

**Master's Dissertation/
Trabajo Fin de Máster**

**COMBINING THE RIGHT
INGREDIENTS FOR THE PERFECT
CLIL RECIPE: A DIDACTIC
PROPOSAL FOR PRIMARY
EDUCATION**

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ABSTRACT

Content and Language Integrated Learning (CLIL) has been adopted in Europe in the last decade of the twenty-first century as the main approach to bilingual education. The implementation of this bilingual education model has not only had an impact on foreign language teaching, but has also provoked a remarkable transformation of schools. The highly contextualized nature of this approach has led to a wide variety of models under the CLIL acronym, and more often than not the definition and characterization of what it should look like in practice is quite arduous. The aim of this MA thesis is to provide a detailed overview of the theoretical underpinnings of this approach in order to apply this knowledge in the design of a didactic proposal that fits in a particular context (in this case, Castilla-La Mancha) and contains all the right ingredients to make it the best possible CLIL recipe.

Key words: CLIL, methodology, didactic proposal, Castilla-La Mancha.

RESUMEN

El Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) ha tenido una gran acogida en Europa durante la última década del s. XX como el enfoque principal utilizado en enseñanza bilingüe. La puesta en marcha de este modelo educativo no solamente ha tenido un impacto en la enseñanza de idiomas, sino que también ha supuesto una transformación significativa de los centros escolares. La naturaleza altamente contextualizada de este enfoque ha traído consigo la existencia de una gran variedad de modelos incluidos dentro del término AICLE, algo que a menudo dificulta que exista una delimitación clara de cómo este enfoque se traduce realmente en la práctica educativa. El objetivo del presente trabajo es proporcionar un estudio detallado de todos los fundamentos teóricos de AICLE con el fin de aplicar este conocimiento en el diseño de una propuesta didáctica adaptada a un contexto específico (Castilla-La Mancha en este caso) y que reúna todos los ingredientes que nos permitan conseguir la mejor receta CLIL.

Palabras clave: CLIL, metodología, propuesta didáctica, Castilla-La Mancha.

1. INTRODUCTION

During the last two decades it seems that European countries have been trying to find the perfect recipe to address the area of foreign language teaching. The implementation of CLIL (Content and Language Integrated Learning) or AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) programmes (as they are known in Spain) in our continent in the last two decades has probably been the best attempt to find this perfect formula for foreign language enhancement. Since the first CLIL projects appeared, its use has expanded as a “growth industry” (Marsh, 2002, p. 59). In fact, there are some authors that consider CLIL “the European label for bilingual education” (Lorenzo, 2007, p. 28), and claim that these types of dual-focused educational projects are strongly European-oriented (Wolf, 2005).

It is undeniable that there is a clear necessity in our continent to raise the standards of foreign language proficiency. The European Commission (1995), who promotes language learning and linguistic diversity across Europe, has been working with national governments to pursue an ambitious objective: to give young citizens the opportunity to learn and speak at least two foreign languages apart from their mother tongue. This goal has again been emphasized in December 2017 under the argument that “language competences are indispensable for mobility, cooperation and mutual understanding across borders” (The European Commission, 2018, p. 2).

According to some researchers, the traditional approach to learning a second language “is not bearing the expected fruits” (Lasagabaster and Sierra, 2009, p. 367) to achieve the above-mentioned goals established by Europe, and they assume the idea that an increase in the instruction time does not necessarily lead to a better learning of the language. In this scenario, CLIL is the best answer to expose students to the foreign language without investing additional time in the curriculum. This educational approach involves the teaching of content areas (traditionally taught in students’ native language) using a foreign language as a tool to have access to that content. In addition, as Mehisto (2009) states, CLIL constitutes a motor of reform for schools, due to the necessity to rethink the way they are operating. Traditional foreign language teaching does not contribute in any way to the success of any of the proposals that CLIL aims to achieve: students’ linguistic and cognitive development, meaningful learning, learner autonomy and self-esteem, enhancement of communicative competence in the target language, or development of positive attitudes towards the L2, among others.

However, this poses a significant challenge for schools, because they have to undertake a profound transformation, and more often than not, without having the necessary resources, information and training to do it successfully. This fact conforms one of the CLIL controversies that will be discussed subsequently in this dissertation, and it is related to the necessity of identifying “representative pedagogical practices” (Bruton, 2011a, p. 5) and describing what exactly CLIL “looks like in practice” (Bruton, 2011b, p. 254). This is precisely the aim of this MA dissertation: to provide the necessary knowledge of how CLIL operates both in theory and practice in order to obtain the whole picture of this educational approach.

On the other hand, it has been documented that CLIL research in Castilla-La Mancha is scarce (Nieto Moreno de Diezmas, 2016a) and, as far as resources and materials are concerned, the region does not possess an online bank of resources, as is the case in Andalusia. It is for this reason that this dissertation aims to present a didactic proposal that can serve as a reference of practical implementation of this bilingual approach in this monolingual community.

In terms of structure, this thesis is divided into two main sections. In the first part of this dissertation we will explore the theoretical underpinnings of CLIL. To begin with, we will attempt to define Content and Language Integrated Learning by examining its origins and comparing those to the distinct characteristics that this approach offers. We will then analyze the benefits and drawbacks of this type of education. After this, a special mention will be made to the controversy that has arisen in CLIL in terms of its definition, implementation and research. Subsequently, we will go into more detail, describing the core features of this approach, as this information will be of great importance to design an appropriate lesson plan. The final section of this part will focus on providing the necessary information as regards bilingual education in the region of Castilla-La Mancha, as this is the monolingual community in which we will attempt to develop our practical proposal.

The second section of this dissertation will be devoted to presenting a CLIL practical implementation for a particular class group, showing in practice all the theoretical considerations previously presented and analyzed. The idea is to combine the different ingredients that may be found under the Content and Language Integrating Language construct, with the intention of creating the perfect CLIL recipe, full of genuine and unique ingredients, designed to fit within the particular features of the context where it will be implemented. Almost all the materials that will be presented,

have been originally designed in order to make the most of this CLIL learning experience.

As far as the structure is concerned, we will start by providing a description of the context where this didactic proposal will be implemented, as well as justifying the pertinence of the topic selected. This will be followed by the specification of the objectives, contents and competences that students will enhance during the development of the lesson plan. Other aspects such as the timing, the student-centered methodological strategies (flipped classroom, cooperative work, multiple intelligences or task-based learning), the materials and the evaluation criteria will also be presented in detail. Finally, a step-by-step planning with a detailed explanation of each session, the activities and the presentation of the originally designed materials will be provided as well.

The final considerations and personal appraisal will be drawn in the last part of this dissertation, which will be followed by the bibliographical references consulted to develop this dissertation and the annexes.

2. THEORETICAL FRAMEWORK.

2.1. Definition

The term CLIL was coined in Europe in 1994 and introduced in 1996 by UNICOM (Fortanet-Gómez and Ruiz-Garrido, 2009; Marsh, 2006). Ball (2013) analyzes five accepted definitions of this approach that clearly help to comprehend the nature and the most significant features of this approach.

The first definition attempted by the European Commission itself describes CLIL as an educational model in which pupils are taught a content subject through the medium of a foreign language (CLIL as a construct). It also documents how CLIL, without investing extra time in the curriculum, provides students with more exposure to the target language (Ball, 2013).

In another definition, Marsh (2002) makes reference to the dual-focused nature of CLIL, where students can have access to a particular content subject while learning a foreign language at the same time, something Ball interprets as “killing two birds with one stone” (Ball, 2013, p. 2).

On the other hand, Graddol (2006) adds another key aspect in the definition of CLIL:

CLIL is an approach to bilingual education in which both curriculum content – such as Science or Geography- and English are taught together. It differs from simple English-medium education in that the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study. Hence, it is a means of teaching curriculum subjects through the medium of a language still being learned, providing the necessary language support alongside the subject specialism. (p. 85).

According to Ball (2006), this implies a methodological change on the part of teachers, adopting a student-centered pedagogical style, aimed at enhancing the understanding of content and cognitive ability, and making the necessary adaptations of the teaching materials. He also points out the fact that CLIL can perfectly work with different types of students, and it is not an education model for the elite, as other scholars have claimed (Paran, 2013; Bruton, 2013) without basing their assumptions on contrasted empirical and reliable research.

Then, we need to add a motivational component to complete the definition of CLIL. Authors such as Marsh, Marsland, and Stenberg (2001) state that CLIL uses languages to learn content, and this creates a desire to learn in the student. According to Ball (2006), this provides a reason to learn the language, and because the focus of assessment is placed on the content, it gives students a feeling of real achievement.

Finally, Coyle defines CLIL establishing that its main difference with respect to other forms of bilingual education is “the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (Coyle, 2002, p. 45). This is known as the 4Cs framework, and it is precisely the result of the interrelation and integration of these elements what leads to effective CLIL practice (Coyle et al., 2010).

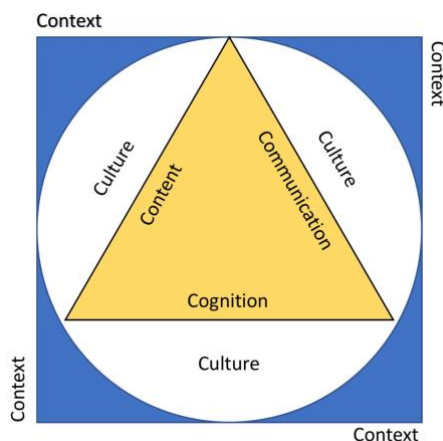


Figure 1. The 4cs framework for CLIL (Coyle et al., 2010, p. 55)

Although we have attempted to define this bilingual approach by analyzing and comparing several definitions, there is a wide variety of teaching models that are identified under the CLIL terminology. It is for this reason that CLIL is “commonly perceived as a flexible operational framework for language instruction, with a heterogeneity of prototypical models and application options available for different contexts and pedagogical needs” (Dueñas, 2004, p. 75).

When trying to answer the question of “How do you know if you are CLIL-ing?” Ball (2009) makes a distinction between strong (content-driven) and weak (language-driven) CLIL (also labeled hard and soft CLIL). The first model focuses on the subject content; that is to say, the foreign language is used as a medium of instruction to teach other subject areas. This hard version of CLIL is precisely the model we will adopt for our didactic proposal, since we will design a Science lesson plan using English as the

vehicle of communication. On the other hand, soft CLIL centers its attention on enhancing the foreign language, and the content will be considered as a secondary aim.

2.2. Predecessors

We have already provided a theoretical approximation of the term CLIL, and now we will try to describe its origins to better understand the form and shape that it has adopted in our country.

According to Marsh (2002), Content and Language Integrated Learning emerges in the 1990s as a “European solution to a European need” (p.11) and its implementation has been increasing as “a growth industry” (Marsh, 2002, p. 59) to the point that it has embedded itself in mainstream education throughout the different educational levels (Marsh, 2002, p. 2005). Some scholars even consider teaching through one language as “second rate” education (Lorenzo, 2007, p. 35).

But what are the origins of this popular bilingual education approach? In a comprehensive and explanatory article, Pérez Cañado (2012) analyses the precedents of CLIL: Canadian immersion, North American bilingual education, and European international schools. She highlights the favorable outcomes of these programs, describes the main characteristics of each one, and also examines the distinctive features that CLIL presents as opposed to its precursors.

Let us start by looking at the positive results. Concerning the effects of French immersion in Montreal (supported by an important research literature), these have been “extremely revealing for the design and implementation of programmes in Europe” (Perez-Vidal, 2007, p. 44).

As for North American bilingual education, Pérez Cañado (2012) enumerates the success of this model at different levels:

- ✓ Increase of target language exposure.
- ✓ Satisfactory students’ outcomes in relation to the content subject taught in the L2.
- ✓ No student difficulties in their native language.
- ✓ Cognitive advantages with transfer across languages.
- ✓ Development of positive attitudes towards the L2.

In terms of productive skills, however, the results are not as prosperous as with receptive skills, and grammatical competence and vocabulary knowledge have also been encountered as weak areas in these programs (Navés, 2009).

Finally, although supported by more modest pieces of research (if compared to North America), European International Schools have been demonstrated (main studies carried out by Beatens Beardsmore and collaborators) to outperform Canadian immersion programs (Wode, 1999).

Thus, if we take into account the satisfactory results of the programs mentioned above, it could be affirmed “bilingual education is good for education” (Marsh 2002, p. 70). However, we must bear in mind that such programs are developed in a particular context and for this reason it is difficult to transfer them to the European scenario (Marsh, 2002; Wolff, 2002). “Rooted in the linguistic needs of the EU”(Muñoz, 2007 in Pérez Cañado, 2012, p. 318) CLIL is regarded as “the European label for bilingual education (Lorenzo, 2007, p. 28) and it has its own distinctive aspects:

- ✓ Although language is taught in CLIL, exposure to the foreign language is less than in immersion programs.
- ✓ The main objective is to achieve a functional competence and not a native-like command (Muñoz, 2002) and to increase European mobility (Jaime Muñoz, 2007)
- ✓ Lesser L2 proficiency of teachers.
- ✓ Later start age in CLIL programs.
- ✓ Use of adapted materials.
- ✓ Less presence of immigrant students (Lasagabaster and Sierra, 2010).

Considering such differences, CLIL is not “a mere offshoot of other types of bilingual programs, but an increasingly acknowledged trend in foreign language teaching” (Pérez Cañado, 2012, p. 319) or in Lorenzo’s words “a successful attempt at language and social change in 21st century Europe” (2007, p. 27).

2.3. Strengths and shortcomings

Having traced the origins and predecessors of the current European approach to bilingual education, it is time to analyze the benefits it has generated in the educational scene. In a time where foreign language teaching was not providing the expected results (Lasagabaster and Sierra, 2009), “CLIL has been embraced as a possible lever for change and success” (Pérez Cañado 2013, p. 13), and it “has become an important tool in supporting the achievement of the European Commission’s objective of improving the foreign language proficiency of its citizens” (Lasagabaster and Sierra, 2009, p. 15).

The benefits of this approach are largely documented. Pérez Cañado (2013), basing her work on a detailed literature review (Marsh and Langé, 2000a; Madrid and García Sánchez, 2001; Coyle, 2002, 2006, 2008, 2009a, 2009b, 2010; Marsh, 2002, 2008; Wolff, 2003; Brown, 2004) enumerates the strengths of content and language integrated learning in different areas:

- ✓ Linguistically, CLIL increases the exposure to the second language without negatively affecting the development of the L1. It also enhances the acquisition of specific vocabulary and procures higher opportunities for communication and interaction in the class, similar to what students could encounter in real life.
- ✓ As far as content is concerned, CLIL does not weaken students' content knowledge, nor is it harmful for first language learning (Cummins, 1999).
- ✓ On the learning dimension, CLIL provides students with the perfect context to improve language acquisition and meaningful learning. This is accomplished through the use of demanding communicative tasks that require the negotiation of meaning among other skills and that have an impact on students' cognitive skills, enhancing their ability to solve problems and work collaboratively.
- ✓ Regarding teachers, CLIL provides a stimulating challenge, where they adopt the new role of facilitators and innovators, opening their classrooms to new forms of pedagogical practice and student-centered methodologies.
- ✓ Taking into account the volitional effects of CLIL, motivation is a key aspect that is enhanced through the practice of this approach, and students usually develop positive attitudes and more confidence towards both L1 and L2.
- ✓ In social terms, CLIL promotes inclusion by giving all types of students the opportunity of L2 linguistic development.
- ✓ It also promotes the development of students' intercultural communicative competence, by raising awareness and understanding towards other cultures.
- ✓ Finally, CLIL is regarded as an approach that facilitates students' internalization and EU integration, which will have an effect on their future studies and working opportunities.

Notwithstanding that the benefits above mentioned may surpass the possible hurdles, there are scholars (Dickey, 2004; Mehisto et al., 2008; Lasagabaster, 2008; Ruiz de Zarobe, 2008) that have identified a series of obstacles related to the implementation of CLIL:

- ✓ Since this approach is relatively new, it is difficult for teachers to follow a reference model, and more often than not this leads to the creation of misconstrued perceptions and false myths among teachers. In addition to this, the low qualification of teachers, together with the lack of support and training opportunities, continues to be one of the most considerable obstacles, not to mention the considerable workload and coordination time that CLIL demands.
- ✓ As for the students, CLIL “poses a greater cognitive challenge” (Pérez Cañado, 2013, p. 19), and this can demotivate and confuse them, which will have a negative impact on their confidence.
- ✓ Regarding content, there are some researchers (cf. Pérez Cañado, 2013) that affirm that it can be altered and reduced, and too much focus on area teaching may debilitate the development of formal foreign language teaching and the L1.
- ✓ The lack of published content materials constitutes another downside of CLIL. Teachers face with the challenge of designing their own materials, and together with this, they may encounter difficulties when implementing innovative methodologies they are not familiar with.
- ✓ Finally, the area of evaluation is not less complex, since the answers to what, how and with what focus we should evaluate content and language are still pending.

2.4 The CLIL controversy

Since CLIL was originally implemented in Europe, the evolution that it has undertaken has led to what Pérez Cañado (2016, p. 11) defines as “the CLIL controversy”. During its first years, this approach was regarded as “a lever for change and success in language learning” (Pérez Cañado and Ráez Padilla, 2015, p. 1) or as “the ultimate opportunity to practice and improve a foreign language” (Pérez-Vidal, 2013, p. 59). Nonetheless, this excitement has been called into question in the last decade, when scholars have focused more “on the problematic issues of CLIL” (Pérez Cañado, 2016, p. 11). This has provided a route to contradictory opinions about aspects related to CLIL characterization, implementation and research that will be discussed in the following subsections.

2.4.1 The controversy in CLIL characterization

Initially, the most common tendency consisted in identifying the characteristics of CLIL by distinguishing them from other types of bilingual education. Scholars at this

point (Lasagabaster and Sierra, 2009; Pérez Cañado, 2012; Pérez-Vidal, 2013; Dalton-Puffer, Llinares, Lorenzo & Nikula, 2014) defined CLIL as a distinctive approach and not as an adjunct to other types of immersion programs.

Years later, other researchers (Cenoz et al., 2013; Somers and Surmont, 2010, Cenoz and Ruiz de Zarobe, 2015) have called into question this restrictive view of CLIL and have proffered the similarities between CLIL, immersion, and Content-Based Instruction (CBI) and they have favored a more inclusive and integrative definition of Content and Language Integrated Learning (Pérez Cañado, 2013). For example, Somers and Surmont (2010) or Cenoz et al (2013) have emphasized the similarities between CLIL and immersion attending to the following aspects:

	Similarities between CLIL and Immersion
Foreign language employed	✓ Immersion, just like CLIL, often incorporates target languages that are not part of students' contexts. ✓ CLIL programs are also employed to teach regional official languages in some communities (as it occurs in immersion)
Methodology	✓ Both programs integrate content and language (Cenoz, 2013), so they are an instance of content-driven approaches (Pérez Cañado, 2016)
Linguistic proficiency aimed	✓ Students: advanced functional proficiency ✓ Teachers: in both, they are not expected to be native speakers
Starting age	✓ Middle and late immersion programs coexist with early CLIL ones
Materials	✓ Originally designed or adapted in both bilingual programs (Somers and Surmont, 2010; Cenoz et al., 2013)

Table 1. Similarities between CLIL and Immersion (originally designed based on Pérez Cañado, 2013).

If we focus now on CLIL and CBI, scholars such as Ruiz de Zarobe state that they “can be considered synonymous” (2008, p. 61) with the only difference being the

place where they are implemented (CLIL in Europe and CBI in the USA and Canada), that is to say, “the specific educational contexts where the programmes take place” (Cenoz, 2015, p. 22).

As a consequence, “a much broader, all-encompassing view of CLIL is now proposed” (Pérez Cañado, 2016, p. 13), and it is defined as an “umbrella construct” (Cenoz et al., 2013, p.13) or “blanket term” (Ibid, p. 5), where a diversity of formats can be included within it and their results are shared so that teachers and researchers can mutually learn from each other.

2.4.2. The controversy in CLIL implementation

If it was difficult to formulate a definition of CLIL, its implementation is not less ambiguous and it has led to the existence of a wide variety of models which depend on operating factors (Coyle et al., 2010), environmental parameters (Wolf, 2005) or variables that intervene in what Rimmer (2009, p. 4) terms “the CLIL mix” (degree and depth of content, L1/L2 balance, involvement of subject specialist and presence of CLIL within the curriculum). For some authors, this diversity of models does not favor a coherent evolution of this approach (Pérez Cañado, 2016). However, there is little agreement on this, and other researchers (Wolf, 2005; Coyle & Baetens-Beardsmore, 2007; Lasabagaster, 2008) see this broad array of CLIL versions as an opportunity to accommodate the linguistic diversity of the European landscape (Perez Cañado, 2016). As Dickey (2004, p. 13) states, CLIL is like “a blanket on a large bed shared by many children, each pulling in their own direction”. Nevertheless, we are still in need of discovering what CLIL looks like in practice (Bruton, 2011b), something we will try to achieve through the didactic proposal that will be presented subsequently.

Another controversy related to CLIL implementation has to do with egalitarianism. While there are scholars who maintain that CLIL promotes inclusion and equity (Marsh, 2002; Coyle et al., 2010), others talk about the self-selection in CLIL strands (Mehisto, 2007; Bruton, 2011a, 2011b, 2013, 2015; Paran, 2013) and indicate how this fact favors elitism.

2.4.3. The controversy in CLIL research

The area of research has also shown a controverted evolution in CLIL. Initially, research mostly focused on all the positive aspects of this approach (Marsh & Langé, 2000; Madrid & García Sanchez, 2001; Coyle, 2002, 2006, 2008, 2009a, 2009b, 2010), something that Cenoz et al. (2013, p. 14) identify as “the bandwagon effect” (the rate

of positive beliefs towards CLIL increases more just because other scholars share the same attitudes). However, in the past few years, a pessimistic vision of CLIL has emerged in the research field, questioning the effects of this approach (Cabezas Cabello, 2010; Bruton, 2011a, 2011b, 2013, 2015; Paran, 2013) and the reliability of the studied previously conducted (Pérez Cañado, 2011, 2012; Bruton, 2011a, 2011b, 2013, 2015; Paran, 2013; Pérez Cañado & Ráez Padilla, 2015). The main conclusions are:

- ✓ Research should ensure homogeneity of control and experimental groups.
- ✓ Need of more longitudinal studies to study outcomes after a longer teaching period.
- ✓ Use of statistical analysis in order to ensure the validity of results.

2.5. Core features of CLIL

According to Madrid and Pérez Cañado (2012), there are several aspects that characterize CLIL. The aim of this section is to explore these characteristics in order to better understand the components that our didactic proposal will need to include to conform an appropriate pedagogical plan.

2.5.1 Theory of language

In CLIL, language is contemplated as a vehicle to access and learn the subject content; it is the instrument that students use to cope with the content they are learning and to communicate. Fluency is more important than accuracy, although formal language instruction is still important in CLIL (Madrid and Pérez Cañado, 2012). In the words of Dalton-Puffer et al. (2014, p. 215), “CLIL does not happen instead of foreign language teaching but alongside it”.

Following this idea, in any CLIL setting, learners will be able to learn both academic language needed to access the content area, and basic communication language required for classroom activities and instructions, and social interaction. This is what Cummins (1999) terms BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency), and they will be addressed simultaneously through CLIL implementation (Madrid and Pérez Cañado, 2012).

Authors such as Short, Vogt and Echevarría (2011) highlight the importance of developing students' CALP, as this will enhance their performance levels.

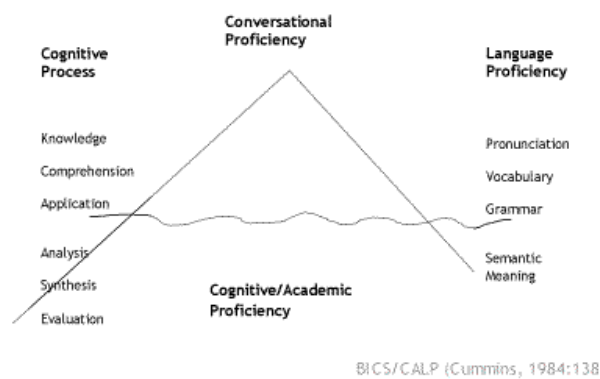


Figure 2. Cummins's “Iceberg” model of BICS and CALP (Cummins, 1984, p. 138)

Besides, Coyle et al. (2010) interpret the relation between language and learning in what they term Language Triptych (cf. Fig. 3).

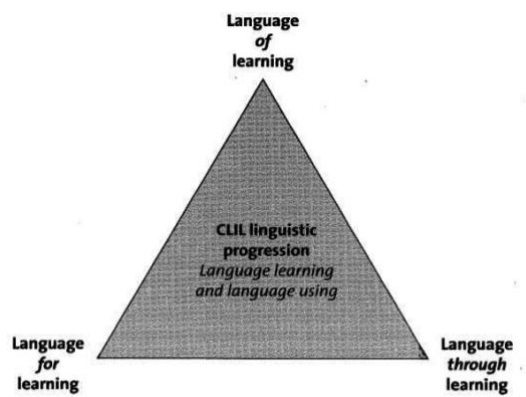


Figure 3. The language Triptych (Coyle, Hood and Marsh, 2010, p. 36)

The language of learning refers to “an analysis of the language needed for learners to access basic concepts and skills relating to the subject theme or topic” (Coyle et al. 2010, p. 37). It essentially conforms the language related to the content. On the other hand, the language for learning is “the kind of language needed to operate in a foreign language environment (Ibid, p. 37)

Finally, the language through learning “has to do with capturing language as it is needed by individual learners during the learning process” (ibid, p. 38). Llull and Fernández (2016) refer to it as the linguistic needs that may appear spontaneously

during the class, and because of this, it is difficult for the teacher to predict this language in advance.

For our didactic proposal, BICS and CALP have been taken into account to determine the linguistic objectives of the unit and the language triptych to anticipate the language students will need during the development of the lesson plan (cf. section 4.3).

2.5.2. Theory of learning

Based on constructivism and cognitivism, the theory of language underlying CLIL is intended to create meaningful learning experiences, taking into account students' previous knowledge and interests (Madrid and Pérez Cañado, 2012). In words of Wolff (2002) or Marsh (2006), education is the result of a process of construction rather than instruction, and Mehisto et al. (2008) identify this as scaffolding. This term could be defined as “the temporary assistance by which a teacher helps a learner know how to do something, so that the learner will later be able to complete a similar task alone” (cf. Gibbons, 2002, p. 10).

The idea is that when students are engaged in activities that are interesting for them and related to their own experiences, languages can be learned more effectively. Scaffolding is accomplished thanks to the use of different learning styles, the promotion of creative and critical thinking, and by facing students to challenging but appealing tasks.

2.5.3. Learner and teacher roles

As far as learners are concerned, CLIL places the focus on what students are able to do (student-centered), giving them the opportunity to take an active role in their learning process.

Teachers, on the contrary, see that their role as classroom drivers gives way to a new role as facilitators (rather than instructors). And this change is also accompanied by other challenging demands:

- ✓ Proficiency in the foreign language.
- ✓ Expertise in the subject content.
- ✓ Training in innovative methodologies (Madrid and Pérez Cañado, 2012).

Mehisto et al. (2008, pp. 232-236) summarize these demands as follows:

- ✓ Knowledge of methodology for integrating both language and content.
- ✓ Ability to create rich and supportive target language environments.
- ✓ Ability to making input comprehensible.

- ✓ Ability to use teacher talk effectively.
- ✓ Ability to promote student comprehensible output.
- ✓ Ability to attend to diverse student needs.
- ✓ Ability to continuously improve accuracy.

Hillyard (2011) adds that, to achieve these, teachers need to be willing to change, to learn new things, to create materials, to collaborate with others and to believe in the effectiveness of CLIL. In addition to this, teachers need to be trained in the implementation of Bloom's Taxonomy (Bloom, 1956) in order to propose activities that address students' Higher Order Thinking Skills (HOTS) rather than the Lower Order Thinking Skills (LOTS). If we attend to the revised version proposed by Anderson & Krathwohl (2001), creativity is the most cognitive demanding skill (cf. Fig. 4).

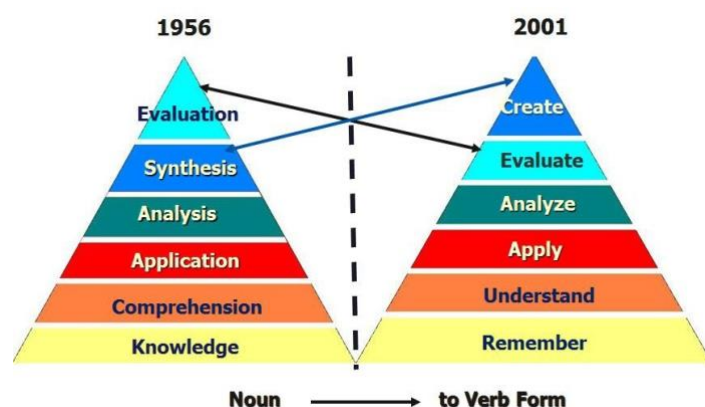


Figure 4. Bloom vs Anderson/Krathwol (Wilson, 2001)¹

Both taxonomies are extremely useful to allow teachers to be aware of the different cognitive demanding types of learning, and they will guide them when designing activities aimed at developing their students' cognitive skills. Each taxonomy category is associated with cognitive verbs that will define the objectives students are expected to achieve (cf. Fig. 5).

¹ <http://old.hltmag.co.uk/oct17/sart08.htm>

Bloom's Taxonomy

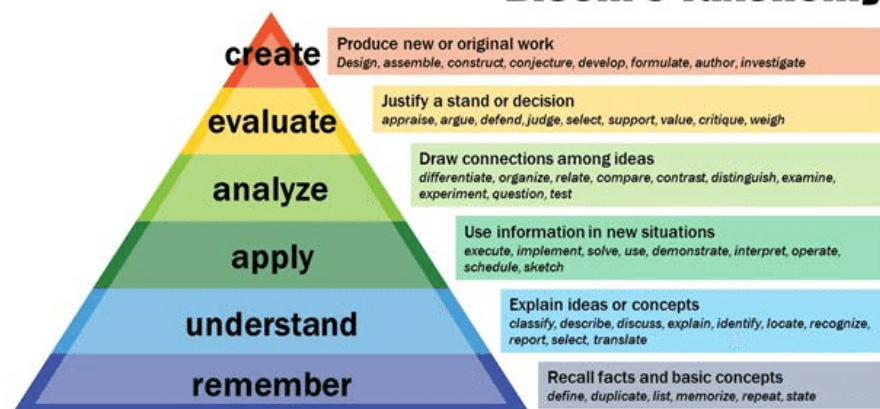


Figure 5. Bloom's Taxonomy of educational objectives² (Vanderbilt University Center for teaching)

In our didactic proposal, we will consider these categories to create a cognitively balanced and logical progression in the activities to develop students' LOTS and HOTS. (Cf. section 4.12). Fig. 6 below summarizes these crucial ideas.

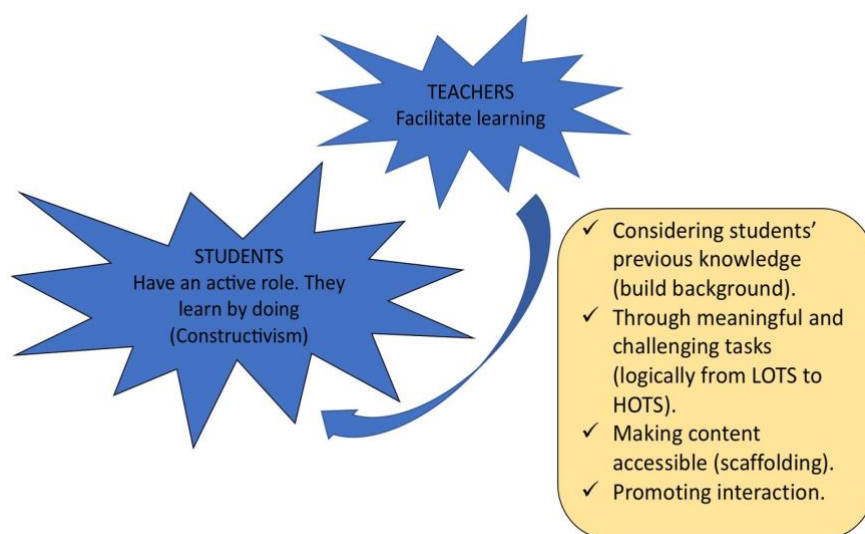


Figure 6. The role of teachers and learners in CLIL (originally designed).

² <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

2.5.4 Language level targeted

As we already mentioned when we presented the differences between CLIL and other types of bilingual education (see section 3.2), the principal aim of CLIL programs is not to achieve a native-like competence, but to strive for functional proficiency (Marsh, 2002). That is to say, these programs are intended to develop students' fluency in the foreign language so that they can communicate successfully, but they are not expected to speak like native speakers.

2.5.5. Amount of exposure to the FL or L2

Despite the fact that CLIL increases students' exposure to the FL, the starting age in CLIL may lower this exposure with respect to other types of bilingual education such as immersion (Lasagabaster and Sierra, 2009), as they normally start at an earlier age.

2.5.6. Languages taught through CLIL

Different foreign languages are normally *used to teach in CLIL*, but English holds a hegemonic position as a lingua franca (Pérez Cañado, 2012). According to Lasagabaster and Sierra (2009), the foreign languages taught in CLIL are not usually spoken outside of school, so that students are only exposed to them inside the classroom context. In the case of Castilla-La Mancha, which is the autonomous community where we will develop our didactic proposal, the first bilingual programs mainly employed French and English as the medium of instruction, but later on they also included German and Italian in some schools (much more limited in number than the English ones).

2.5.7. Methodology

As far as methodology is concerned, "CLIL is a bid to bring innovation into the classroom realigning teaching with modern pedagogical practices" (Madrid and Pérez Cañado, 2012, p. 187) or, as Van de Craen puts it, CLIL is "an innovative approach to language pedagogical practices in line with modern research about language learning and teaching as well as motivational aspects, cognitive development and learning the brain" (Van de Craen, 2007, p. 70).

As we mentioned in subsection 3.5.2, CLIL's learning theory is based on constructivism, and the implementation of student-centered methodologies such as cooperative work or task-based learning in the classroom will clearly favor the knowledge construction process where students will be actively involved. As Hillyard

(2011, p. 5) explains, teachers need to be knowledgeable of “CLIL methodology, especially in terms of output from students, the use of graphic organizers, Bloom’s taxonomy of thinking skills (cf. subsection 3.5.3), Cummins’s BICS and CALP (cf. subsection 3.5.1), the diversity of CLIL approaches, and “learning as doing” in interaction”.

In this section, we are going to describe the specific methodological strategies that will be present in the development of this practical implementation. Let us begin with a collaborative and student-centered technique: cooperative learning.

2.5.7.1 Cooperative learning

Cooperative learning may be defined as “a group learning activity in which learning is dependent on the socially structured exchange of information between learners in groups” (Olsen and Kagan, 1992, in Richards and Rogers, 2001, p. 192).

It may be used as the basis to develop the 4Cs framework, as it presents a significant number of benefits for lifelong learning: more active participation, an increase of productive skills, improvement of content retention, enhancement of cognitive skills (such as problem-solving or negotiation of meaning), less inhibition, improvement of empathy and social skills and a higher level of motivation, self-esteem and autonomy (Coyle, 2007; Coyle et al., 2010; Mehisto, 2012; Marsh, Pavón Vazquez and Frigols Martin, 2013; Johnson and Johnson, 2014).

In order to understand how group work and class interaction are conceived in CLIL contexts we should look into the theories associated with Cooperative Learning.

As Brown (2007, p. 53) puts it, “Cooperative Learning has a reference to the change of teaching methodology that occurs when the students and the teachers work together to pursue goals and objectives”. In this sense it can be assumed that the methodology has to change in a way that it promotes and increases interaction in the CLIL classroom, and it also needs to arrange students to facilitate communication.

Following Johnson & Johnson (1994), we need to consider the following elements for Cooperative Learning to work effectively:

Positive Interdependence: “Exists when students perceive that they are linked with group mates in such a way that they cannot succeed unless their group mates do” (Rogers and Johnson, 2002, p. 2). This creates a sense of responsibility for each member of the group since they understand that they “sink or swim together” (Ibid, 2002, p. 2).

Face -to- Face Promotive Interaction: has to do with “individuals encouraging and facilitating each other’s efforts to achieve, complete tasks and produce in order to reach the group’s goals” (Rogers and Johnson, 2002, p. 3). This can be understood as students not only working together, but also helping and assisting each other.

Individual Accountability: Happens when “all students in a group are held accountable for a share of the work and for mastering the material to be learned” (Kagan, 1994, p. 15). According to Rogers and Johnson (2002, p. 3) it is “the key to ensuring that all group members are, in fact, strengthened by learning cooperatively”. The idea is that after a cooperative lesson, students will be able to accomplish the same goals individually. This is clearly related to Vigostky’s (1978) zone of proximal development.

Interpersonal and Small-Group Skills: to develop these skills, students need to be instructed in-group dynamics (Rogers and Johnson, 2002, p. 3).

Group processing: its aim is “to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group’s goals” (Rogers and Johnson, 2002, p. 3). This would constitute a reflective or assessment process.

Focusing on the unit proposal of this dissertation, students will be assigned different “roles” within the groups: coach, recorder, presenter and facilitation roles (cf. section 4.7). In this way, “each group member will make unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities” (Rogers and Johnson, 2002, p. 2).

The structures of *think-pair-share*, *find someone who*, *roundtable consensus*, or *cooperative reading* will be employed to develop some of the activities of our didactic proposal in a cooperative way.

2.5.7.2. Multiple intelligences

On the other hand, one of the aims of CLIL is also to contribute to the integration of all types of students. As Robinson (2009, p. 238) states:

education doesn’t need to be reformed-it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put

students in an environment where they want to learn and where they can naturally discover their true passions.

In this sense, the theory of Multiple Intelligences (MI) becomes paramount in order to achieve the goal described above. It is a student-centered approach, which is based on the idea that students possess different types of intelligences, with varying levels of capacity in each of them. The idea is that everyone has strengths in some of the intelligences and weaknesses in others (Davis et al., 2011). As Gardner states (in Armstrong, 2006, p. 5), we are so different largely because we all have different combinations of intelligences.

The eight intelligences that Gardner identified are linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, naturalistic intelligence, bodily-kinesthetic intelligence, interpersonal intelligence and intrapersonal intelligence (Gardner, 1999).

Following Armstrong (2006), teachers need to be able to detect their students' interests, needs and potentials and try to activate both their better and less developed intelligences. He insists that, "as long as instructors shift their intelligence emphasis from presentation to presentation, there will always be a time during the period or day when a student has his or her own most highly developed intelligence actively involved in learning" (Armstrong, 2009, p. 73).

We can design lessons or whole units using activities that address different intelligences. For instance, the class can be arranged in several corners (one for each intelligence), which students will be encouraged to explore (Richards & Rodgers, 2014).

For our didactic proposal, even though MI will be present in most of the activities, the third lesson will be especially devoted to working on it (cf. 4.12). Another technique that will help students to develop their high cognitive skills in class will be presented next.

2.5.7.3. Flipped classroom

The Flipped Classroom model also constitutes a student-centered approach, as it involves active student participation both inside and outside of classrooms walls. It emerged from the necessity to cater for students' diverse learning styles and needs, as

well as the inclusion of ICTs in teaching practice. According to the Flipped Learning Network, the Flipped Classroom is a “pedagogical approach in which direct instruction moves from the group learning space to the individual learning space [...] where the educator guides students as they apply concepts” (2014³). Attending to Bloom’s Taxonomy, what happens in the Flipped Classroom is that students work autonomously on LOTS when they have access to the materials at home, so that they can devote classroom type to applying the new knowledge and developing their HOTS. The whole idea is that the lecture takes place outside of the school and homework is done during the lesson with the teacher’s support (cf. Fig.7).

Bloom's Taxonomy in a Flipped Classroom

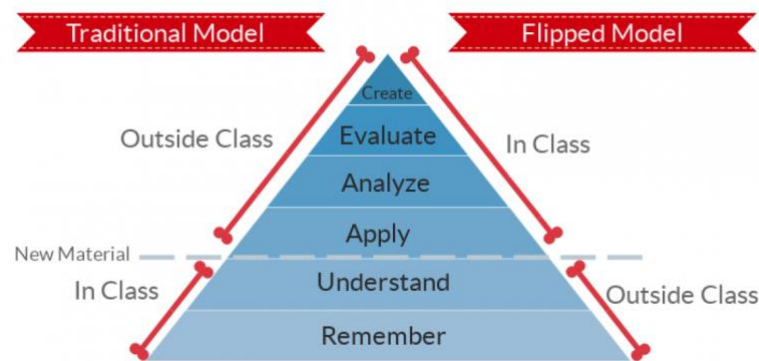


Figure 7. Bloom’s Taxonomy in a Flipped Classroom⁴

Although this concept is not new, the Flipped model becomes an innovative teaching approach thanks to the advance and integration of technology (Kurtz, Tsimerman Steiner-Lavi, 2014).

The four pillars that guide the implementation of this model are:

- Flexible environments.
- Learning culture: students become actively engaged in the construction of their learning process.
- Intentional content: (intentionally designed).
- Professional educator (more demanding, in constant reflection) (The Flipped Learning Network, 2014).

³ <https://flippedlearning.org/definition-of-flipped-learning/>

⁴ <https://www.odysseyware.com/blog/using-classspace-flipped-classroom>

As for practical implementation, Bergman and Sams (2012, p. 11) indicate: “there is no single way to flip your classroom”. Some authors (Estes, Ingram and Liu, 2014) propose a simple model following three basic stages:

- The pre-class stage, where the instructor uses an asynchronous environment in the form of online texts or videos committed to inform, communicate and engage students (cf. 4.12.)
- The in-class stage is constructivist, and it normally entails social skills and teamwork tasks that require the application of concepts in a practical way and the explanation of such concepts among peers.
- Finally, the post-class stage refers to the time devoted to providing feedback and assessment on students’ tasks. Rubrics would be an excellent way to carry out this.

At the end of the first session of the didactic proposal, this technique is employed: students watch a video of the story that they will work on during the following lesson. In this way, class time will focus on more challenging tasks that will enhance students’ cognitive skills.

2.5.7.4. Task-based learning

Thanks to its student-led nature, task-based learning is very appropriate in CLIL contexts. According to Alcón (2002, p. 33),

in a task-based approach students’ needs are analyzed with real life tasks. This analysis allows us to carry out pedagogical tasks, which at the same time, take into account the educational physiology principles of learning and the information coming from second language field.

The benefits of using a task-based approach include (Ellis, 2009, p. 242):

1. Task-based language teaching (TBLT) offers the opportunity for “natural” learning inside the classroom.
2. It emphasizes meaning over form but can also cater for learning form.
3. It affords learners a rich input in the target language.
4. It is intrinsically motivating.

5. It is compatible with a learner-centered educational philosophy but also allows for teacher input and direction.
6. It caters to the development of communicative fluency while not neglecting accuracy.
7. It can be used alongside a more traditional approach.

The final task of this lesson plan is to apply all the knowledge gained throughout the different lessons to design a healthy fast food restaurant (cf. 4.12.).

2.5.8. Materials

As we already indicated previously, one of the characteristics of CLIL is that materials need to be specifically designed or adapted for students. According to Tomlinson (2012), when selecting materials, we need to examine whether they expose learners to language in authentic use and provide them with the opportunity to use the foreign language communicatively. It is also essential that they promote interaction and cognitively demanding activities, are affectively engaging for students, and promote creativity. Ball (2017) proposes seven criteria to bear in mind when we design classroom tasks:

1. Guided input
2. Support output
3. Scaffolding and embedding
4. Task primary
5. Make language salient (highlight what language is important so that students can focus on it)
6. Difficult texts do not exist (what can be easy or difficult is the task)
7. Think sequentially (to determine the task-type).

On the other hand Llull and Fernández (2016, pp. 80-81) establish that CLIL activities should meet the following criteria:

- ✓ Meaningful: related to the previous experience of learners
- ✓ The need to facilitate interaction among students and teachers
- ✓ Designed to reach the planned objectives
- ✓ Allow for expressing knowledge in different ways
- ✓ Respect students' development
- ✓ Evaluable by teachers and students.

In turn, Mehisto (2012a) determines a set of principles to design quality CLIL materials, taking into account the dual focus of CLIL and the challenges this approach poses on learners and teachers:

- ✓ Make learning intentions and processes visible to students
- ✓ Systematically foster academic language proficiency
- ✓ Foster the development of students' learning skills and autonomy
- ✓ Include self-, peer and other types of formative assessment
- ✓ Help create a safe learning environment
- ✓ Foster cooperative learning
- ✓ Seek ways of incorporating authentic language
- ✓ Promote critical thinking
- ✓ Encourage cognitive fluency through scaffolding of content, language and learning skills. The end is to help students go beyond where they could go on their own.
- ✓ Make learning meaningful.

These criteria have been strictly taken into account when selecting and designing the different materials for the lesson plan of this MA thesis. It should be noticed that most of the materials have been originally designed to be appropriate for a CLIL context.

2.5.9. Organization and Coordination

We already pointed out to the flexible character of CLIL and how it includes a wide variety of educational models as the result of the particular context in which is implemented (cf. section 4.1.). Following Mehisto (2012a), the different stakeholders need to agree about the establishment of coordinated work in a series of normative decisions. This will lead to the elaboration of the School Linguistic Project, document that includes the most significant commitments of a CLIL program: objectives and sequencing of contents, methodological approach (Casal, 2007), and also parallel assessment criteria for both language and content. The project also needs to indicate how collaboration will be set in place to ensure coordination between content and language teachers. Since “The English language is taught as a subject” (García, 2009, p. 127) in the curriculum, teachers need to coordinate and integrate the objectives and contents of the language area and the rest of the content subjects taught in the L2. Depending on the selection of subjects and the Human Resources available, a school

will opt for a soft or a strong CLIL version (cf. section 3.1.). CLIL teachers will also need to combine a series of competencies: Knowledge of content matter, foreign language proficiency and methodological skills (Pavón et al., 2014).

Through constant collaboration, all teachers (content, language teachers and L1 language teachers) should put in common the methodological strategies to be used homogeneously, as well as the assessment criteria.

It is crucial that a given methodological proposal is defined and shared by the whole teaching staff in every subject (Bonnet, 2012) and this is normally achieved through the elaboration of an integrated curriculum.

In the case of Castilla-La Mancha, coordination is usually accomplished through weekly meetings where the linguistic coordinator and the teachers involved in the program collaborate and develop the integrated curriculum.

2.5.10. Evaluation

According to Pokrivačáková et al. (2015), when assessing students in a CLIL context, teachers need to take into account both the criteria for the content-subject and the foreign language assessment. Besides assessing language and content, other skills such as cognition, collaboration, critical thinking or creativity need also be taken into account.

Dale et al. (2012), place assessment and feedback as a central part of student learning. These are helpful tools that guide, inform, and encourage learners during the whole learning process in different moments: initial, formative and summative evaluation.

Initial assessment is normally employed to the identify students' previous knowledge and experiences so that teachers can make the necessary adjustments to meet learners needs; "otherwise it may result in a loss of time" (Pérez-Paredes & Rubio, 2005, p. 610) It does not make any sense to carry out an initial evaluation if we do not use the information gathered to improve and adapt the instruction to cater for the diversity of our class (as in the initial evaluation in the didactic proposal).

Then, the formative assessment or continuous evaluation (Bueno González, 2013, pp. 76-77), also called assessment for learning (Llull et al., 2016), normally occurs throughout the whole process. As Williams (2003, p. 34) states, assessment is a "tool for learning rather than the end of the learning process", so that it focuses not only on the final mark but also on the development of the learning journey. It provides

indispensable information to obtain feedback for both teachers and students (Bachman, 1990). The Cambridge Assessment International Education website (2018) sees this type of assessment as more active on the part of the student, since they make decisions in order to attain their goals. The website also recommends the use of both formal and informal tools to accomplish assessment for learning. Informal tools include questioning, feedback, peer-assessment and self-assessments, whereas the formal ones could consist of further analysis or tests, essays and target setting.

Finally, summative assessment or assessment of learning (Lull et al., 2016, p. 84) shows whether the curriculum outcomes have been met and to which degree they were attained (Regier, 2012). Rubrics, defined as the documents that specify the expectations for a piece of work and describe levels of attainment, constitute the perfect tool to use in summative assessment tasks (Panadero and Johnson, 2013). They increase reliability since they clearly inform students of what needs to be done in order to perform successfully, reducing anxiety. In addition to this, when rubrics are combined with self-assessment activities, they gain momentum (Barbero, 2012; Panadero and Jonsson, 2013). For our lesson plan, we have designed an evaluation plan that includes an initial, formative, and summative evaluation that will be accomplished through the use of formal (assessment activities, rubrics) and informal tools (observations, self-and peer assessment activities) that will serve to measure students' outcomes. (cf. section 4.11). To conclude the first part of this dissertation, we will examine how CLIL programs work in Castilla-La Mancha.

2.6. Regulations in Castilla-La Mancha for bilingual and plurilingual projects

Bilingual education in the autonomous community of Castilla-la-Mancha was initially introduced in 1996, thanks to the agreement signed by the Spanish Ministry of Education, the British Council, and the French Government, in a limited number of state schools in two different programs: Spanish-English and Spanish-French. Between 1996 and 2005, only seven primary schools in Castilla-La Mancha joined the MEC-British Council Agreement.

Later on, when education legal regulations were transferred to the autonomous government, the MEC-British programs were extended to 2010, and a new project called "Secciones Europeas" (DOCM, 7-02-2005) emerged, allowing schools join in bilingual education. In 2008-2009, there were 73 schools enrolled in these European Sections, 28 of them Primary Schools and the remainder, Secondary.

When these programs came into action, there was a need to train teachers to be able to accomplish their new role. The training offered to teachers resulted from the collaboration by the MEC, the Central Government, and the Regional Education authorities. Labeled as PALE (Programa de Apoyo al Aprendizaje de Lenguas Extranjeras), the program consisted of:

- ✓ An intensive language course (1 month)
- ✓ A three-day methodological training period
- ✓ A stay in a school in a foreign language country (4 weeks).

This was only provided during the first year of participation in the program so that teachers who joined the European Sections later could not benefit from it (Fernández C  zar et al., 2009).

In 2014, a new legislation regulating bilingual programs in Castilla-La Mancha appeared (Decree 7/2014, Order 16/06/2014). The new regulations changed the name of the original “Secciones Europeas” for “programas ling  isticos”, and they also organized a division depending on the number of content areas taught in the L2: introductory programs (1subject), development programs (2 subjects) and excellence programs (at least 3 subjects).

In 2017, the Decree 47/2017, July 25, defines the new “plan integral de ense  anza de lenguas extranjeras de la comunidad aut  noma de Castilla-La Mancha”, where the former linguistic projects are now identified as bilingual and plurilingual projects. The plan includes a series of initiatives to improve the quality of bilingual education, and, as far as teaching training is concerned, the Regional Government promotes and facilitates training opportunities for teachers actively involved in these programs, especially focused on improving methodological skills, and facilitating immersion and job-shadowing activities. The Order 27/2018, February 8, also accompanies this integral plan. It regulates bilingual and plurilingual projects in Castilla-La Mancha (for every educational stage, from Infant to Vocational Training, except University) and sets forth the basic organizational principles for these programs. It recommends the implementation of CLIL as the most desirable methodology, it considers the Common European Framework of Reference (CEFR) (to determine the goals and assessment criteria), and it promotes the use of ICTs in the classroom. Table 2 below provides a summary of these key traits.

Number of foreign languages	One in bilingual programs Two or more in plurilingual
Number of subjects in the L2	At least two, one of them belonging to Natural Science, Social Science or Mathematics.
Extra CLIL exposure to the target language	Minimum of 25% to 50% of the weekly schedule.
CLIL groups	All groups are enrolled in the CLIL program. At Primary level, they are non-selective.
Teacher requirements	B2 level in accordance to the CEFR. Both EFL and Primary content teachers participate.
School access	Regulated by the Regional Government. There is an official call and a subsequent selection of the projects submitted by each school. Each school, in turn, needs to approve the project through the “claustro” and “consejo escolar”.
Student access	The same admission procedure common to all schools. Any selection based on linguistic merits is not allowed.

Table 2. Features of bilingual and plurilingual projects in Castilla-La Mancha (originally designed)

On the website of the Regional Educational Government of Castilla-La Mancha, a list with the total number of schools participating in these projects is listed as follows:

	Nº CENTROS		IDIOMAS					
	Públicos	Concertados	ING	FRA	ING/FRA	FRA/FRA	ING	ALE
Albacete	61	15	86	6	2	1	1	1
Ciudad Real	94	27	131	7	2	1	0	0
Cuenca	32	3	34	1	0	0	0	0
Guadalajara	45	8	59	2	1	0	0	0
Toledo	128	27	179	3	2	1	0	0
Total	360	80	489	19	7	3	1	1
TOTALES	440		520					

Table 3. Total number of bilingual and plurilingual programs in Castilla-La Mancha (JCCM-Edu, 2018) <http://www.educa.jccm.es/es/sistema-educativo/idiomas-programas-europeos/plan-integral-ensenanza-lenguas-extranjeras-castilla-mancha/centros-bilingues-plurilingues>.

To close this section, apart from the legal regulations that we mentioned related to bilingual education, we also need to consider the Royal Decree 54/2014 of 10th July, (which establishes the curriculum in Primary Education in Castilla-La Mancha), as the didactic proposal that we will describe in the second part of this dissertation is going to be precisely framed within the third year of Primary Education.

As it has been already mentioned, the next part of this MA thesis is devoted to presenting a CLIL didactic proposal. A mind map (originally designed) representing the 4 Cs framework (content, cognition, culture and communication) is presented below and it constitutes the basis for this lesson plan. After this, a detailed description of the context and the rest of the curricular elements will be presented.

CLIL MIND MAP: FOOD AND NUTRIENTS

CULTURE



A GENUINE VERSION OF THE THREE LITTLE PIGS



THE MEDITERRANEAN DIET

Eating fast food can be healthy!

CONTENT

FOOD

- Healthy and unhealthy choices

NUTRIENTS

- Food groups and nutrients
- The food pyramid and a balanced diet

FAST FOOD CAN BE HEALTHY

- Creation of a fast food healthy restaurant.

COMMUNICATION

LANGUAGE OF LEARNING

- Key words: healthy, unhealthy, proteins, fats, vitamins, minerals, carbohydrates...

LANGUAGE FOR LEARNING

- Likes and dislikes.
- Descriptions: it contains..., it is made of...
- Adverbs of frequency
- Classroom language

LANGUAGE THROUGH LEARNING

- Necessary language to complete the tasks.
- Contributions from other students.

COGNITION

CREATE

Design a healthy menu, the logo and name for a fast food restaurant

EVALUATE

Value the importance of a healthy and balanced diet

ANALYZE

Distinguish between food you should eat everyday and food you should avoid

APPLY

Implement your knowledge from the story to design your food house.

UNDERSTAND

Classify different foods according to their nutrients and their place on the food pyramid.

REMEMBER

Understand the meaning of a story
Define the different food groups

4. DIDACTIC PROPOSAL: **Eating fast food can be healthy!**

4.1. Contextualization

The school where this didactic proposal is envisaged to develop is located in an urban area in the city of Albacete, in a middle working class neighborhood, and it has a total of 400 students. The school, run by the State, has 18 classrooms and the teaching staff is comprised of 20 teachers. Every class is equipped with a smart board and a computer.

The present didactic proposal has been designed for a class of 20 students in the 3rd year of the 2nd cycle of Primary Education. As they are 7-8 years old, most of the students have been exposed to a CLIL methodology for seven years, and they do not experience special difficulties to follow a lesson in English. There are two students who are 9 years old because they retook one course, and special attention will be devoted to these students who may need more individualized attention.

The school started to implement CLIL in 2009, as part of the “European Sections” already mentioned in section 3.6, now transformed into bilingual programs. Most content teachers at this school have a B2 level of proficiency in English and the language teachers have a C1, according to the CEFR.

The School Language Project (cf. section 3.5.6) includes the teaching of content areas in English with the goal of improving students’ communicative competence in this foreign language. As for the subject areas taught in the foreign language, these are Natural Science (three sessions per week), Physical Education (two sessions) and Music (two sessions). English language, in turn, is devoted to a total number of four sessions every week. Considering that the total weekly sessions are 30, the lessons carried out in the foreign language represent the 33% of the total (which is in line with the legal regulations that we describe in section 3.6).

4.2. Justification

In this unit, students will discover the importance of nutrition in their lives and they will learn about the actions and eating habits they should adopt in order to stay healthy.

First and foremost, we propose this topic because the content is in accordance with the curriculum of Primary Education in Castilla-La Mancha. The second block of Natural Science for 3rd grade (cf. Royal Decree 54/2014 of July 10th, p. 18524) makes reference to the human being and his/her health, and the topic of nutrition and healthy eating fits perfectly under this category. We also need to consider that authenticity is one of the core features of CLIL, and it

is based on providing relevant and meaningful learning experiences that students can relate to their own interests and lives (Mehisto, Marsh and Frigols, 2008). In this sense, the topic of food is one that every child can relate to and will be able to contribute to.

Following Drake (1993, p. 2), “integration connects subject areas in ways that reflect the real world”, and in this particular case the areas of Natural Science and English Language come together to offer students a more real learning experience. Let us now focus on the objectives we propose for this particular lesson plan.

4.3. Objectives

Content objectives

By the end of the unit, students will be able to:

- ✓ Identify the differences between healthy and unhealthy food.
- ✓ Identify the nutrients that food contains.
- ✓ Classify food into different groups.
- ✓ Recognize the importance of a healthy and balanced diet.
- ✓ Create a menu for a fast food healthy restaurant.

Linguistic objectives

- ✓ Apply the present simple to the description of eating habits (BICS).
- ✓ Read and understand a story (an adapted version of a traditional story) that introduces the food nutrients (CALP).
- ✓ Cooperate with other students to successfully complete the tasks proposed in each lesson (BICS).
- ✓ Present orally the healthy menu designed for a fast food healthy restaurant (CALP).
- ✓ Learn and classify vocabulary about food and nutrients (CALP).

Clearly connected to the objectives are the different competences that we will aim to develop in students. This is the next section we will discuss.

4.4. Competencies

In this subheading, we will only describe the key competencies that we aim to enhance through the different activities proposed in this lesson plan, taking as a reference the Order ECD/65/2015 of January 27th.

4.4.1 Linguistic competence

1. Communicate simple messages both in oral and written form.
2. Communicate opinions, ideas, feelings and experiences in a coherent way.

3. Talk, listen and participate in dialogs and debates in a clear and precise manner, present information orally, using both linguistic and non-linguistic skills, and adapting the type of communication to the specific context.

5. Obtain information from oral and written sources, including the Internet.

6. Write different types of short texts with different communicative purposes.

The different activities that we will propose for our didactic implementation will clearly help to enhance this competence in the students, since they will need to use the language in many different ways. An example of this could be the reading comprehension about food nutrients.

4.4.2. Competence in Mathematics, Science, and Technology

1. Express mathematical information (numbers, measurements, symbols) in a clear and precise way. Use different types of graphs and diagrams to represent and interpret information from our daily life.

5. Make use of critical thinking and cognitive processes to solve problems, obtain information and evaluate the validity of an argument.

6. Make use of the knowledge of the human body and interaction with the natural world to analyze different life-styles, adapt healthy habits and show responsibility and respect towards other people.

4.4.3. Learning to learn competence

1. Be aware of previous knowledge, of what is required to learn, and the necessary skills to accomplish the learning objectives.

3. Use different strategies to make the most of one's personal development, including individual and group work skills, problem-solving, time management and knowledge from different sources (ICTs).

5. Show attitudes of perseverance and self-assessment. Recognize strengths and weaknesses in ourselves, accept mistakes and learn from others.

Lots of cooperative activities will be present on our didactic proposal, where students will need to collaborate to obtain information from each other and analyze it. An example of this is the activity "find someone who..." (cf. 4.12).

4.4.4. Sense of initiative and entrepreneurship

1. Design individual and group projects, developing them in a responsible way. Establish objectives and be able to revise them and make any appropriate changes.

5. Develop the necessary skills to work in a group, including empathy, the ability to value others' ideas and opinions, showing attitudes of assertiveness and cooperation.

In the didactic proposal, students will have the opportunity to develop their entrepreneurship skills when designing and creating their logos and menus (cf. 4.12).

4.4.5 Cultural awareness and expression

1. Understand and appreciate different artistic and cultural expressions, making use of them for enjoyment and personal enrichment.

3. Make use of working skills for artistic or collective cultural creation, being aware of the contributions of others to value them.

The cultural component in the didactic proposal will include an adapted version of the traditional tale "The Three Little Pigs".

4.5. Contents

Non-linguistic contents:

- ✓ Classification of food according to their nutrients.
- ✓ Healthy eating and balanced diet.
- ✓ Prevention from unhealthy eating habits.
- ✓ Personal development: Individual activities and participation in group activities.
Individual responsibility.
- ✓ Planning projects and submitting reports.

Linguistic:

Structures:

- ✓ Expression of likes/ dislikes and personal preferences: I like/ love/enjoy...
- ✓ Questions and answers: Do you...? Yes, I do/ No, I don't.
- ✓ Describing: It contains... it is made of... it is high/ low in...

Key Vocabulary:

- ✓ Food: chicken, fish, meat, salmon, avocado, pulses, butter, junk food, fast food, margarine, eggs, cheese, yogurt...
- ✓ Drinks: soft drinks (soda), milk, juice, water.
- ✓ Nutrients: fats, sugars, carbohydrates, proteins, vitamins and minerals.
- ✓ Food pyramid: bread, pasta and grains, milk and dairy products, fruit and veggies, proteins, fats, balanced diet, healthy/unhealthy.

4.6. Timing

This proposal will be developed at the beginning of the second term of the course because it belongs to the second block of the Science contents that appear in the curriculum for 3rd grade of Primary Education. We estimate that it will be taught in January.

The unit will be divided into five sessions of around 50 minutes each, so that the whole unit will be completed in the course of two weeks. Each lesson will cover a particular aspect of the topic, following a logical order, and directed to the final task at the end of the unit, where students will design the menu for a fast food healthy restaurant that they will open.

Outline of the different lessons:

Session1: Do my friends eat healthy?

Session 2: The three little pigs tell us about food nutrients.

Session 3: Eating balanced: the food pyramid for kids and a healthy body

Session 4: Eating fast can be healthy. Let's get ready to open a restaurant!

Session 5: Our healthy fast food restaurant: Big opening!

4.7. Methodology

In terms of methodology, we have designed this didactic proposal following a constructivist approach. Through the different activities, we intend to encourage students to take an active role in their learning process and build their knowledge by “doing”. This will be accomplished thanks to the use of different student-centered models in our lesson plan:

- ✓ **Cooperative work:** In every session students will work in mixed-ability groups and they will practice different cooperative structures to complete the tasks (cf. section 4.12). In each group every student will play a particular role:
 - The leader: in charge of keeping the group focused and on task.
 - The recorder: keeps and maintains materials, and keeps record of group activities.
 - The reporter: communicates group's activities and conclusions.
 - Monitor: is the timekeeper and responsible for ensuring the work area is clean.
 - Wildcard: in groups of five, she/he will assist the leader.

As for the classroom display, it would look like this:

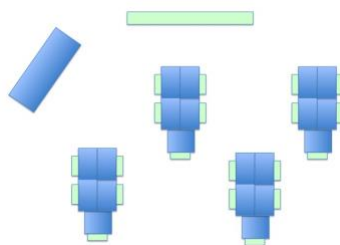


Figure 8. Cooperative classroom display in clusters⁵.

Using this classroom arrangement, students will work both in groups and individually. Working with other students will let them enhance their communicative skills in real situations, while autonomous work will help them to reflect and assess their own progress.

- ✓ **Flipped learning:** we will take the advantage of the flipped model during the second session of our lesson plan. Prior to this lesson, students will watch a video at home that presents the main contents for that lesson, so that classroom time will be devoted to completing the activities, especially the ones that involve HOTS (cf. session 2, section 4.12).
- ✓ **Multiple intelligences:** although the development of different intelligences is present during the whole unit, the third session has been specially designed to create a mini project where students will work on different intelligences (cf. in session 4, section 4.12).
- ✓ **Task-based approach:** the unit proposes a series of tasks in each lesson (carry out a survey, complete a class graph, complete a food pyramid), and it includes a final mini-project (create a healthy fast food restaurant) where students will be able to put together all the knowledge they gained during the whole unit.

4.8. Materials and resources

Most of the materials have been originally designed for this proposal; otherwise the reference source is specified. When designing the different materials and activities, we have always considered the recommendations and criteria established by the different authors presented during the theoretical part of this dissertation (Tomlinson, 2012; Mehisto, 2012; Lull and Fernández, 2016; Ball, 2017).

The materials and resources that will be employed include:

⁵ Adapted from <https://www.displays2go.com/Article/Effective-Classroom-Seating-Arrangements-32#article-section->

- ✓ Worksheets and posters (multiple intelligences).
- ✓ Video of the story and PowerPoint presentations.
- ✓ Computer and tablet.
- ✓ Screen projector.
- ✓ Classroom supplies for students.
- ✓ Online resources such as YouTube.

4.9. Transversality

CLIL has been claimed to be more useful for integrating key competences than mainstream education (Ball, 2014), to the point that this methodology is considered to be linked to the principles of competence-based learning (Mittendorfer, 2014). The integrative character of teaching content and language makes CLIL “cross-curricular in nature. It teaches some cross-cutting competences explicitly” (Clegg, 2014, p. 84). We already mentioned the key learning competences that we intend to develop in our students throughout the present didactic proposal (cf. section 4.4), but they will also need to be developed together with the rest of subject areas. Competencies do not involve just one subject, but they require a wide variety “of learning skills and strategies that are independent and transversal” (Bentley, 2014, p.100), and every subject in the curriculum will contribute to develop them.

4.10. Interdisciplinarity

According to Royal Decree 54/2014 of July 10th, which establishes the curriculum for Primary Education in Castilla-La Mancha, the contents of Natural Science are clearly connected with other areas, and it is necessary to establish the relationship existing among them. The interdisciplinary elements present in this proposal include the areas of:

- ✓ Mathematics: students can enhance their knowledge on how to make graphs and interpret their results.
- ✓ Art: students can practice food sketching during the Art lessons, as it would be necessary for them to design and draw the meals for the task of creating the menu for the restaurant during the Science class.
- ✓ Foreign Language: during the English Language lessons, students can work on written and oral descriptions, and expression of likes and dislikes. This will be a great support for students when completing the different tasks proposed in the Science class.

This is an example of what Roldán Tapia (2005) terms as content-enriched language instruction, since the integration of content and language occurs thanks to the coordination between the subject and language objectives.

4.11. Evaluation

In the following table we will indicate the assessment criteria and learning standards selected for the subject content of this unit:

CONTENTS	ASSESSMENT CRITERIA	LEARNING STANDARDS	KEY COMPETENCES
✓ Classification of food according to their nutrients. ✓ Healthy eating and balanced diet. ✓ Prevention from unhealthy eating habits.	4. Differentiate between food and nutrients. 5. Differentiate between activities that are bad and good for one's health, such as eating certain foods. 6. Design a balanced diet.	4.1. Learn what nutrients are and what types of nutrients the most important foods provide. 5.1. Identify the causes of the main eating disorders and recognise healthy habits to prevent them. 6.1. Design a balanced diet appropriate for one's age.	✓ Competence in learning to learn, Sense of initiative and entrepreneurial spirit ✓ Competence in mathematics, science and technology. ✓ Cultural awareness and expression.
✓ Personal development: individual activities and participation in group activities. Individual responsibility.	7. Develop individual and group responsibility in the effort to achieve a healthier lifestyle.	7.1. Demonstrate a critical attitude towards social practices that are harmful to healthy development and make responsible behaviour in terms of health more difficult. 7.2. Observe and identify emotions and feelings in oneself and classmates. 7.3. Independently and creatively plan individual or group leisure activities.	✓ Social and civic competence
✓ Planning projects and submitting reports.	8. Communicate results orally and in writing, presenting them with visual aids. 9. Complete a project and submit a report.	8.1. With guidance, look for, select and organise specific, significant information. Analyse it, reach conclusions and talk about the experience, reflecting on the process and communicating orally and in writing. 8.2. Use the vocabulary corresponding to each block of content appropriately. 9.1. Prepare instructive and explanatory texts to communicate progress on a project orally and in writing. Submit work in paper or digital format that is organised, clear and neat.	✓ Linguistic communication, ✓ Competence in learning to learn

Table 4. Assessment criteria and learning standards (originally designed).

Thanks to the use of different assessment tools, we will measure both students' content and language ability (content will be emphasized over language). The initial evaluation activity (cf. p. 40) will serve to detect students' previous knowledge and use this information to make the necessary adjustments in the lesson plan.

During the development of the unit, formative assessment will provide students with the feedback they need to take a step forward in their learning. As a formal tool, we have included formative assessment activities based on the analytical grid designed by Lin et al. (2013) that shows the content and language demands of assessment tools (cf. p. 47) and also a formative assessment rubric (Cf. Annex 4). As an informal tool we will employ the two stars and a wish, included in the materials provided in the subject of Evaluation of this Master's Degree (Cf. Annex 5).

Finally, for the summative evaluation, we have designed a final assessment rubric (Cf. Annex 6) where the contents of the unit, together with the presentation of the project will be assessed, and also a peer assessment rubric (Cf. Annex 7), where students can reflect on their partners' performance.

In the next table we present the assessment grid that includes the percentage devoted to each of the assessment times and tools used:

ASSESSMENT GRID		
Type of assessment	Instruments	Grade
Initial Evaluation	Worksheet(cf. section 4.12)	0%
Formative assessment	Direct observation. Formative assessment activitiesfor content and language. Formative assessment rubric	40%
Summative evaluation	Summative evaluation rubric Final presentation.	40%
Interpersonal and intrapersonal skills and creativity	Direct observation. Peer and sefl assessment activities	20%

Table 5. Assessment grid (originally designed).

All these tools will clearly serve to gather the necessary information about students' outcomes at the end of the unit. This assessment plan will be centered on the learner, transparent, and focused not only on content and language but also in other skills that are fundamental for the development of every child, such as creativity or interpersonal skills.

Now that we have analyzed the different formal aspects of this didactic proposal, it is time to see a detailed description of each of the five sessions into which this lesson plan is divided.

4.12. Step-by-step planning

SESSION 1: DO MY FRIENDS EAT HEALTHY?

Description of each activity:

1	Objective	To link students' prior knowledge to the content to be covered in this unit. Link to background knowledge (HOTS). To raise expectations and carry out an initial assessment.
	Activity (initial evaluation and presentation of the topic)	Warm-up: What is the topic for this unit? Students have to write the name of the pictures to find out what the new topic is. Brainstorming: students write down or draw everything they know about food. Then, they have to compare the answer with a partner, using the cooperative structure "Pairs Compare" (Kagan, 2010). Speaking: Why is food important? Meaning of healthy /unhealthy. For this activity, students will work in groups of four or five students using the cooperative structure "Round Robin" (Kagan, 2010) where students need to take turns responding orally.
	Type of grouping	T ↔ Ss Ss ↔ Ss
	Materials	Worksheet with the activity
	Communicative skills	Writing, listening, reading and speaking
	Timing	15'

2	Objective	Make learning intentions and processes visible to students (Mehisto, 2012).
	Activity (Expectations and evaluation criteria)	The teacher will inform students of the goals and activities for the new unit. She/he will also give information about the way students will be assessed, something that will help students know what they need to do to perform successfully.
	Type of grouping	T ↔ Ss

		teacher and the rest of the class.
	Type of grouping	Ss 
	Materials	Worksheet with the graph template.
	Communicative skills	Writing, listening, reading and speaking
	Timing	15'

At the end of the lesson, the teacher will provide students with the link to a video that they will need to watch at home to be ready for the next lesson (Flipped Classroom strategy). We previously made sure every student in the class has access to an electronic device so that they can watch the video at home. The link to the story is: <https://www.dailymotion.com/video/x7bt9ys> (the password to see it is CLIL).

Attention to diversity

Reinforcement activities: Students will be provided with a model graph they can use to interpret the one they have to complete. Model sentences will also be facilitated to answer the last questions.

Extension activities: Fast finishers could be encouraged to make their own family graph to see if their families make healthy/unhealthy food choices. This is a really fruitful way for students to reflect and connect what they are learning with their real context.

Materials for this session:

Initial evaluation

1. What is the topic in this unit? The first letter of each picture will help you to discover it!

We are going to learn about...

--	--	--	--

2. Write anything you know about food. Compare your answers with your partner.



3. Why is food important for us? Do you know the meaning of healthy/unhealthy. (speaking)

(Originally designed)

Goals for the unit: (to share with students)

Goals for this unit

- Identify the differences between healthy and unhealthy food.
- Identify the nutrients that food contains.
- Classify food into different groups.
- Recognize the importance of a healthy and balanced diet.
- Create a menu for a fast food healthy restaurant.

What we need to do

- Read and understand a story (an adapted version of a traditional story) that introduces the food nutrients.
- Cooperate with other students to complete the tasks proposed in each lesson
- Present orally the healthy menu designed for a fast food healthy restaurant
- Learn and classify vocabulary about food and nutrients

How can I perform well?

1. CLASSROOM TASKS AND HOMEWORK	40%
2. FINAL EVALUATION. (RESTAURANT DESIGN AND MENU AND ORAL PRESENTATION)	40%
3. PARTICIPATION, INTEREST, GROUP WORK SKILLS AND CREATIVITY	20%

1 + 2 + 3 = Final grade

(Originally designed)

Activities:

FIND SOMEONE WHO...

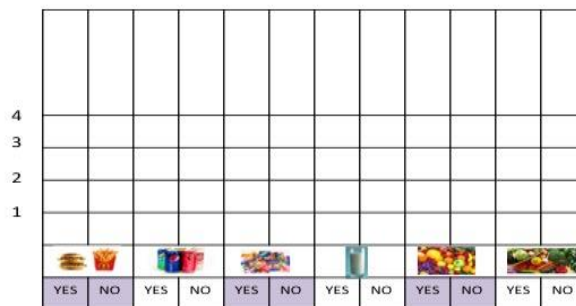


DO YOU...?

YES, I DO/ NO, I DON'T

	Friend 1	Friend 2	Friend 3	Friend 4
Often eat junk food 	yes			
Drink soft drinks 	yes			
Like sweets 				
Drink milk everyday 				
Eat fruit everyday 				
Like veggies 				

MY GRAPH



COMPARE YOUR GRAPH WITH THE ONES YOUR FRIENDS HAVE COMPLETED.
DO STUDENTS IN THIS CLASS EAT HEALTHY OR UNHEALTHY? CIRCLE



STUDENTS ARE HEALTHY BECAUSE

https://es.123rf.com/photo_64050092_la-grasa-y-la-salud-icomas-de-la-nutricion-humana-sana-comida-rapida-vegetariana-y-saludable-con-elemento.html

(Originally designed)

SESSION 2: THE THREE LITTLE PIGS TELL US ABOUT FOOD NUTRIENTS.

Description of each activity:

1	Objective	Checking student's comprehension from the story. (LOTS)
	Activity	Warm up: Draw a little picture of your favorite part of the story you watched at home and share it with your group. Questions and answers about the story of the three little pigs. Students need to respond questions about the story watched at home. We will employ the cooperative structure “Numbered Heads Together” (Kagan, 2010). After writing their own answer to a question, teammates put their heads together to make sure every member of the team can answer the question. The teacher says a number and students with that number have to stand up and answer.
	Type of grouping	T ↔ Ss Ss ↔ Ss
	Materials	PowerPoint of the story, comprehension activities worksheet
	Communicative skills	Writing, listening, reading and speaking
	Timing	10'

2	Objective	Identify and write food nutrients (LOTS) It will serve as formative assessment of content and language, situation 1. Recall vocabulary (Lin et al., 2013).
	Activity	Students need to identify the food nutrients group from the pictures and label them. “The Roundtable Consensus ” structure (Kagan, 2010) can be used for this activity. Students first check with teammates for consensus before they take their write.
	Type of grouping	Ss ↔ Ss
	Materials	Worksheet
	Communicative skills	Writing, listening, reading and speaking

	Timing	5′
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3	Objective	Understand the function of each food group or nutrient for our bodies (LOTS). It will serve as formative assessment for content and language, situation 4, recall-sentence (Lin et al., 2013).
	Activity	Students need to match the food nutrients with the function they have for our bodies. “The Roundtable Consensus ” structure (Kagan, 2010) can be used again for this activity. Students first check with teammates for consensus before they start writing.
	Type of grouping	Ss  Ss
	Materials	Worksheet
	Communicative skills	Writing, listening, reading and speaking
	Timing	5′

4	Objective	Identify nutrients in a particular food item (HOTS). It will serve as formative assessment for content and language, situation 6, analysis sentence (Lin et al., 2013).
	Activity	Students need to match the food nutrients with the food item. “The Roundtable Consensus ” structure (Kagan, 2010) can be used again for this activity. Students first check with teammates for consensus before they take their turn to write. Then, the reporter will share the answers with the teacher.
	Type of grouping	Ss  Ss
	Materials	Worksheet
	Communicative skills	Writing, listening, reading and speaking
	Timing	5′

5	Objective	Design your food house (HOTS)
	Activity	For this activity students will work individually to design a food house and describe it. Some sentence patterns will be provided to scaffold this activity and help those students who may experience more difficulties: <i>My house is made of... it contains... It is high/low in...</i>

		At the end of the activity, students will display their work on the wall and students will be encouraged to leave a positive feedback note on their friends' houses. Again, the teacher will provide some positive feedback expressions that students could employ: <i>Simply outstanding! Perfect job! Well done! Love it! Too good! Truly awesome!</i>
	Type of grouping	Ss T ↔ Ss (when monitoring the individual work)
	Materials	Template to draw and describe the house
	Communicative skills	Writing and reading
	Timing	20 ´ and 5´ for the positive feedback messages.

Attention to diversity:

Reinforcement activities: In each of the activities described above, different scaffolding strategies will be provided for those students who need it to be able to complete the rest of the activity on their own:

- ✓ For the matching activities, an example will be given so that students can see how to complete the rest.
- ✓ For the activities where students need to answer questions, possible answers will be provided so that they can decide on what the best choice is and write it down.
- ✓ In the last activity, model sentences will be provided for those students who need them to complete their house descriptions.

They will also be given a worksheet to reinforce their knowledge about nutrients (cf. Annex 2).

Extension activities: Students will be encouraged to open their fridge at home, make a list of the food in it, and describe the nutrients of each of the food items they listed.

Materials for this session:

Let's see what you can remember

1. Who says...

	Fruit and veggies contain lots of vitamins
	I don't like vegetables
	My house is made of sweets
	I love tomatoes, lettuce and carrots
	I love junk food

2. Who makes healthy food choices?

3. What can happen to the wolf if he just eats sweets and junk food ?

(Possible Options: gain weight, get sick, have no energy)

(Originally designed)

1. (Situation 1. Recall vocabulary). Write the names of the following food groups



2. (Situation 4. Recall sentence). Read and match →

PROTEINS

Help your body be healthy

CARBOHYDRATES
AND FATS

Low in nutrients. We should
Avoid them

VITAMINS AND
MINERALS

Help our muscles get stronger

SUGARS

Give us energy

3. (Situation 6. Analysis- sentence). Match the food with the correct sentence.

It contains proteins
and fats



hamburger

It is high in
sugars.



Doughnuts

It is high in
carbohydrates and fats



Peppers

It contains lots of
vitamins and minerals



salmon

(Originally designed)

**4. Be creative! Imagine you are one of the three little pigs
Draw how your food house would look like. and write a little
Description.**



A light blue speech bubble with a tail pointing towards the pig character. Inside the bubble are four horizontal lines for writing a description.

A large, empty rectangular box with rounded corners and a black border, intended for drawing the food house.

(Originally designed)

SESSION 3: EATING BALANCED: THE FOOD PYRAMID FOR KIDS AND A HEALTHY BODY

Description of each activity:

1	Objective	Read and understand a text about the food pyramid (LOTS).
	Activity	Warm-up: “An apple a day keeps the doctor away”. The teacher will say this sentence and will encourage every team to discover the meaning of this sentence. Reading: Pre-reading: The teacher will introduce the food pyramid showing the importance of each group bottom-up. Reading: To read the text, the teacher will employ the cooperative structure “Cooperative reading” (Torrego & Negro, 2012). All students read the text quickly once to get a general idea. Then student 1 reads the first sentence aloud and the rest listen. Student 2 makes a summary of the content and the rest can take notes. Every member of the team will take a turn to read a sentence, make a summary and take notes. Post- reading: Multiple-choice activity where students need to show they understood the content of the text. Students will work individually; then, they will check their answers with their group; and, finally, the reporter in each team will share them with the teacher.
	Type of grouping	T ↔ Ss Ss ↔ Ss
	Materials	PowerPoint with the food pyramid and the text. A written copy of the text and the multiple-choice worksheet.
	Communicative skills	Writing, listening, reading and speaking
	Timing	25´

	Objective	Complete a personal food pyramid and analyze it (HOTS).
	Activity	Task Pre- task: The teacher will introduce the activity by showing an example of his personal food pyramid, showing students that

2		reflecting the food you eat on the pyramid can help you see if you follow a balanced and healthy diet. Task: Students will individually complete their own food pyramid, describing the food they normally eat from each group. When they finish, they will compare their pyramids with the one presented at the beginning of the session, in order to reflect on their own diet and decide if it is balanced and healthy, and if not, they need to think about the changes they should include in their eating habits to be healthier. Post-task: Students will share their conclusions within their groups; then, the recorder will share some of the main ideas shared with the teacher. Finally the teacher will create a PowerPoint slide with the students, similar to the one presented above (tips for being healthy) to present the main ideas about eating healthy.
	Type of grouping	T ↔ Ss Ss ↔ Ss
	Materials	Food pyramid worksheet
	Communicative skills	Writing, listening, reading and speaking
	Timing	25'

Attention to diversity:

Reinforcement activities: The texts that students will read have been adapted and contain some scaffolding techniques such as:

- ✓ The use of simple sentences.
- ✓ Simple grammar.
- ✓ Important terms and ideas are presented in bold.
- ✓ A glossary with new words is included at the end of the text.

As for the activity of the food pyramid, the example provided by the teacher will serve as a model for those students who may find more difficulties to complete. When they have to compare and analyze their food pyramid, students who are not able to answer the questions will be given a list of possible options. Extension activities:

- ✓ Fast finishers can design a menu for one day that fulfills the nutrition needs presented in the food pyramid (cf. Annex 3).

Materials for this session

1.

The food pyramid for kids

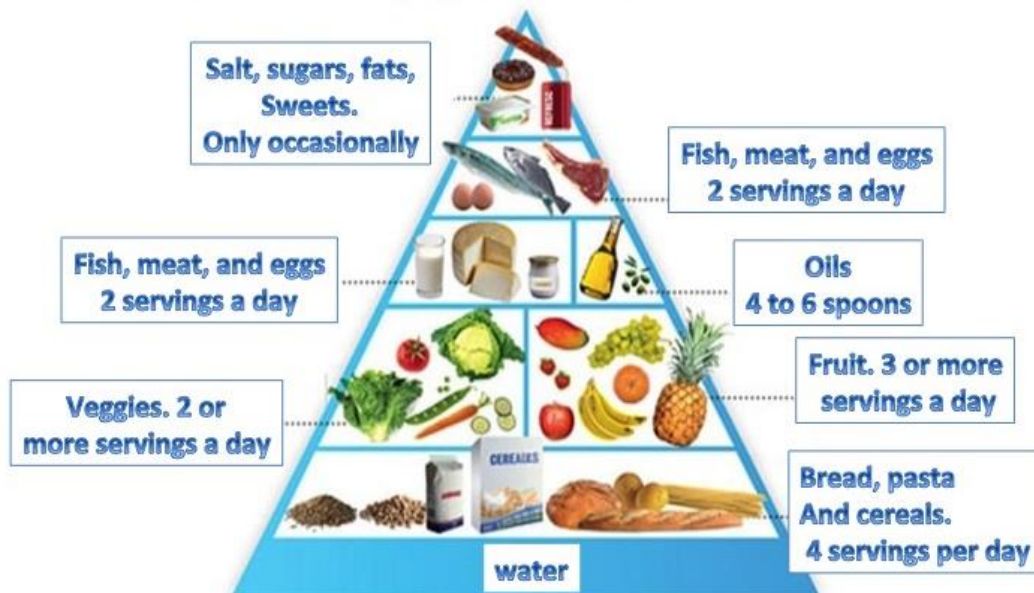


Image retrieved from <https://piramidealimenticia.es>

The food pyramid for kids. Lets´ read!

The food pyramid shows us how much food we should eat everyday to have a healthy and balanced diet. It is organized according to food groups and nutrients.

Before the base of the pyramid we find water. It is essential to drink a lot of water everyday.

At the base of the pyramid are bread, pasta and cereals. They contain carbohydrates and also vitamins, minerals and fiber. We need to eat 4 servings a day, because they give us energy.

The second level includes veggies and fruits. They contain fiber, Vitamins and minerals. We need to have at least a total of 5 servings a day.

On the third level, we find dairy products and fish, meat and eggs. They are high in proteins, and milk, cheese and yogurts also contain calcium.

At the top of the pyramid are unhealthy foods: fats, salt, sweets... we can only eat them once in a while.

Glossary of new terms

Fiber: a nutrient that helps us digest food

Calcium: mineral that is good for our bones.

Once in a while: occasionally

(text adapted from <https://en.islcollective.com/english-esl-worksheets/grammar/commands-imperative/food-pyramid/2198>)

1. Choose the right option

The food pyramid shows us:

- a) Nutrients
- b) The food we need to eat to have a balanced diet.
- c) Vitamins

kids can eat _____ of bread, pasta and rice.

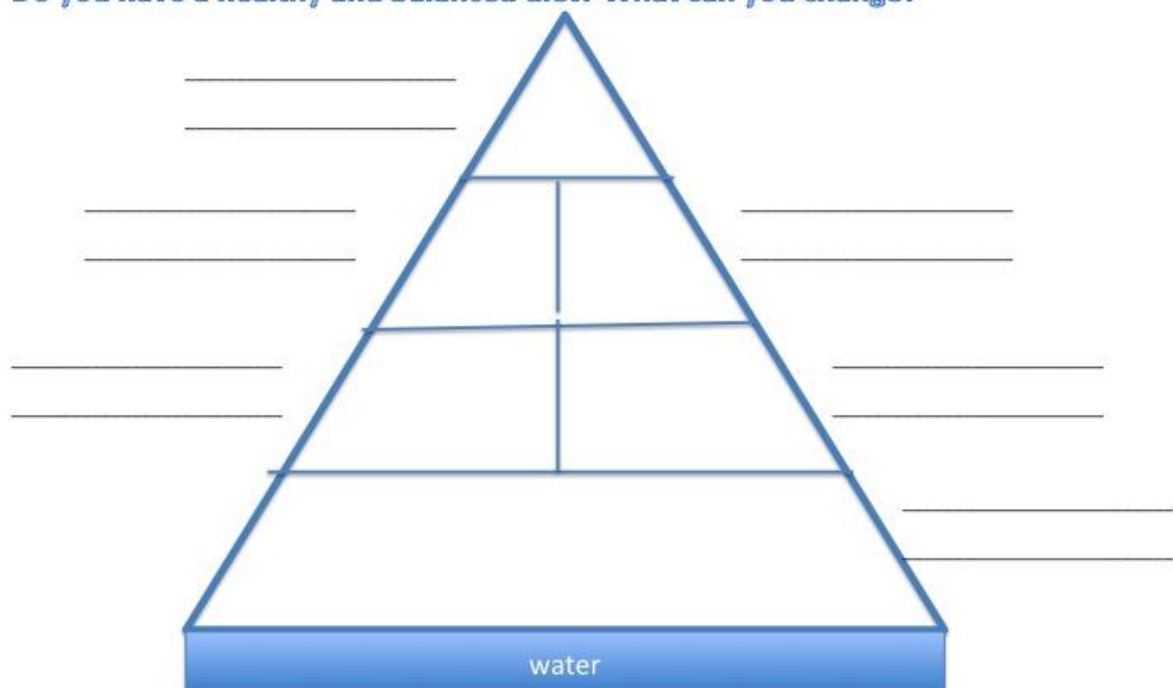
- a) 4 servings
- b) At least 2 servings.
- c) 6 servings

The third level of the food pyramid include:

- a) Only dairy products
- b) Dairy products and fish, meat and eggs.
- c) Only meat

2.

2. Complete your food pyramid. Draw the food you eat and the number of Servings you have everyday. Compare your pyramid with the one from the text. Do you have a healthy and balanced diet? What can you change?



(Originally designed)

Tips for eating healthy

- ✓ **Eat 5 times a day: breakfast, lunch, dinner and 2 healthy snacks.**



- ✓ **Avoid junk food. It contains bad fats for your body.**



- ✓ **Don't forget about breakfast. It gives you energy for school.**

- ✓ **Eat a lot of fruit and veggies. They help you not to get sick.**



(Originally designed)

SESSION 4: EATING FAST CAN BE HEALTHY. LET'S OPEN A FAST FOOD RESTAURANT.

Description of each activity:

1	Objective	Introduce the mini task-based project: Discuss whether fast food can be healthy or not (LOTS).
	Activity Pre-task	Can fast food be healthy? Through a little discussion, the teacher will pose several questions for students to reflect and try to answer in groups. The idea is that students understand that eating fast food can also be healthy if we pick healthy options like fruit, veggies, or other food items that are easy to prepare.
	Type of grouping	T ↔ Ss Ss ↔ Ss
	Materials	PowerPoint slides presenting the activity.
	Communicative skills	Listening, reading and speaking
	Timing	5'

2	Objective	Review the multiple intelligences poster and introduce the objectives for the final task-based project.
	Activity Pre-task	The teacher will review the multiple intelligences poster, to show students that there will be different learning strategies that they will need to employ to complete the final task (students are already familiarized with multiple intelligences). Then, the teacher will present the objectives of the task, the different activities that they will have to accomplish and she/he will also remind them how this task will weigh into the final grade.
	Type of grouping	T ↔ Ss Ss ↔ Ss
	Materials	Multiple intelligences poster, PowerPoint slide
	Communicative skills	Listening, reading and speaking
	Timing	5'

	Objective	Identify slogans from famous fast food restaurants (LOTS).
--	------------------	--

3	Activity Pre-task	<u>Pre-listening:</u> Students will be shown the logos of four important food and drink companies. They have to raise their hands if they know the name of the company. Students will see that logos are powerful images can play an important role in attracting customers. <u>Listening:</u> Students will watch four short YouTube videos in which they have to identify the slogan of each company. They will watch the four videos two times and then they will complete the matching activity (presented above). Afterwards, the students will compare their answers with the rest of the group using the “Numbered Heads Together” (Kagan, 2010). For this cooperative structure, after completing their answers, teammates will put their “heads together” to ensure all members can answer. The teacher will call a number and students with that number will say the answers.
	Type of grouping	T ↔ Ss Ss ↔ Ss
	Materials	Computer, projector, YouTube videos, worksheet with the activity
	Communicative skills	Listening, reading, writing and speaking
	Timing	10´

4	Objective	Mini task-based project. Design a healthy fast food restaurant: logo, slogan, menu, prices (HOTS)
	Activity Task	Students will work in four groups of five students <u>Mini-task 1. Design a logo:</u> Students will first design a name for their restaurant and they will design a logo. To do it they will follow the cooperative structure “Rotating paper” (Torrego & Negro, 2012). Students will be given a piece of blank paper to design the logo. The first student in each group will start working on the logo and two minutes later; she/he will pass the paper to the next member of the group so that they can continue working on it. The paper will rotate to each member so that they all contribute to the logo design. Through this activity, students will

	develop their spatial and interpersonal intelligences. <u>Mini-task 2. Create a slogan:</u> Students need to think of a slogan for their restaurant and invent a tune and a dance movement to go with it. They will use the “RoundTable” (Kagan, 2010) cooperative strategy, where students will take turns to generate the slogan and the moves. Through this activity, students will develop their linguistic, bodily-kinesthetic, musical and interpersonal intelligences. <u>Mini-task 3. Draw the meals for the restaurant menu:</u> Students will work independently to draw one of the meals for their restaurant (spatial intelligence). A template will be provided to complete the activity. Although this activity will be completed individually, students will have to check with teammates for consensus before they start working on their task, making sure they all agree with the meals they will offer at their restaurant. The “RoundTable Consensus” (Kagan, 2010) structure could be used to achieve this. <u>Mini-task 4. Describe the meal, specifying the nutrients it contains and decide a price:</u> Using the same template, students will now write a description (linguistic intelligence) of the meal they previously designed, using the vocabulary and structures learned during the unit. They will also decide on a price for their meal (logical-mathematical intelligence). When all the groups have finished, the teacher will facilitate an iPad or tablet to take pictures of the different logos and meals. The pictures will be later posted on a Padlet that the teacher will create to display the four restaurants with their menus (similar to the screen you can see when you go to a fast food restaurant).
Type of grouping	T ↔ Ss Ss ↔ Ss
Materials	Template to design the meal and describe it, blank paper to design the logos, tablet, computer, Internet connection
Communicative skills	Listening, reading and speaking
Timing	25´

Attention to diversity:

Reinforcement activities: Students who are not able to describe their meals using the structures practiced during the unit will be given a template to support them.

Toast/ salad/ sandwich/ yogurt/ with _____
Drink: _____
It contains vitamins/ minerals/ proteins/ carbohydrates/ . It is low/ high in _____
_____. Delicious/ Yummy/ Mouth-watering

Extension activities:

1. Students will be encouraged to take a street walk with their family and look for other fast food restaurant logos, or check magazines to look for them. If they find a logo in a magazine, they will cut it out and bring it to class to be displayed on the wall.
2. Students can record a short commercial presenting their restaurant with the slogan they created. This could be added to the Padlet.

Materials for this session

1.

LET'S DISCUSS!



1. WHAT DO YOU UNDERSTAND BY FAST FOOD?
2. CAN FAST FOOD BE HEALTHY?
3. DO YOU NEED A LOT OF TIME TO COOK A SALAD OR CUT SOME FRUIT TO EAT?
YES **NO**
4. ARE SALAD AND FRUIT HEALTHY?

IF FAST FOOD CAN BE HEALTHY, LET'S CREATE A FAST FOOD HEALTHY RESTAURANT

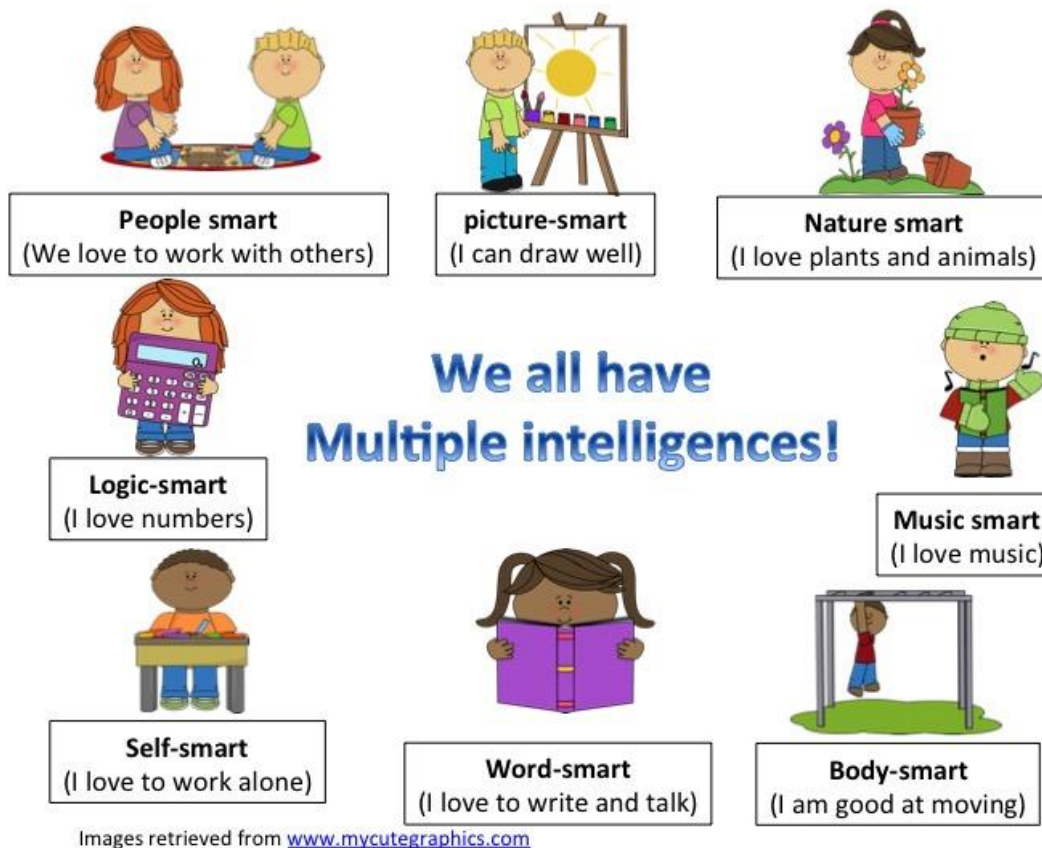
2.

FOR THIS MINI TASK-PROJECT EACH GROUP NEEDS:

- ✓ THINK OF A NAME FOR YOUR RESTAURANT.
- ✓ DESIGN A LOGO AND CREATE A SLOGAN.
- ✓ DRAW THE MEALS YOU OFFER AT YOUR RESTAURANT .
- ✓ WRITE A DESCRIPTION ABOUT THE NUTRIENTS OF EACH MEAL.
- ✓ DECIDE THE PRICES OF EACH MEAL.
- ✓ PRESENT YOUR RESTAURANT TO THE REST OF THE CLASS.

REMEMBER THAT THE TASK AND THE PRESENTATION WILL COUNT A 40% OF YOUR FINAL GRADE!

(Originally designed)



3. LOGOS AND SLOGANS OF FAMOUS FAST FOOD COMPANIES



LISTENING ACTIVITY (links to each video)

https://www.youtube.com/watch?v=aEj_GZmrebA (Pepsi)

<https://www.youtube.com/watch?v=LCcHrDMsfDg> (McDonald's)

<https://www.youtube.com/watch?v=60Tl6dtZCDU> (Burger King)

<https://www.youtube.com/watch?v=3jjFvlUYLrU> (Wendy's)

1. WHAT IS THE SLOGAN OF EACH COMPANY?

BURGER KING

LIVE FOR NOW

MCDONALDS

HAVE IT YOUR WAY

PEPSI

NOW THAT'S BETTER

WENDY'S

I'M LOVING IT

NOW IT'S TIME TO DESIGN YOUR OWN LOGO AND SLOGAN



(Originally designed)

4.

Design a logo

- ✓ Use your spatial intelligence
- ✓ Be original and creative
- ✓ Work cooperatively with your group

Find the perfect slogan for your restaurant

- ✓ Use your musical and bodily-kinesthetic intelligences.
- ✓ Be original and accompany your slogan with a little dance
- ✓ Work cooperatively with your group

Create the meals for your restaurant menu

- ✓ Use your **spatial intelligence** to draw the meals
- ✓ Use your **naturalist intelligence** to observe the food pyramid when you design your menu.
- ✓ Use your **logical-mathematical intelligence** to decide on the price of each meal.
- ✓ Use your **linguistic-intelligence** to write a description of each meal
- ✓ Work cooperatively with your group

Present your fast food healthy restaurants and your menus

- ✓ Use your **linguistic intelligence** to do your presentation
- ✓ Use your **bodily-kinesthetic intelligence** when showing your slogan
- ✓ Be original and creative.

(Originally designed)

Template to create the meals.

MEAL:	PRICE:
   	

(Originally designed)

SESSION 5: OUR HEALTHY FAST FOOD RESTAURANT. BIG OPENING!

Description of the session:

1	Objective	Develop an oral presentation of the restaurants (HOTS).
	Activity	The teacher will project the Padlet created with the final product of each team on the screen. One by one, each group will carry out an oral presentation of their restaurants, presenting every meal they have included in their menu.
	Type of grouping	T ↔ Ss Ss ↔ Ss
	Materials	Computer, screen, projector, padlet, any materials students want to use for their presentations
	Communicative skills	Listening, reading and speaking
	Timing	35'

2	Objective	Self and peer-assessment (HOTS)
	Self –assessment and peer assessment activities	Students will have to complete a self-evaluation and peer assessment activity that will also count for the final grade.
	Type of grouping	T ↔ Ss Ss ↔ Ss
	Materials	Self- and peer assessment worksheets
	Communicative skills	Reading and writing
	Timing	15'

4.13. Reinforcement and extension activities

As Pérez Cañado (2016, p. 16) states, “it becomes incumbent on practitioners to cater to diversity and to ensure CLIL enhances language and content learning in over-and-under achievers alike”. It is for this reason that, apart from the use of student-centered methodologies that especially favor an individualized education, in each session we have included both reinforcement and extension activities with the goal to meet all the needs that may be encountered in the classroom.

1.Link to Padlet: <https://padlet.com/patrimarcos13/w0c1svfdm7dd>

(Sample of how the Padlet with the four restaurants would look like)



5. CONCLUSION

Throughout this dissertation, we have focused on Content and Language Integrated Learning as the main approach used nowadays for bilingual education in many countries in Europe. Since the first CLIL programs emerged, its use has rapidly spread becoming part of mainstream education and today, more often than not, we find CLIL programs in almost every city in Spain, no longer being the privilege of the academic elite (Coyle, 2009).

As stated in the introduction, our main goal has been to provide the perfect CLIL recipe for foreign language teaching, by proposing a detailed sample plan for practical implementation in a Primary class setting. It has been interesting to see that CLIL is like a big meal that is only well-cooked when all the ingredients are added in the correct dose at the right time.

In order to examine each of these ingredients, the first part of this paper has been devoted to exploring the theoretical foundation of CLIL. We have firstly attempted to define this model by comparing different definitions that added a complementary meaning to understand the whole concept, and by analyzing the origins of this type of bilingual education. Then, we have discussed the benefits this approach brings into schools and also the pitfalls that may be encountered during its implementation. Before studying the key features of CLIL, we have also mentioned how the evolution of its definition, implementation and research has been object of controversy among researchers and scholars. And the answer to these disagreements seems to be clear: more research is necessary to shed light on all the CLIL arguments that have recently appeared and that may compromise its future development.

As for the characterization of this model, we have delved into the main aspects of CLIL: Theory of language and learning, roles of teachers and students, aims in terms of language development, materials, organization, or the number of subjects taught in the L2, among others. We have also centered our thesis on analyzing CLIL methodology, giving account of the student-centered approaches that are particularly appropriate for dual-language education and that have been seen in action in our didactic proposal. We have finalized the theoretical part with a short review of CLIL implementation and legal regulations in Castilla-La Mancha, since this is the autonomous community for which our lesson plan has been designed. The second part of this dissertation has presented and described in detail the lesson plan mentioned above. All the key ingredients studied have been combined to show how language and content can come together fruitfully in the class. From the beginning to the end, we have designed a wide variety of genuine materials with the idea of enhancing students' knowledge of both the content and the foreign language, and also improving their cognitive

skills, motivation and positive attitudes towards the L2. Not only have the materials presented been originally designed, but they have also been used to integrate a wide variety of student-centered methodologies to promote a meaningful learning experience in the bilingual class.

As we already indicated at the beginning of this project, in Castilla-La Mancha we do not possess a bank of CLIL resources and materials as in other communities like Andalusia, so this dissertation hopes to be a modest contribution that comes to fill this much-needed niche. Hopefully, any teacher who decides to take advantage of the benefits of this bilingual approach can take this MA thesis as a theoretical reference and practical guide to start his/her CLIL teaching journey.

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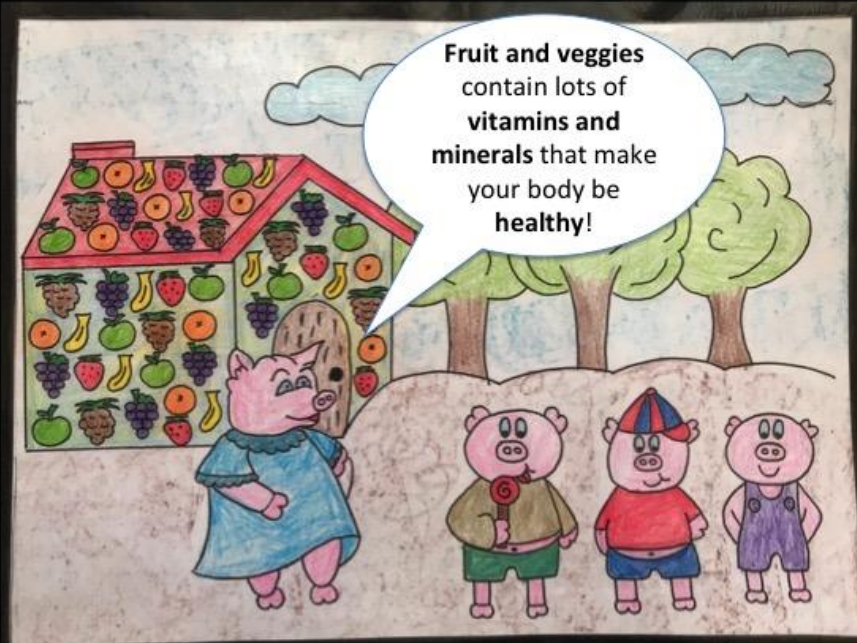
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7. ANNEXES

Annex 1. PowerPoint of the story (originally designed story and illustrations)

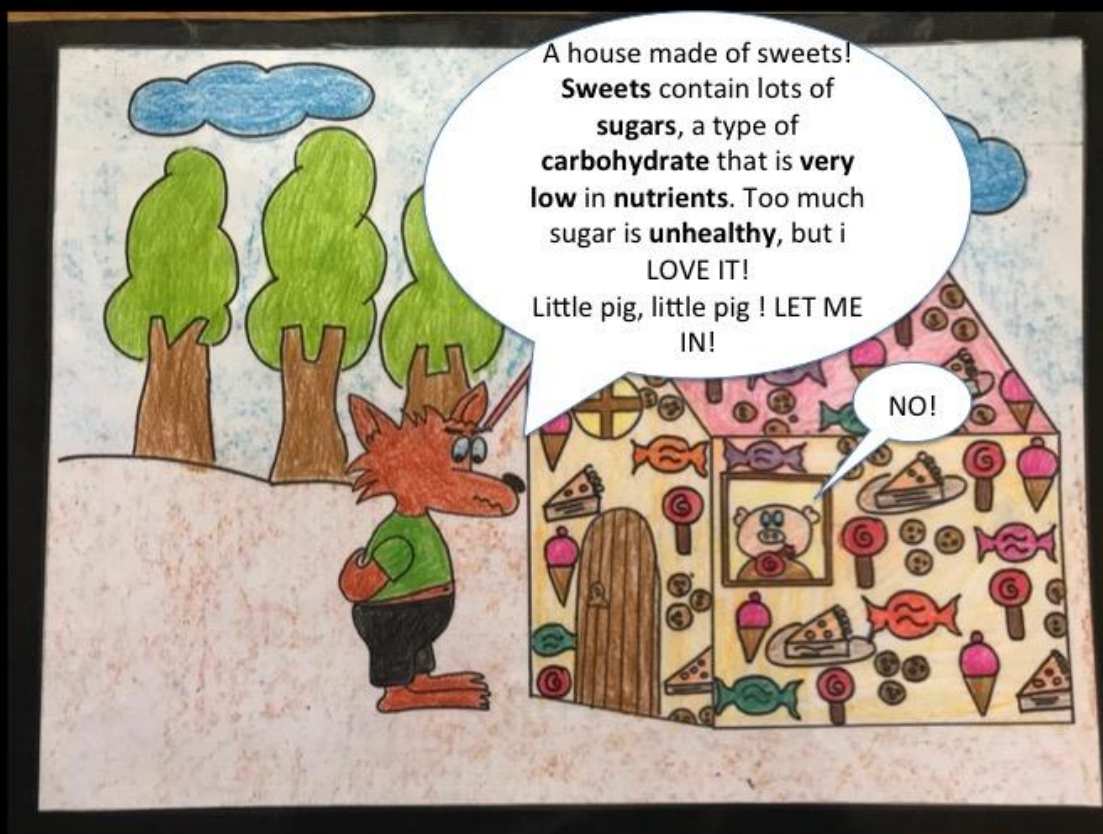


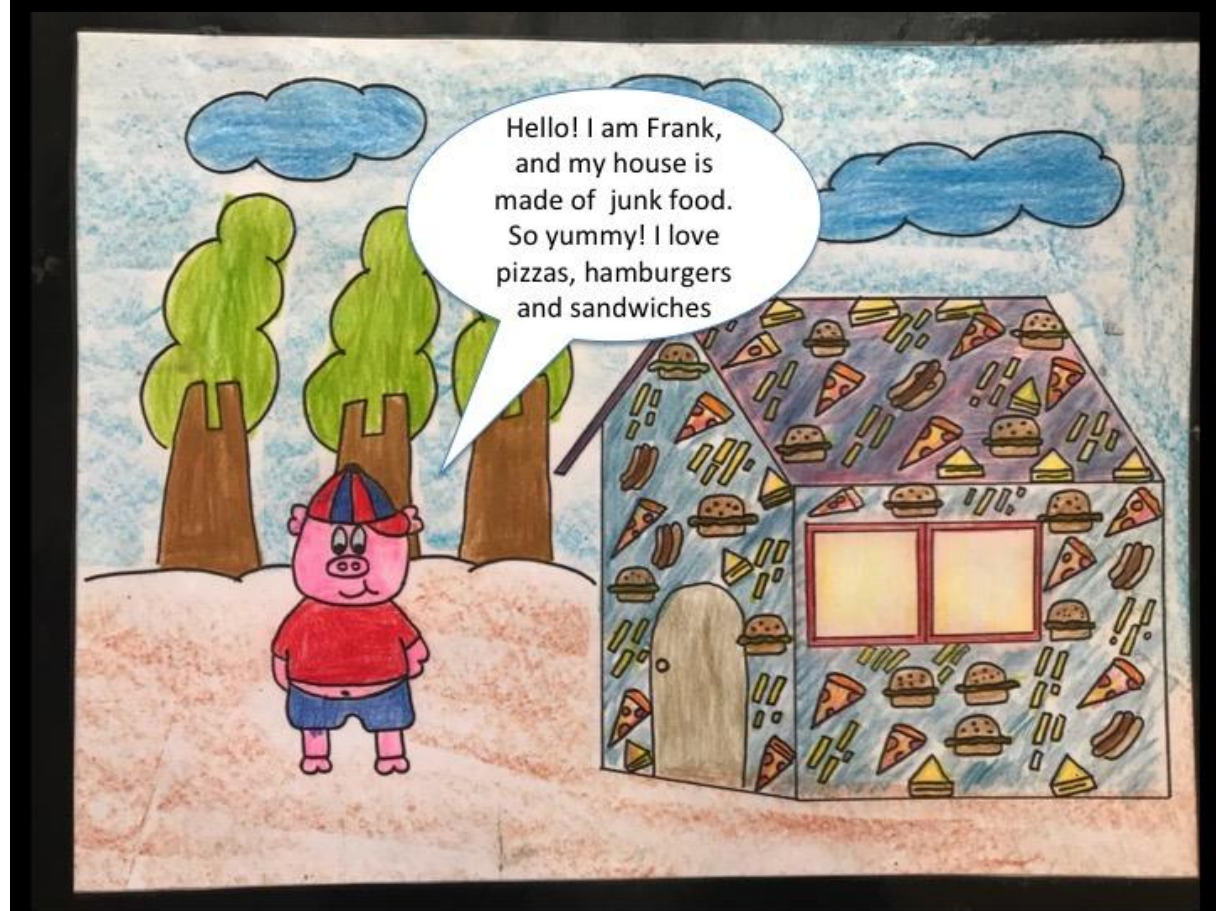


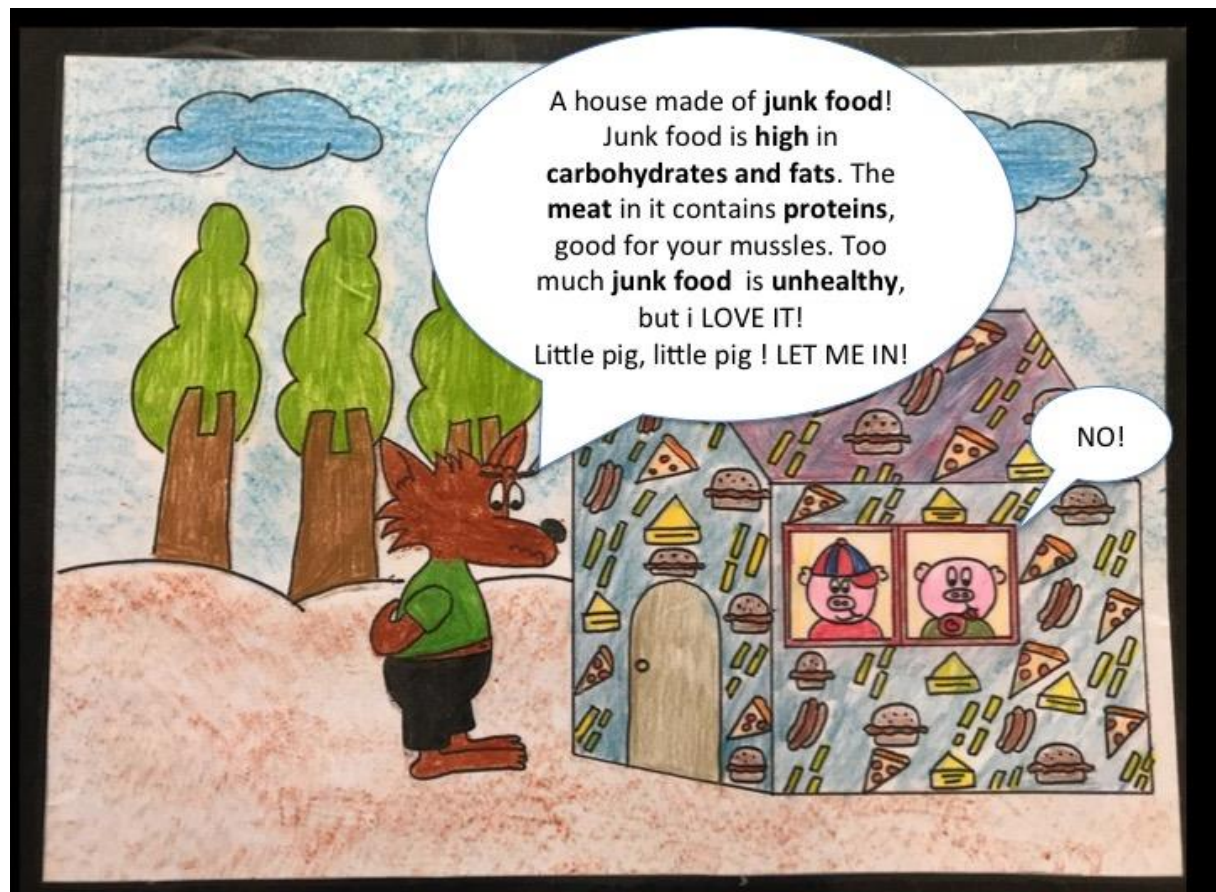
This is the story of three little Pigs called Sam, Frank and Vince. They live with their mom in a house made of fruit. Mummy pig loves fruit and veggies. She likes oranges, strawberries and grapes. She tells the three little pigs everyday...

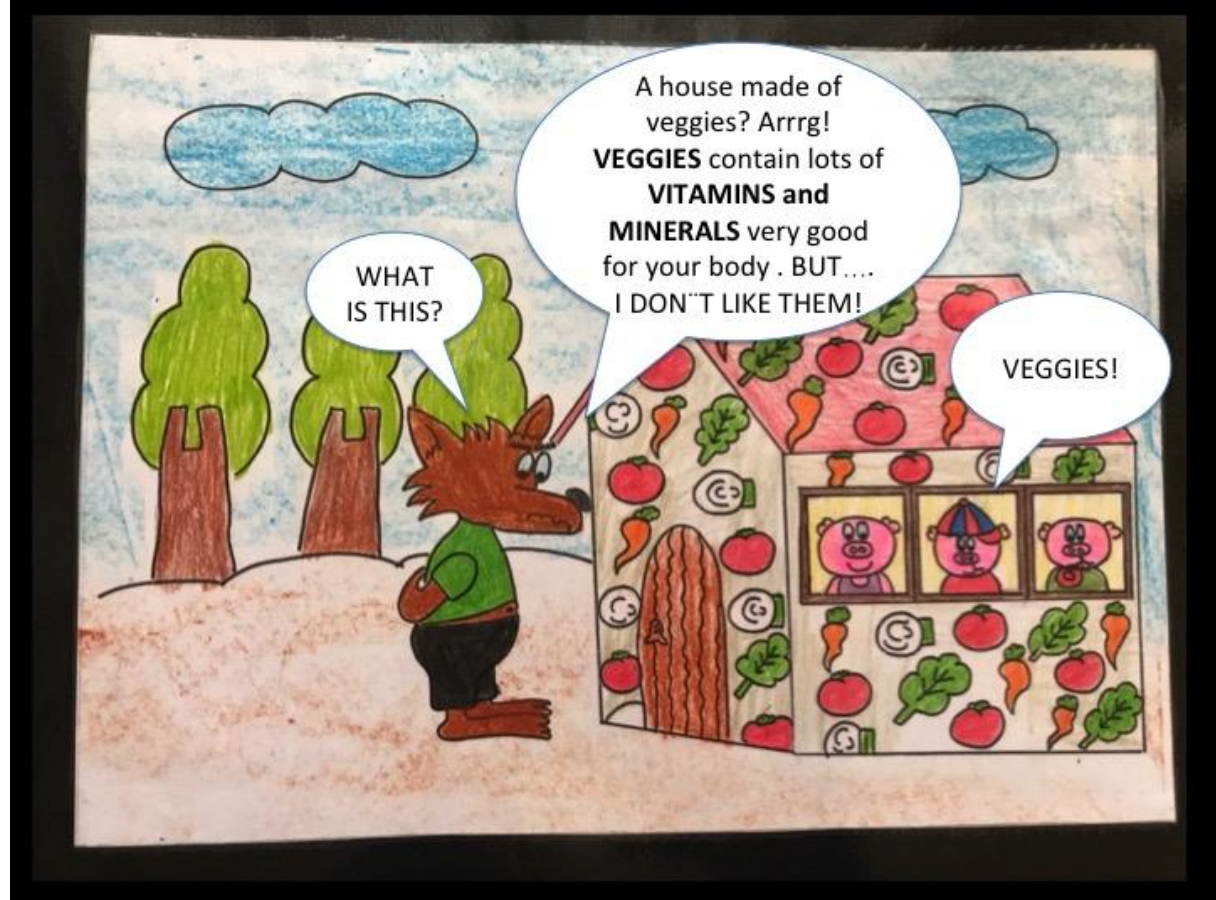
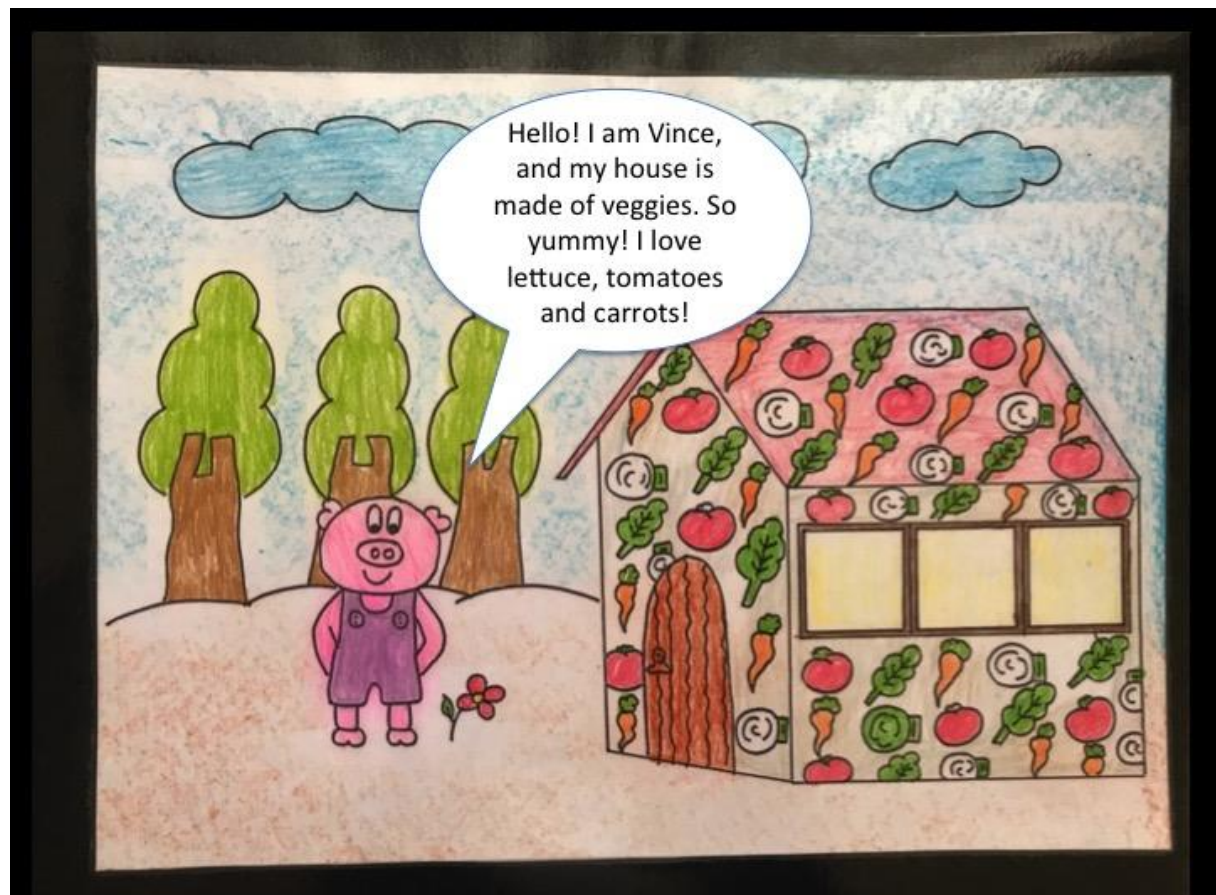


Now it's time for the three little pigs to build their own houses. Mummy warns them: Be careful with the big bad wolf! He loves to eat unhealthy! Guys! You need to keep a healthy and balanced diet.











FOOD NUTRIENTS



✓ **Proteins:** they fight off infections in our body and help our muscles get stronger



✓ **Vitamins and minerals:** help our body be healthy so that we don't get sick.



✓ **Carbohydrates and fats:** they give us energy so we can move and do exercise



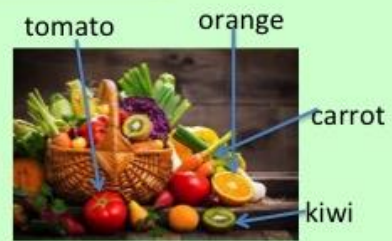
✓ **Sweets:** are rich in sugars but low in nutrients. We should avoid them



What nutrients can we find in this food?



PROTEINS



VITAMINS AND MINERALS



CARBOHYDRATES (sugars)



FATS (good and bad)

Annex 2. Reinforcement activity for lesson 2 (originally designed)

1 Colour the boxes that are food.

apple	carbohydrate	fish
sugars	muffin	fats
pasta	protein	minerals
carrot	eggs	vitamins

2. What is the name of the words in the boxes you did not colour?

INGREDIENTS / NUTRIENTS / CALORIES

3. Colour the food you should eat everyday.



Annex 3. Extension activity for lesson 3 (originally designed).

**1. Design a healthy menu for one day.
REMEMBER THE FOOD PYRAMID!!**

Menu
BREAKFAST
SNACK 1
LUNCH
SNACK 2
DINNER

Annex 4. Formative assessment rubric

Content and language formative assessment grid

	1	2	3	4
CONTENT (30%)	Student is <u>unable</u> to identify the difference between healthy and unhealthy eating habits.	Student is able to identify some differences between healthy and unhealthy eating habits with teachers' support.	Student is able to identify the difference between healthy and unhealthy eating habits with teachers' support.	Student is able to identify the difference between healthy and unhealthy eating habits.
	Student can only identify one or two food groups.	Student can identify up to three food groups.	Student can identify food groups and classify food in each group with help.	Student can identify food groups and classify food in each group.
	Student cannot describe the nutrients of a particular food item.	Student can describe some nutrients of a particular food item.	Student can describe the nutrients of a particular food item with help.	Student can describe the nutrients of a particular food item.
	Student is not able to place every food group in the food pyramid to keep a balanced diet.	Student is able to place some food groups in the food pyramid to keep a balanced diet.	Student is able to place every food group in the food pyramid to keep a balanced diet with help.	Student is able to place every food group in the food pyramid to keep a balanced diet.
LANGUAGE (20%)	Student cannot apply the present simple to express likes and dislikes (BICs)	Student cannot apply the present simple to express likes and dislikes (BICs)	Student cannot apply the present simple to express likes and dislikes (BICs)	Student cannot apply the present simple to express likes and dislikes (BICs)
	Student has difficulties to describe the nutrients in food both orally and in written form. (CALP)	Student describes the nutrients in food in written form but not orally. (CALP)	Student describes the nutrients in food both orally and in written form with help. (CALP)	Student describes the nutrients in food both orally and in written form. (CALP)
	Student cannot read and understand a story about nutrients (CALP)	Student can read and understand a story about nutrients with support (CALP)	Student can read and understand a story about nutrients with little support (CALP)	Student can read and understand a story about nutrients (CALP)
	Student cannot identify Real English in a listening (BICs)	Student can't identify Real English in a listening with help (BICs)	Student can identify Real English in a listening with little help (BICs)	Student can identify Real English in a listening (BICs)
	Student identifies vocabulary related to food nutrients and a balance diet (2-5 items)	Student identifies vocabulary related to food nutrients and a balance diet (5-10 items)	Student identifies vocabulary related to food nutrients and a balance diet (+ 10 items)	Student identifies vocabulary related to food nutrients and a balance diet (+15 items)
INTERPERSONAL INTELLIGENCE (10%)	Student does not cooperate with other students to complete the tasks proposed in each lesson.	Student cooperates with other students to complete the tasks proposed in each lesson with reminders.	Student cooperates with other students to complete the tasks proposed in each lesson most of the time.	Student consistently cooperates with other students to complete the tasks proposed in each lesson.
INTRAPERSONAL INTELLIGENCE (10%)	Student has not shown interest and motivation towards the topic and the activities.	Student has shown some interest and motivation towards the topic and the activities.	Student has shown interest and motivation towards the topic and activities most of the time.	Student has consistently shown interest and motivation towards the topic and the activities.

Annex 5. Two stars and a wish (self-assessment)

FOOD AND NUTRITION	
Name: _____	
Two stars and a wish	
	I can _____
	I can _____
	I wish _____

SOME IDEAS

identify nutrients in food

distinguish healthy/unhealthy choices

design a balanced diet

Create a slogan for a restaurant

Annex 6. Summative assessment rubric (originally designed)

Content and language final assessment grid

	1	2	3	4
CONTENT (30%)	Student is unable to identify the difference between healthy and unhealthy eating habits.	Student is able to identify some differences between healthy and unhealthy eating habits with teachers' support.	Student is able to identify the difference between healthy and unhealthy eating habits with teachers' support.	Student is able to identify the difference between healthy and unhealthy eating habits.
	Student can only identify one or two food groups.	Student can identify up to three food groups.	Student can identify food groups and classify food in each group with help.	Student can identify food groups and classify food in each group.
	Student cannot describe the nutrients of a particular food item.	Student can describe some nutrients of a particular food item.	Student can describe the nutrients of a particular food item with help.	Student can describe the nutrients of a particular food item.
	Student is not able to place every food group in the food pyramid to keep a balanced diet.	Student is able to place some food groups in the food pyramid to keep a balanced diet.	Student is able to place every food group in the food pyramid to keep a balanced diet with help.	Student is able to place every food group in the food pyramid to keep a balanced diet.
LANGUAGE (20%)	Student cannot apply the present simple to express likes and dislikes (BICs).	Student cannot apply the present simple to express likes and dislikes (BICs).	Student cannot apply the present simple to express likes and dislikes (BICs).	Student cannot apply the present simple to express likes and dislikes (BICs).
	Student has difficulties to describe the nutrients in food both orally and in written form. (CALP)	Student describes the nutrients in food in written form but not orally. (CALP)	Student describes the nutrients in food both orally and in written form with help. (CALP)	Student describes the nutrients in food both orally and in written form. (CALP)
	Student cannot read and understand a story about nutrients (CALP)	Student can read and understand a story about nutrients with support (CALP)	Student can read and understand a story about nutrients with little support (CALP)	Student can read and understand a story about nutrients (CALP)
	Student identifies vocabulary related to food nutrients and a balance diet (2-5 items)	Student identifies vocabulary related to food nutrients and a balance diet (5-10 items)	Student identifies vocabulary related to food nutrients and a balance diet (+ 10 items)	Student identifies vocabulary related to food nutrients and a balance diet (+ 15 items)
INTERPERSONAL INTELLIGENCE (10%)	Student does not cooperate with other students to complete the tasks proposed in each lesson.	Student cooperates with other students to complete the tasks proposed in each lesson with reminders.	Student cooperates with other students to complete the tasks proposed in each lesson most of the time.	Student consistently cooperates with other students to complete the tasks proposed in each lesson.
INTRAPERSONAL INTELLIGENCE (10%)	Student has not shown interest and motivation towards the topic and the activities.	Student has shown some interest and motivation towards the topic and the activities.	Student has shown interest and motivation towards the topic and activities most of the time.	Student has consistently shown interest and motivation towards the topic and the activities.
FINAL TASK PRESENTATION OF THE RESTAURANT (30%)	The text presented is not well organized and is difficult to follow.	The text presented is well organized but it contains some mistakes.	The text presented is well organized and easy to follow.	The text presented is well organized, easy to read and contains a great variety of academic vocabulary.
	The student copy ideas from other groups when presenting. He/ she does not speak fluently.	Student need some support to present his/her work in an original way.	The content and presentation are both original. Student makes some mistakes when speaking but he/she is very fluent.	The content and way of presenting are really original. Student is fluent in English with no mistakes.

Annex 7. Peer assessment (originally designed)

PEER ASSESSMENT				Group members
My partner supported me during the project. I enjoyed working with him/her.				NAME:
				NAME:
				NAME:
				NAME:
His/her meal description is clear and easy to understand.				NAME:
				NAME:
				NAME:
				NAME:
He/She proposed good ideas for the slogan.				NAME:
				NAME:
				NAME:
				NAME:
His/her drawing is nice and original.				NAME:
				NAME:
				NAME:
				NAME: