help students use their linguistic knowledge to transmit, in a comprehensible way, their ideas, thoughts and feelings, as well as to participate in communicative exchanges and use the language in a functional way.

3.4.2 Mathematical competence and basic competences in Science and Technology (CMST):

It is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.

Natural Science is not directly implied in the development of the mathematical competence but it is quite related to basic competences in Science and Technology. We will work on this competence for example when we do puzzles or when we talk about prevent illness and take care of the natural resources as water when we wash our hands.

3.4.3 Digital competence (DC):

Digital competence is essential for learning, work and active participation in society. Information and communication technology (henceforth, ICT) offer easily and instantaneous accessing to an information flow which is constantly increasing. Digital competence also helps us master other key competences.

ICT will be used in some of our sessions making use of videos, through games or presentations. We will use the interactive whiteboard as a daily tool in the teaching-learning process as a way to engage students in class and providing them with a fresh perspective to learning in activities such matching.

3.4.4 Learning to learn competence (LLC):

This is the ability and desire to learn. Learning a foreign language promotes the reflection over the student's own learning process in order to make students identify how they better learn and which strategies are the most suitable for them.

This competence is practicing when we foster the reflection over student's own learning. Besides, students learn about their own learning process when they self-evaluate themselves in every unit through a bullseye evaluation method. Moreover, at the end of every session, they evaluate through different strategies how their perception of the session is, if they like or they do not like it (closing routine).

3.4.5 Social and civic competence (SCC):

This refers to the ability to live in society, an ability to maintain and develop a constructive, supportive and responsible attitude towards the other ones and towards civil rights and obligations. Languages are a natural vehicle of communication and cultural transmission.

They are part of a group where the intervention of all of them must be respected. They should be able to take part in class games in a collaborative, friendly way. They also put in practice this competence showing a respectful attitude to classmates and teacher in other terms, using basic polite language. Besides, we work in a cooperative way where they have to take advantage of the group helping each other.

3.4.6 Sense of initiative and entrepreneurship competence (SIEC):

This refers to the possibility of using one's own criteria to make choices and out the initiatives needed to develop the option selected and responsible for it, both in the personal and the social sphere.

The curriculum encourages cooperative work in the classroom, the use of personal resources and the social skills of cooperation and negotiation. This competence is present when they use the cooperative learning structure "pencils in the centre" using the students' own criteria and take part in group activities without forgetting one's own opinion and listening and taking into account other one's opinions. Moreover, they are organized in groups in order to achieve the final task.

3.4.7 Cultural awareness and expression competence (CAEC):

This is the ability to acquire the skill to understand and put into practice a respectful and critical attitude towards the diversity of artistic and cultural expression.

During this planning, we will work on this competence in the sense they have to create and make simple artwork for their final tasks and the discovery of different cultural expressions related to eating habits. They will compare their breakfast with the typical British one.

3.5 Contents:

Contents are a set of knowledge, abilities, skills and attitudes, which contribute to the achievement of the objectives and the acquisition of the competences. Contents are introduced and developed with resources such as flashcards in order to promote a better understanding of children. This didactic proposal develops ‘‘Block 2 of contents: The human being and the health’’ according to the Order of 15th of January, 2021.

3.5.1 Subjects contents:

- 2.3. Development of healthy habits in order to prevent and detect the main diseases which affect the body and development of responsible behaviour to prevent school and home accidents. Basic first aid actions.
- 2.4. Identification and adoption of certain healthy habits: balanced diet, personal hygiene, physical exercise and daily rest.
- 2.5. Development of a critical attitude towards social practices that are detrimental to healthy development and are prejudicial to a responsible behavior towards health.
- 2.7. Autonomous and creative fulfilment of leisure time activities, both individual and collective.
- 2.8. Identification of oneself and others. Acceptance of one's and other's own body with their limitations and possibilities.
- 2.9. Knowledge and development of identity and personal autonomy.
- 2.10. Development of empathy in their relationships with others. Peaceful conflict resolution.

Table 1 includes the curricular concretion of this didactic proposal (with timing, transversality, sociocultural aspect and the final task challenge). It is also shown the evaluation criteria which defines the rest of the curricular elements following the Order of 15th of January, 2021. So, they are developed learning standards, objectives, contents and competences in the Natural Sciences area that are going to be work.

IDU3: CHARLIE AND THE HEALTHY FACTORY		
CENTRE OF INTEREST: Healthy habits.		TIME: Second Term
SOCIOCULTURAL ASPECT: British breakfast	TRANSVERSALITY: Education for Health	FINAL TASK: Healthy weekly menu.
	Natural Science (NS)	Foreign Language (FL)
ASSESSMENT CRITERIA (AC)	NS 02.02.	FL.02.03, FL 02.05, FL 02.07, FL 02.09
LEARNING STANDARDS (LS)	NS. 02.02.04, NS 02.02.05, NS 02.02.06, NS 02.02.07	FL 02.03.01, FL 02.05.02, FL02.07.03, FL02.09.01
OBJECTIVES (O)	O.NS.3	O. FL 1-4
CONTENTS	Block 2: 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10.	Block 1, Block 2, Block 3, Block 4
K. COMPETENCES	CLC, CMST, LLC, SCC	CLC, LLC, SCC, SIEP, CAEC, DC

Table 1. Curricular Concretion. My own creation.

3.6 Timing:

This proposal is going to be taught during the first term (table 2).

TIMING					
SESSION	WEEK				
	1	2	3	4	5
1. Introduce the main topic.					
2. Education for health					
3. Language contents.					
4. Listening skill.					
5. Reading and writing skills.					
6. Speaking skill.					
7. British breakfast (sociocultural aspect)					
8. Final Task					
9. Self-assessment.					

Table 2. Timing distribution in weeks (my own creation).

3.7 Methodology:

According to the methodology which defines our teaching, as it was explained before, we will base on the Communicative Approach, the Task-based Approach and Student-centered Approach. And we will work both content and language in the same context. We will combine learning and tasks.

Whatever language and contents they could require to facilitate the successful outcome of the task as scaffolding will be supply, such as supportive materials, drawing, using real-life examples or links to previous knowledge.

Our role will be as a prompter and facilitators in the class, we will guide our pupils during the whole process giving them the support they need, we will act only when it is necessary, encouraging pupils to take part in the tasks and activities. However, we will also be controllers, organizers, investigators and evaluators.

Moreover, in our project, we propose to implement a cooperative structure of the activity within our classrooms. The class will be divided into 6 groups of 4 students in order to give the possibility to work individually, in pairs or in groups of four. The groups are going to be organized in session 3 and they will have on their table cards with their roles: Leader, time keeper, speaker and secretary.

Although, our class is organized in groups, this setting can be modified according to the type of activity; adapting the class for the requirements of the activity. For that reason, students can take an active role in their learning and a flexible learning space enables students to be mobile and learn at school as they do in everyday life.

Our unit is designed to motivate children by building their confidence step by step. We will work on intrinsic motivation being motivated by internal desire. And on the other hand, children will want to learn if they have extrinsic motivation, such as getting a reward for good results to maintain expectation and promote the desire for self-improvement. We have a reward system, which consists of giving them golden tickets (appendix 1) according to the fulfilment of the tasks during the unit and their duty of healthy habits checked through the checklist in Classroom (which is going to be explained in session 2). It is a gamification technique which is called ‘‘Bargain chip’’ because they exchange their task and checklist for a valuable element with the aim of encouraging student’s commitment. They will need at least 40 golden tickets as a group and they can change it by an entrance to the ‘‘healthy factory’’

Related to the treatment of the mother tongue we will avoid its use using other strategies to achieve that they are able to understand what they are being told in English such as reducing the speed of messages, using non-verbal elements or introducing more pauses.

3. 8 Materials and resources:

The resources selected have a significant role in the development of the activities. The materials used are varied, the use of ICT is meaningful, attractive design that generates expectation: interactive Whiteboard, videos, pictures, worksheet, computers, pictures, plickers and kahoot application, cards, crayons, glue, adhesive tape, markers, cardboard, blackboard, pencils, scissors, reading texts, questionnaires, puzzles, human resources as classroom teacher, language assistant or language teacher.

We will make use of information and communication technologies (ICT) in order to improve efficiency and effectiveness as well as the quality of understanding and mastery of the language worked. They provide highly motivational activities for students. We will use the interactive whiteboard, the computer and Google Classroom as a digital platform to interact with learners in order to control the achievement of their check list.

3.9 Transversality and Interdisciplinarity:

This concept is emphasized in the Order of 15th of January 2021, which establishes the teaching-learning process based on competences should be approached from all the areas underlining the relationships between them and their contribution to the studied phenomena understanding.

The unit establishes links with other areas of knowledge not only English but it is possible to point out the relation with the area of art education while they learn through the creation of posters, wallcharts; with the area of physical education, working on the importance of doing exercise in their daily routine; with the area of mathematics, dealing with numbers, date; with the area of social science related to other nationalities and cultures; being “Education for health” the cross curricular element.

3.10 Step-by step planning:

All these curricular elements are put into practice by means of a didactic transposition. Furthermore, the models of thinking (or cognitive process) included in every activity are specified without forgetting other important elements such as methodologies implied, resources, contexts for learning and physical settings.

Each session is going to be integrated by a task which includes the three sections explained before. Moreover, we will include the different levels of Bloom's Taxonomy in our tasks. All the sessions will start with a 'Hello routine' which is integrated by greetings, feelings, days of the week, month, season and weather.

3.10.1 Session 1: The main aim of this session is to introduce the main topic which is healthy habits and food. It is important to mention that they have just watched 'Charlie and the chocolate factory' in original version, in their English classes.

1. Pre-Task: In the interactive whiteboard, we show pictures of the characters in 'Charlie and the chocolate factory' film while underlying their main personality traits (appendix 2) except one: August Gloop. The adjectives are going to be the same so we will do mime to help them with the meaning and at the same time they have an example.
2. Task-cycle: Finally, August Gloop is shown and we will give them the same activity but without underline characteristics. They have to think about personality traits of August Gloop and then in groups underline the ones which better fit with him. We will describe using the words learned how August Gloop is in groups, write it and report to their friends.
3. Language Focus: Now a thinking routine is presented: 'step inside'. A picture of August Gloop will be shown during some seconds and the children have to observe carefully. As time goes by, we will ask them some questions to think about: Is he ok? Is it right to eat everything you want? Is he controlling his diet? What can we do to help him? Do you know somebody which suffers the same? (that can put in practise the vocabulary they have recently learned. Then, I will propose the idea to visit an alternative factory which is created as opposed to the Charlie's one with the goal of introduce healthy eating habits at children's life, so that, it is called 'Charlie and the healthy factory'. If they want to visit it and help us with the final task in session 8, as our Oompaloompas they should achieve, as a group, 40 golden tickets before the 8th session. It is possible to get them with the fulfilment of their daily task and good behaviour. We will present the final task in order to achieve they are aware of what we expect and what they are going to create at the end. I will explain the final task.

3.10.2 Session 2: We will work on 'Education for health' which promotes the importance to look after their body and their mind. They should exercise regularly, have a good posture and good hygiene. It is also important to have fun and sleep.

1. Pre-Task: We brainstormed about which things they consider are important for health. We will divide the interactive whiteboard into two parts (healthy VS unhealthy) and they have to say ideas for both groups. The teacher provides possible answer and feedback and ask them questions about their choices to reflect about them and to scaffold comprehension.
2. Task-Cycle: They will select the ones that they consider they have to follow throughout the day and they are going to prepare in groups a role-play where they define a healthy daily routine to present to their classmates.
3. Language Focus: In small groups they are going to prepare a checklist including the healthy habits they think they have to follow as a daily routine. We will put in common as a whole group and we will deal with a checklist (appendix 3 as an example) that we will introduce in classroom. At home, their family is going to check at the end of the day if they have followed all the steps, and they will win a golden ticket if they have done it right.

3.10.3 Session 3: This session will introduce new vocabulary about the food and check their previous knowledge.

1. Pre-task: We will present the centre of interest through a KWL (what I know, what I want to know, what I have learned). Now it is time to check their previous knowledge before starting with the new concepts. They have to name the food they know. We will use this vocabulary and we will add more new words related to them. We will let the KWL chart in the class to conclude the last section at the end of the unit.
2. Task-cycle: Once we have ended up with the previous knowledge, we will present the new vocabulary through a video where it is explained the different groups of food and the importance of being healthy.

Happy Learning English. (19 diciembre 2017). The food pyramid. Educational video for kids. Retrieved from. <https://www.youtube.com/watch?v=0KbA8pFW3tg>

They are going to watch the video twice. While they are watching the video the second time, they have to create their own pyramid as a puzzle (appendix 4). We will give them the pieces.

3. Language Focus: The groups of food are 6: Fats, proteins, dairy products, fruits, vegetables and carbohydrates. I will give them a flashcard with an image of a food (language that they have already practised) and they have to join the other members of

their team taking into account the classification of food that they have previously watched. Now each cooperative group has a food-group.

3.10.4 Session 4: This session specially works on listening skill.

1. Pre-Task: Last session ended with homework. They had to look for information about the group of food of their teams (fats, proteins, dairy products, fruits, vegetables or carbohydrates). So that, the first part of this session consists of putting this information in common with the members of their teams.
2. Task-cycle: They are going to prepare a brief presentation describing their food group. We are going to give them six worksheets (appendix 5) with some questions as follows:
 - What does (foodgroup) mean?
 - Which food is included in that group?
 - How amount of food of this group that we should eat every day?
 - Which position is taken up by them in the pyramid? (From the bottom).
 - Colour the gap according to your group.
3. Language Focus: Once they have finished their worksheet, they will present their food group to the class and they have to complete other worksheets with the information of ‘‘the experts’’ that other groups provide orally.

3.10.5 Session 5: During this session, we will focus on comprehension and production of written messages. To work on these language skills; reading and writing, and we will introduce the grammatical structure: I have got/ I have not got.

1. A guided drawing to active previous knowledge. We will use some words they know and new words they have learnt in this unit to create a guiding drawing. We will use the technique roundrobin by which everyone works on until time ends and the members of the team has to pass their drawings to another member of their team in a collaborative way. At the end, they will compare with their mates and I will project the original one on the interactive whiteboard. All the sentences are introduced with the structure I have got/ I have not got.
2. We will go to the ICT room where they have to complete in pairs a worksheet (appendix 6) where they have to read and match the description of the lunch box of some characters and the images of the lunch boxes. We will read all together and they will do the activity in pairs. (Tg, n. d.). Retrieved from

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Have got/In my lunchbox i have got ex1332385bc](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Have_got/In_my_lunchbox_i_have_got_ex1332385bc)

3. Language Focus: We will analyse the new structure giving to them some examples They are going to design in groups five lunch boxes (from Monday to Friday) using their knowledge about healthy food and the proper combinations. They have to write: I have got / I have not got... and the name of the different food.

3.10.6 Session 6: Primary Education gives priority to the development of communicative abilities. For that reason, we will dedicate this session to interaction and expression and value the importance to follow healthy habits as opposed to unhealthy ones.

1. Pre-Task: We will display ‘‘Plickers’’ on the interactive whiteboard and the different groups should answer the question using cards. Then, we will compare and evaluate the answer all together. We are going to speak about the importance of good hygiene, preserving food and health problems so we will introduce words and phrases useful for them.
2. Task-Cycle: We will prepare in groups a roleplay where they have to simulate a scene that they have chosen by chance. The role plays are aimed to work in values. We will give them some phrases and words to use during the performance as scaffolding.
 - A doctor consultation about a balanced diet.
 - Two classmates are annoying another one because of his/her physical appearance and another one protects his/her friend.
 - One member of a family does not want to wash their hand before eating, what can we do?
 - You have a toothache because you have been eating sweets the whole week. Your parents do not know about it and the dentist is going to speak with them. What do you purpose to your parents? What are they going to say?
 - You are PE teachers and you have to discuss how to promote exercise at school. You want to motivate your students providing good arguments to follow a healthy life style.
 - You are in the supermarket, because you are in charge of preparing a meal at home, but you want to offer healthy food. Make decisions.

Then, the performance of roleplays will take place.

3. Language Focus: We will read the papers given as scaffolding analysing their meaning.

4.10.7 Session 7: Session number 7 deals with sociocultural aspects. One of the objectives for the foreign language learning is to value the FL and other languages as means of communication and understanding among people from different backgrounds and cultures and as a tool for learning different contents. We will compare our Mediterranean breakfast against the one that a child from UK usually eats.

1. Pre-Task: We are going to watch a video, explaining a typical morning routine of a British child which includes how to make a British breakfast. Before watching this video, we will make predictions about what they think about it give them some options among which they have to choose one as a group.: We Love Food. 19 ene 2018, Kids Cooking Full English Breakfast. Retrieved from <https://www.youtube.com/watch?v=Jg0g3RdBJBs>
2. Task-Cycle: Then they are going to draw: ‘my own breakfast’ and the child’s breakfast which is mushrooms, eggs, oil, tomatoes, meat, beans and sausages; comparing both and looking for the differences and the similarities (appendix 7). They are going to show their breakfast to their mates and tell them about what they eat.
3. Language Focus: We will label our breakfast using the English dictionary.

3.10.8 Session 8: They have to create their final task about what they have learned during this didactic proposal to check their knowledge.

The setting is designed as the film “Charlie and the Chocolate Factory”. Each team will deliver the golden tickets and then they have two proofs: The first one as a pre-task where they will prepare and activate knowledge for the task and the task itself.

1. Pre-Task: We Will finish KWL chart that we start in session 3. They will review what they have already known, what they have wanted to know and we will complete the last part as a review before their final task: ‘What I have learnt’.
2. Task Cycle: This final task consists of creating a healthy snack plan for school where they have to draw different kind of food according with what they know their diet should include. They have a schedule from Monday to Friday and below the day of the week, they have to write what they can drink, the main plate and the dessert for two weeks. Moreover, the principal group of food of each day (appendix 8). They have to present their menu to the rest of the class.

3.10.9 Session 9:

Language Focus: They will analyse their proposal and others' one too as feedback to be aware of their knowledge before their self-assessment as an oral coevaluation.

The last session includes "Self-assessment" through a 'Bullseye' where they have to evaluate what they really have learnt colouring green or red depending on what they think they know. They are going to evaluate their own learning process (assessment section).

Moreover, we will use 'Kahoot' (assessment section) as a closing routine to evaluate this integrated didactic unit. Teachers get some information about their impressions that is useful for the following units.

3.11 Attention to diversity

The current educational laws for Primary Education in Andalusia lay down that schools will guarantee quality education for all pupils, irrespective of their personal characteristics and learning styles, which means that education system will provide every child with personalized attention according to circumstances.

Our planning will be realistic, flexible, focused on our particular group of students and their paces being aware of learners' abilities.

Organic Law of 29th December, 2020 which amends Organic Law of Education of 3rd May, 2006 (LOMLOE) establishes the basic curriculum for primary education, it states that at the stage of primary education, special emphasis will be put on pupils' mixed-abilities, individualized attention, prevention of learning difficulties and the implementation of support mechanisms as soon as those difficulties are detected. Flexibility affects every aspect involved in the teaching-learning process.

In our group, the general measures we are going to carry out to attend students taking into account these requirements and make provision to enable every child to participate effectively in the curriculum are the following ones:

- The creation of a cooperative atmosphere that improves the pupil's self-esteem, provide variety and amusement and reduces anxiety.
- We will use different kind of resources that students can access through sight, touch, sound, taste or smell, ICTs or digital materials and we will organize activities such as games, drama, exploring the environment to improve their participation.

- Considering the time that we dedicate to each activity in order to allow these students to complete the task satisfactory.
- Providing them with positive feedback, scaffolding and reinforcement by emphasizing their involvements rather than their achievements.

In Annex II of the Order of January 15th, 2021 is established that schools will elaborate a series of curricular and organizational measures for children with Special Educational Needs to have an activate participation in a meaningful and relevant set of learning experiences aimed at the achievement of the key competences and objectives for the area.

Besides as we mentioned, we will deal with a heterogeneous group where there is a boy showing Attention-Deficit Hyperactivity Disorder and a girl with visual impairment. We will offer appropriate educational attention to these students:

We will help the boy choosing a cooperative group with pupils who are calm and less nervous to help him to manage his impulsivity, creating a well-structured and motivating environment with clear routines and rules or incorporating physical movement into lessons, among others. On the other hand, the measures to take with the girl with a visual impairment are the followings: She will be seated in front of the class and we will let her enough time to complete activities taking into account that she will need some time to concentrate on activities and complete them properly, providing her with texts and materials printed with large letters.

Moreover, there are certain students in the classroom that also demand some specific attention.

- Extension: To give them activities, which are challenging and extended their knowledge and to provide them with opportunities for increase their learning by explaining concepts to weaker students as peer teaching.
- Reinforcement: To develop reinforcement and consolidation activities in order to assimilate key aspects of curricular contents which have not yet been achieved.

We will show some examples of these kind of activities (appendix 9). These worksheets are going to be sent by Google Classroom and they will be print too.

Finally, according to the Instruction 20/2022, 21st of July, 2021 of the general direction for educational planning and evaluation, on language and culture assistants we will count on a language assistant to reinforce communication at school. This figure will help us in session 1, 5, 6 about oral skills.

3.12 Assessment:

This section is devoted to explain the way in which we assess students' learning process and outcomes; and on the other hand, to evaluate our own intervention proposal.

The Order of 15th of January, 2021, lays out that assessment in Primary Education must be formative and with guiding character; it will be continuous and it will be immersed in the teaching and learning process of the students in order to detect the difficulties at the time they occur and in order to find out their causes and, consequently, we will adopt the necessary measures that allow students to continue and improve their process. Assessment will be criterial, the referents for the evaluation are the assessment criteria described in the Annex II of the Order just mentioned and it will be global, covering the entire range of abilities in the general objectives for Primary Education.

The legislation attaches special importance to initial assessment, consisting of the analysis of the pupils 'previous knowledge, personal record and circumstances early in the school year and at the beginning of a unit or session. The information gathered in this kind of assessment will set the starting point of the learning process. We will develop initial assessment by means of warming-up activities as our pre-tasks where we are going to observe their level of knowledge about what we are going to work; specially we want to highlight that we have prepared an initial assessment in session 3 with the strategy of KWL before introducing new vocabulary.

The assessment criteria have associated a series of standards which allow defining the results of the learning and specifying through actions what the students should know and know to do. Thus, to be able to assess those learning standards we will use a rubric that will show us the degree of acquisition that has been achieved divided into 4 different levels: Beginning, developing, accomplished and exemplary. According to Panadero and Jonsson (2013) rubrics can be defined as documents that list the assessment criteria giving details of the quality of achievement by levels which are describe in relation to each criterion previously cited.

Now, assessment criteria and assessable learning standards associated, are going to be shown as well as the rubrics we are going to use to assess contents (table 3). Moreover, it is created a fourth table that indicate when we are going to assess and how, describing the assessment tools used.

Assessment Criteria: NS. 02.02 To know the functioning of the organs and systems involved in the vital functions of the human body, pointing out their location and shape, acquiring healthy

life habits that allow the correct functioning of the body and the development of the mind, preventing diseases and accidents. CMCT, CAA, CSC, SIEP.

- NS.02.02.04. Recognizing healthy lifestyles and their effects on the care and maintenance of the different organs and systems.
- NS.02.02.05. Identifying and valuing healthy habits to prevent disease and maintains responsible behaviours.
- NS.02.02.06. Identifying and adopting habits of hygiene, care and rest.
- NS.02.02.07. Knowing and explaining the principles of balanced diets, identifying healthy practices to prevent and detect health risks.

LS	Beginning	Developing	Accomplished	Exemplary
NS.02.02.04.	The student does not recognize the features of a healthy lifestyle and their effects.	The student recognizes some features of healthy lifestyle and their effects.	The student recognizes the vast majority of the main features of healthy lifestyle and their effects.	The student recognizes the main features of healthy lifestyle and their effects.
NS.02.02.05.	The student does not show a responsible behavior.	The student shows an uncertain commitment to healthy habits.	The student shows a responsible behavior.	The student shows an exemplary responsible behavior.
NS.02.02.06.	The student hardly ever follows the steps of the check list.	The student sometimes follows the steps of the check list.	The student often follows the steps of the check list.	The student always follows the steps of the check list.
NS.02.02.07.	The student does not choose healthy food for a balanced menu.	The student creates a simple menu.	The student creates a good balanced menu.	The student creates an extremely well-balanced menu plan.

Table 3: Rubric to assess learning standards.

LS	Session	Assessment Tools	How?
NS.02.02.04.	6 th	Rubric	Performance Roleplay
NS.02.02.05.	9 th	Observation and Rubric	Oral Coevaluation
NS.02.02.06.	Everyday	Observation and Checklist in Classroom	Checklist
NS.02.02.07.	8 th	Rubric	Oral exposition of the healthy menu (final task)

Table 4: Assessment tools and timing.

In relation to the language, the main aim is that they enjoy learning the foreign language and let students expressing themselves. We are not going to be concentrated on accuracy. Errors are considered an integrated part of the teaching-learning process. However, we will make notes of errors trying to repeat the correct structure (reformulation) later. CLIL is not going to pay special attention to grammar, but it emphasizes on fluency. So that, we will provide our students with high quality feedback, scaffolding and insist on positive suggestions for improvement more than focusing on the wrong parts.

It is important to mention how Llinares, Morton and Whittaker (2012) and Bentley (2010) pointed out that appropriate scaffolding have to be provided in order to assess language. Not only during the classes but also in assessment tasks. For this reason, we will use a task-based approach providing our students with the language needed in a pre-task to perform the task-cycle. Besides, we will show and offer examples to make sure they understand.

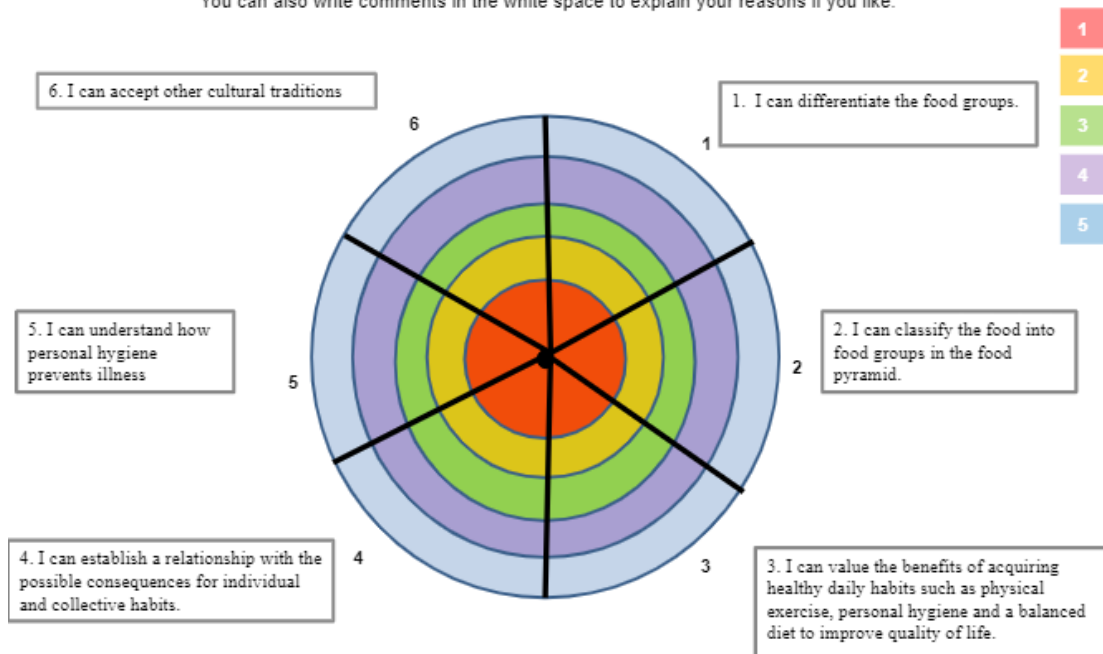
Apart from these rubrics, we will consider other assessment to assess the learning outcomes which are divided in two groups:

- Pupils'self-assessment: We will use a target-evaluation which is a visual approach in which students also learn about their own learning process when they self-asses. It is going to include the contents. Assessment is an integral part of the pupils' learning process aimed to check their progress in order to encourage to reflection and build up a positive classroom atmosphere to make learners see errors as a way of improving (figure 5).

TARGET EVALUATION OF CULTURAL EVENING

On a scale of 1 to 5 – where 1 is “Brilliant” and 5 “Poor” – please rate your experience of the training / session.

You can also write comments in the white space to explain your reasons if you like.



- Figure 5: Target evaluation for self-assessment. Source adapted from <https://tinyurl.com/y8rncndm>

- Teachers’ self-assessment: We need to carry out a process of self-assessment of our own planning and practice through the following questionnaire as an own creation (appendix 9).

<https://forms.gle/eivDWYBS9dSxkEm29>

This issue is supported by Royal Decree 157/2022, 1st of March, which states that teacher will assess the pupils’ learning, the teaching process and their own teaching practice. To achieve this, the didactic planning includes some standards of achievement:

- Students: Right measures to deal with mixed-abilities, active part in the process, taking into account students’ needs and suggestions...
- Assessment: Variety in assessment tools and instruments, students know their process...
- Materials and resources: The resources selected have a significant role in the development of the activities, the materials used are varied, the use of ICT is meaningful, attractive design that generates expectation...
- Planning: The tasks generate interest and motivation in pupils, the didactic unit present a balanced treatment of the linguistic skills...

- Organization: The planning of the sessions is adapted to the time available, activities are appropriate according to the space, use of classroom decoration as visual support of learning...

Through assessment, we can get to know what the student has learned and how effective and motivated is our way of teaching taking into account planning and methodology, resources and materials, students and organisation. After that, we can decide if our proposal should be modified or adapted since it is an essential tool to improve our classroom procedures.

However, teacher's assessment will not be completed if we do not take into consideration learners' opinions. So that, we will use the application 'Kahoot' as a closing routine in the last session of the unit to evaluate this didactic proposal in order to get some information about their impressions that is useful for the following units (appendix 10).

<https://create.kahoot.it/share/teacher-assessment/6b408cc0-9cc1-4d81-93ae-5c3fd4ec68ee>

4. FUTURE LINES OF RESEARCH AND DIFFICULTIES

The novelty of the methodology applied makes the generalization of some of the approaches introduced harder. However, there is a growth in the interest of these educational systems that lead to positive results (Bai and Huang, 2020). In addition, even though there are multiple revisions regarding the effectiveness of topics presented in this MA dissertation, some studies are still under revision because, as it has been said, the novelty of the topic, so further analysis should be conducted to validate the empirical application of this proposal. On this line, there is a lack in literature regarding the applicability of these techniques in Primary Education, specifically in Natural Science. Even though there are some articles cited on this dissertation that allude to this area, more studies should be conducted.

For that reason, one of the future lines proposed will be the validation of this didactic proposal into a classroom. With the aim of quantifying if there is a statistically significant academic improvement, comparing with another control class that won't be following this proposal. Also, to measure students motivation standardized validated questionnaires such as the "Cuestionario de Evaluación de la motivación académica para alumnos" (Saez, 2000) will be used as a way to empirically analysed whether this didactic proposal could make an impact.

Furthermore, activities developed as a part of the task-based approach introduced, could be also a good measure of program effectiveness due to the possibility of comparing exercise, students' commitment, cooperation in class, etc. by observation.

5. CONCLUSIONS

The unit and activities displayed focus on student-centered curriculum organized around a final task to develop the main aim, promoting both content and language as a dual-focused educational approach; the development of communicative competence.

Through our work with pupils, it is important that they understand above all that English is a tool that enables us to communicate. To achieve communicative competence in the foreign language we follow a communicative approach following the European Regulations in our legislative framework by means of activities and tasks, which are real-life tasks.

Socio-cultural aspects are important for communicative competence since it requires knowledge of traditions and values of the community of speakers. For this reason, it is impossible not to consider the sociocultural aspects when we are talking about language and we include them in one of our sessions of this didactic unit. Students need to know how they have to use the appropriate form of the language in a real-context, which is easier through the figure of the language assistant as a powerful resource that allow to grow up their language abilities offering oral practicing to develop their oral skills.

In fact, we must adapt theoretical foundations to our reality, so that our unit must consider students' interests, world experiences and needs which turns the teaching-learning process into a challenging experience open to changes.

Besides, we will keep in mind one of the most influential factors in the learning: motivation. The motivation that inspires the child to communicate linguistically with other peers, springs of a vital desire to express their ideas or feelings and a desire to dominate the environment. For this reason, we will show them the environment as attractive as possible and we will promote games and a variety of meaningful activities.

This structure responds to the cooperative learning. It is an educational approach, which aims to organize classroom activities into academic and social learning experiences. Students work together in order to accomplish shared goals. Everyone succeeds when the group succeeds. They maximize their own and each other's learning. On the other hand, it is important to stress the importance of contents referred to topics socially important to our community such as education for health, equality, selfcare, in this case, a sensible position towards this aspect.

As Steve Jobs said: 'The only way to do great work is to love what you do.' So we will do our best when we planning to achieve that pupils enjoy learning in order to achieve a great work.

As far as educational psychology is concerned, furthermore, instruction using TBL framework can be a possible alternative in providing learners with a more secure and supportive learning environment where learners have more opportunities to speak in small groups and have more cooperative activities minimising learners' self-comparison, anxiety, as well as enhancing their enjoyment in learning (Bao and Du, 2015).

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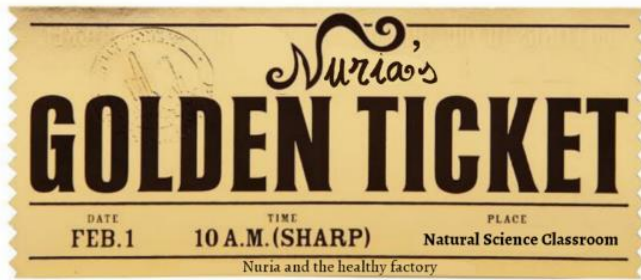
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7. APPENDIXES:

7.1 Appendix 1



7.2 Appendix 2

Augustus Gloop

caring rude friendly angry
handsome kind honest
wicked cross grumpy
polite wise bold helpful
unkind cruel charming
beautiful



ugly sly evil clever
nasty gentle pretty
horrible mean noble
scary smart cunning
happy shy brave calm

Can you write a paragraph about this character?

Willy Wonka

caring rude
ugly sly
handsome kind
gentle pretty
grumpy horrible
polite wise
scary smart
cruel charming
brave calm



friendly angry
evil clever
honest nasty
wicked cross
mean noble
bold helpful
cunning unkind
happy shy
beautiful

Mike Teavee

caring rude
ugly sly
handsome kind
gentle pretty
grumpy horrible
polite wise
scary smart
cruel charming
brave calm



friendly angry
evil clever
honest nasty
wicked cross
mean noble
bold helpful
cunning unkind
happy shy
beautiful

Charlie Bucket

caring rude
ugly sly
handsome kind
gentle pretty
grumpy horrible
polite wise
scary smart
cruel charming
brave calm



friendly angry
evil clever
honest nasty
wicked cross
mean noble
bold helpful
cunning unkind
happy shy
beautiful

Violet Beauregarde

div data-bbox="567 410 674 545" data-label="Text">

caring rude
ugly sly
handsome kind
gentle pretty
grumpy horrible
polite wise
scary smart
cruel charming
brave calm



friendly angry
evil clever
honest nasty
wicked cross
mean noble
bold helpful
cunning unkind
happy shy
beautiful

Veruca Salt

caring rude
ugly sly
handsome kind
gentle pretty
grumpy horrible
polite wise
scary smart
cruel charming
brave calm



friendly angry
evil clever
honest nasty
wicked cross
mean noble
bold helpful
cunning unkind
happy shy
beautiful

Image source: Twinkl

Appendix 3

Classroom x +
www.classroom/healthyhabitsdailychecklist/.com

Healthy habits checklist 



I wash my face when I get up ☒

I wash my hands before eating ☒ ☒ ☒ ☐ ☐

I brush my teeth after eating ☒ ☒ ☐ ☐

I choose healthy snacks such as fruits, vegetables, nuts ☒ ☐ ☐ ☐

I limited food with lots of sugar ☒ ☐ ☐ ☐

I ate slowly ☒ ☐ ☐ ☐

I drank 1L of water ☐ 

I did some exercise ☒

I had a positive thought ☒ ☒ ☒ ☐ ☐ ☐ ☐ ☐

I had a shower ☒

I stretched my back ☐ ☐ ☐ ☐ ☐

I sleep 7-9 hours ☒





Source: My own creation

7.4 Appendix 4

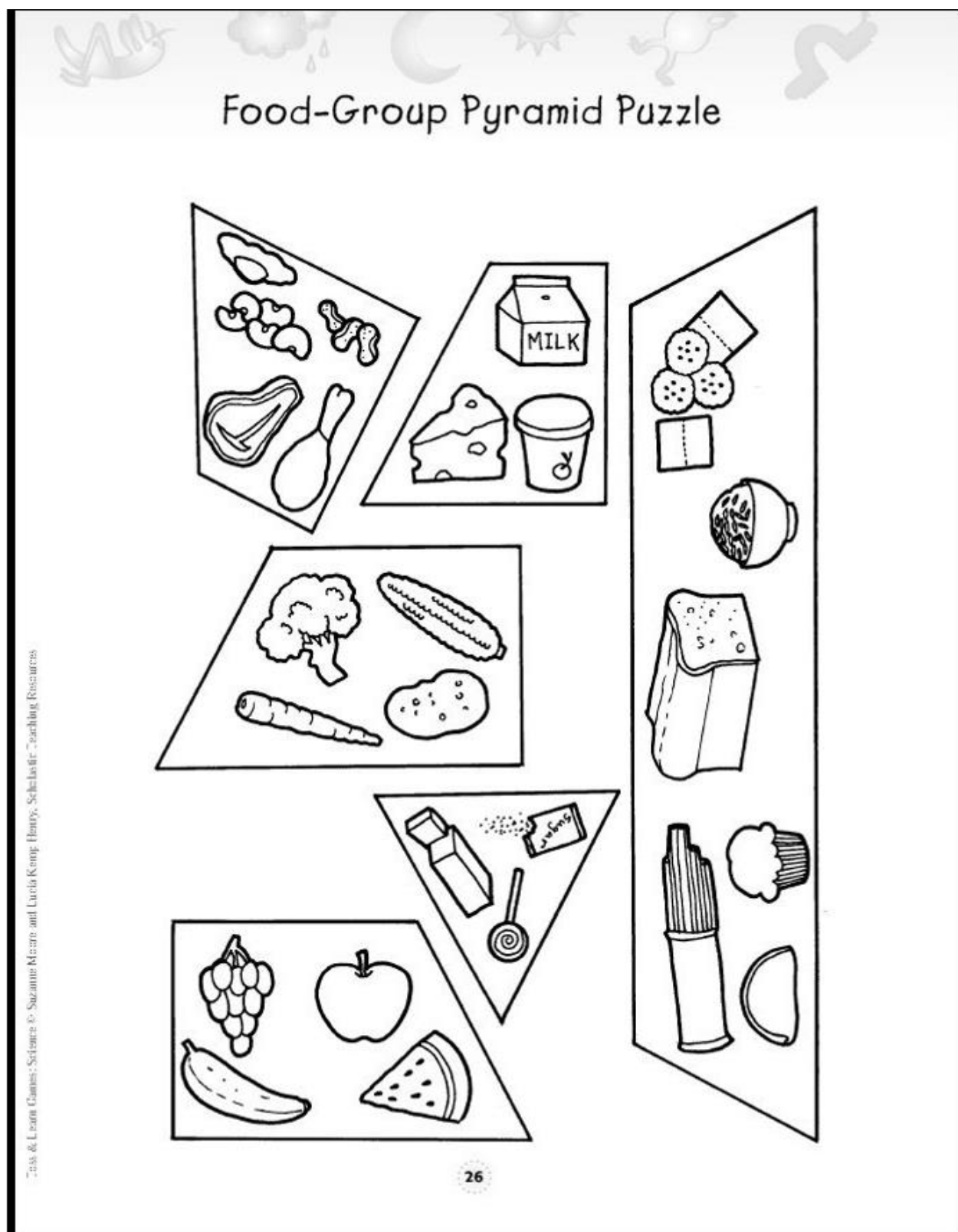


Image source: Pinterest

7.5 Appendix 5

COMPLETE THE INFORMATION

1. What does fats mean?

A source of energy. There are good and bad fats.

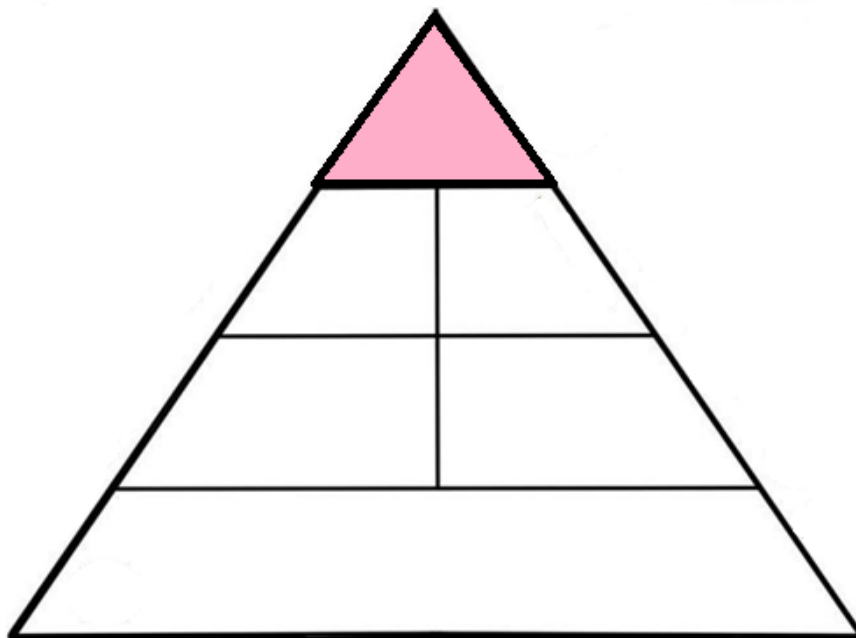
2. Which food is included in that group?

For example, sweets, oils, candies, butter, cakes...

3. How amount of food of this group that we should eat every day?

Small amount occasionally.

Which position is taken up by them in the pyramid? (From the bottom). Color the gap according to your group.



Source: My own creation

7.6 Appendix 6:

IN MY LUNCHBOX I HAVE GOT...

READ AND MATCH.

IN MY LUNCHBOX I HAVE
GOT AN APPLE, A
SANDWICH, ORANGE
JUICE AND BANANAS.



IN MY LUNCHBOX I HAVE
GOT AN APPLE, A BANANA
AND MILK.



IN MY LUNCHBOX I HAVE
GOT A SANDWICH,
SAUSAGES AND CARROTS.



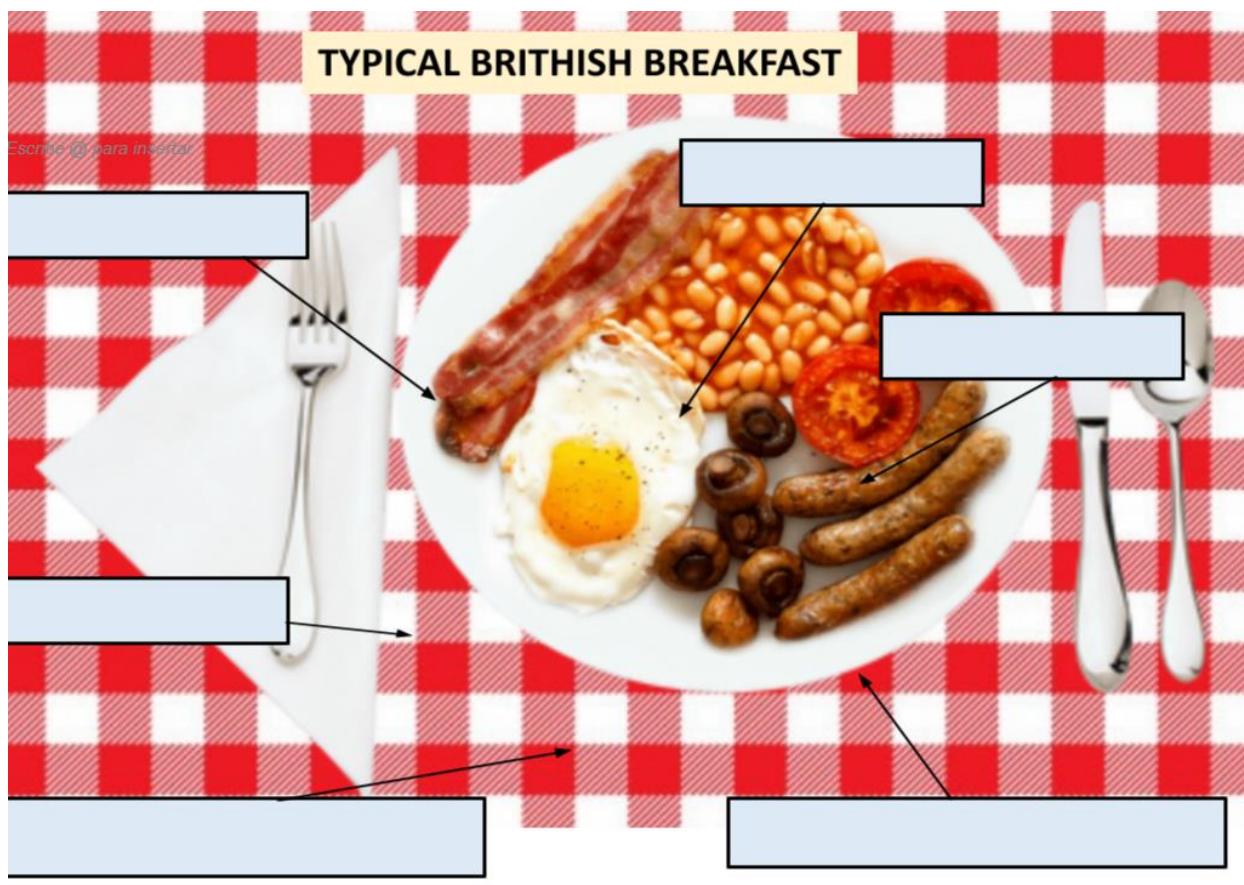
IN MY LUNCHBOX I HAVE
GOT AN APPLE, A BANANA,
YOGURT AND A
SANDWICH.



IN MY LUNCHBOX I HAVE
GOT A SANDWICH, AN
APPLE AND ORANGE JUICE.



7.7 Appendix 7:



Source: My own creation

7.8 Appendix 8:

WEEK 1				
LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
Drink	Drink	Drink	Drink	Drink
Meal <i>Escribe @ para insertar</i>	Meal	Meal	Meal	Meal
Dessert	Dessert	Dessert	Dessert	Dessert
Food group:				
WEEK 2				
LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
Drink	Drink	Drink	Drink	Drink
Meal	Meal	Meal	Meal	Meal
Dessert	Dessert	Dessert	Dessert	Dessert
Food group:				

Source: My own creation

7.9 Appendix 9:

Healthy Habits

Grade 2

1. What is one thing you can do to stay healthy?

a. Exercise

b. eat junk food

c. watch t.v.

2. Which one is not a healthy food?



3. Which is one way you can exercise?



Label the Food Pyramid.

Grains & Cereals

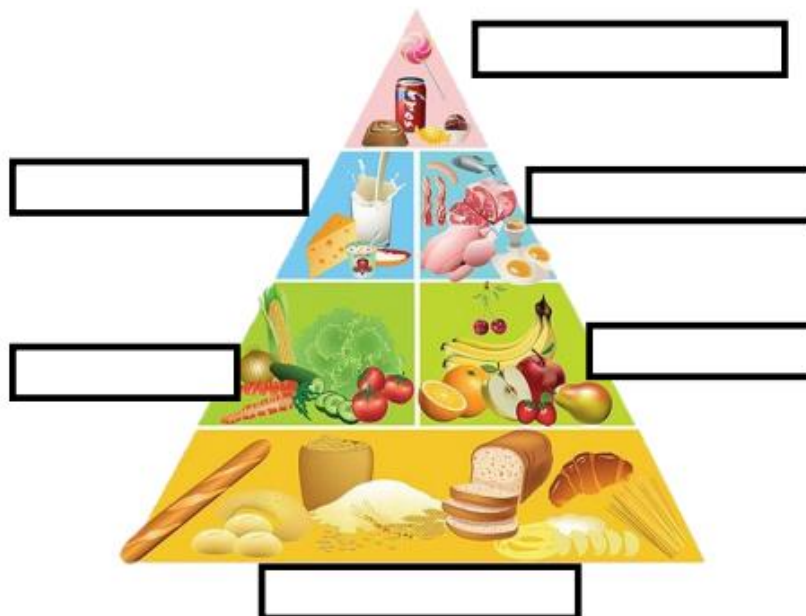
Fruits

Dairy

Vegetables

Fats, Oils & Sweets

Protein





HEALTHY OR UNHEALTHY?

Healthy

Unhealthy

- | | | | |
|----|----------------------------------|--------------------------|--------------------------|
| 1 | I brush my teeth every day.----- | ☐ | ☐ |
| 2 | I play video games often.----- | ☐ | ☐ |
| 3 | I don't drink water.----- | ☐ | ☐ |
| 4 | I walk my dog.----- | ☐ | ☐ |
| 5 | I go to bed early.----- | ☐ | ☐ |
| 6 | I eat junk food.----- | ☐ | ☐ |
| 7 | I ride my bike.----- | ☐ | ☐ |
| 8 | I eat a lot of cookies.----- | ☐ | ☐ |
| 9 | I don't sleep well.----- | ☐ | ☐ |
| 10 | I wash my hands well.----- | ☐ | ☐ |
| 11 | I stay up late.----- | ☐ | ☐ |
| 12 | I play golf.----- | ☐ | ☐ |
| 13 | I practice yoga.----- | ☐ | ☐ |
| 14 | I don't eat sugar.----- | ☐ | ☐ |



 **LIVEWORKSHEETS**

Image source: Liveworksheet

7.10 Appendix 10:



Teacher self-assessment

 ndovalm@gmail.com (no compartidos) [Cambiar de cuenta](#) 

*Obligatorio

Subject *

Tu respuesta

Name of the unit *

Tu respuesta

Attention to diversity

	Not enough	Improvable	Quite well	Very well	Exemplary
Measures	☐	☐	☐	☐	☐

Variety of...

	Not enough	Improvable	Quite well	Very well	Exemplary
Assessment tools	☐	☐	☐	☐	☐
Materials and resources	☐	☐	☐	☐	☐

Planning

	Yes	No
They know what I am asking for at the end of the unit.	☐	☐
I encourage the interest in the subject.	☐	☐
I have stick to the time framework.	☐	☐
I facilitate appropriate scaffolding.	☐	☐
I establish a relationship between previous and new knowledge,	☐	☐
I have organized a variety of tasks.	☐	☐
We have used the ICT.	☐	☐
I have created a comfortable atmosphere.	☐	☐

Contents and language

	Disagree	Neutral	Agree
Students fulfill successfully the tasks.	☐	☐	☐
They interact with fluency	☐	☐	☐
They work together.	☐	☐	☐
They are not afraid of errors	☐	☐	☐
They learn new vocabulary	☐	☐	☐

Any replaceable tasks?

Tu respuesta

How could you improve the didactic proposal?

Tu respuesta

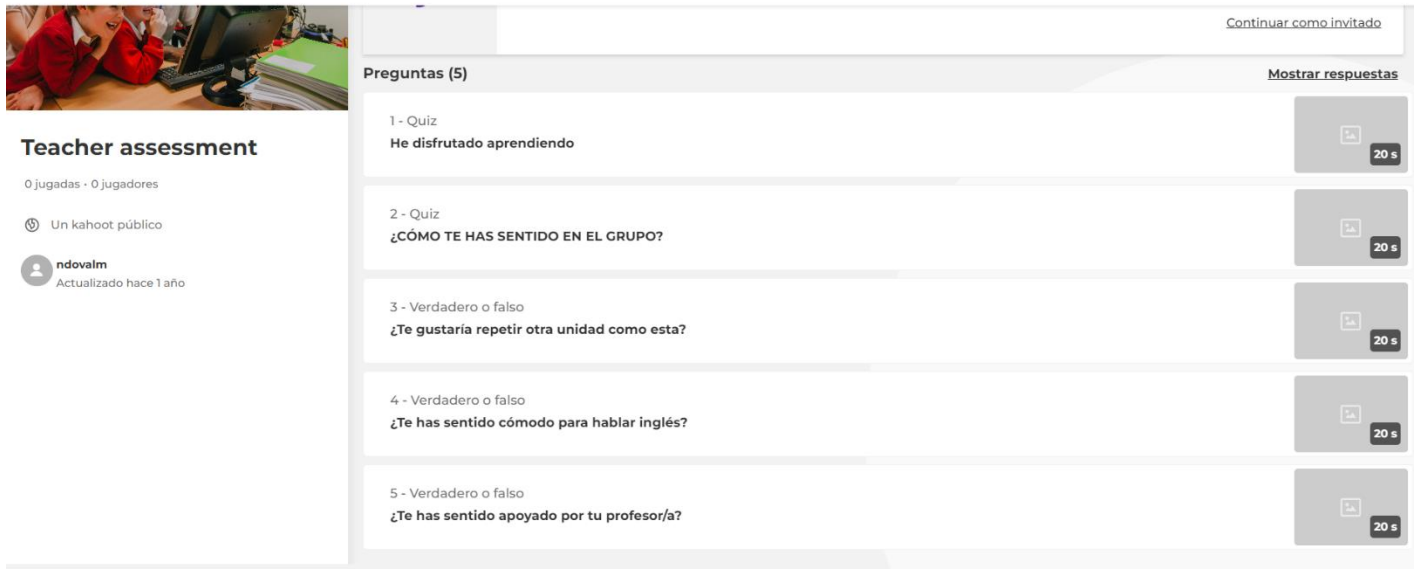
Enviar

Borrar formulario

Source: My own creation

7.11 Appendix 11:

Kahoot!



The screenshot shows a Kahoot! quiz interface. On the left, a sidebar displays the quiz title 'Teacher assessment', the number of games (0) and players (0), and the creator's name 'ndovalm' with a profile picture. The main area shows five questions. Each question is followed by a 'Mostrar respuestas' button and a '20 s' timer. The questions are:

- 1 - Quiz: He disfrutado aprendiendo
- 2 - Quiz: ¿CÓMO TE HAS SENTIDO EN EL GRUPO?
- 3 - Verdadero o falso: ¿Te gustaría repetir otra unidad como esta?
- 4 - Verdadero o falso: ¿Te has sentido cómodo para hablar inglés?
- 5 - Verdadero o falso: ¿Te has sentido apoyado por tu profesor/a?

Source: My own creation