

Master's Dissertation/
Trabajo Fin de Máster

A DIDACTIC PROPOSAL TO PROMOTE MOTIVATION IN THE CLIL CLASSROOM USING ACTIVE METHODOLOGIES

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July, 2021

RESUMEN:

En este documento se presenta una propuesta didáctica que incorpora metodologías activas para promover la motivación en el aula bilingüe. Para ello, contaremos con una fundamentación teórica en la que se presentarán aquellos aspectos más importantes que serán tratados, tales como la definición de AICLE para contextualizar la propuesta, AICLE en Andalucía y la importancia de la motivación y el consiguiente aprendizaje significativo. Posteriormente se abordará la base teórica de las metodologías activas elegidas para desarrollar la propuesta, en este caso enfoque por tareas, Flipped classroom (aula invertida), y la importancia de las nuevas tecnologías para su buen desarrollo. Se resalta la importancia del aula invertida porque ha pasado a ser una metodología que se encuentra muy presente en nuestro día a día debido a la situación actual, por lo que se entiende de gran importancia abordarla. Por último, se desarrollará una propuesta didáctica que desarrolla los aspectos abordados.

Palabras clave: CLIL, motivación, metodologías activas, aula invertida, nuevas tecnologías.

ABSTRACT:

Through this document, we present a didactic proposal based on the importance of promoting motivation and meaningful learning in the CLIL classroom. To do it, we present a theoretical framework in which we introduce the key aspects that are going to be addressed, such as the definition of CLIL in order to contextualise, CLIL in our Community (Andalusia), and the theoretical basis of the active methodologies chosen to create the proposal, in this case Task-Based Approach, Flipped classroom and the use of ICTs for their good development. Moreover, it is important to take into account that Flipped classroom is a very relevant current methodology because of the situation we are living nowadays, which is the reason why the focus is put on it. Finally, a didactic proposal will be presented to develop the aspects previously mentioned.

Key words: CLIL, motivation, active methodologies, flipped classroom, ICTs

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1. INTRODUCTION

We live in times of big changes in foreign language education. We can see that new paradigms and pedagogical currents appear in this kind of teaching. In fact, CLIL (Content and Language Integrated Learning) in English and the teaching learning process in general are experiencing many evolutions, so we have to adapt to them and select the most adequate methodologies and resources, taking into account the students' needs to promote motivation and meaningful learning. Therefore, the foreign language teaching and all the methods about it require innovation (Rodríguez Bonzes, 2012: 178).

In addition, some authors focus on the difficulties we can find in CLIL methodology (Harrop, 2012: 58), and trying to avoid frustration and lack of motivation in our students is essential for us. Moreover, the difficulty is not only found in students, but also in teachers, since teaching a subject in a foreign language is a complicated process. It requires specialised training to avoid feelings of insecurity.

This Master's dissertation will focus on the importance of fostering motivation through the presentation of a suitable design of a proposal based on active methodologies (Task-based approach and Flipped classroom). Despite the fact that focus will be put mainly on these two methodologies because of extension limit, other important active methodologies used in CLIL such as the use of games and cooperative learning will also be addressed.

Before the didactic proposal, the theoretical framework it will be based on will be presented.

1.1. Purpose of the Master's Dissertation

The main purpose of this Master's Dissertation is focusing on the importance of promoting motivation in the CLIL classroom as one of the most important aspects to get success and to foster meaningful learning. Some critics point out that pupils can feel negative or even frustrated on many occasions, because of the difficulty in language input and demanding content (Otwinowska, and Forys, 2015: 2). For this reason, presenting them in an attractive and proper way through active methodologies is essential.

In addition, it is important to highlight that one of the chosen methodologies (Flipped classroom) has regained big importance in our society because of the pandemic, therefore it is relevant to mention the usefulness of putting it into practice in our classes, not only as a necessity but also as an opportunity.

2. JUSTIFICATION

This MD arises from the necessity of a change in CLIL methodology in Andalusia. According to Aebli (2001: 113), if there is no motivation, there is no learning. That is to say, when students suffer from a lack of motivation, that causes difficulties in the learning process. In this context, the teacher's role is of critical importance, as he/she has to manage the class and give the students the opportunity to experience in learning and develop their autonomy. In this case, the teacher's role is essential for the learning process and students' motivation, as the teacher influences on the appetite for learning (Ramajo, 2008: 22).

One of the main reasons for it is the lack of training of CLIL teachers. According to Hillyard (2011: 6): "Lack of competent, trained CLIL teachers has become more evident".

Many of the teachers can experience feelings of insecurity or even fear, bringing about its failure in the implementation. According to the educational information web in Europe (Eurydice, 2006), CLIL implementation is more demanding than traditional foreign language teaching, so the problems that can appear are more frequent. Therefore, bearing the dual focus in CLIL in mind (content and language) and the

difficulties to face its practice, this makes us be aware of the big knowledge a good CLIL teacher should have.

Moreover, in CLIL methodology, the teacher should have many possibilities to put into practice in the class. The use of different and varied resources is essential in order to teach in an attractive and funny way. Following García and Ruiz (2012: 8), teachers have many resources, we just need to add “magical salt”: our imagination.

For this reason, focus will be put on active methodologies that will help us improve our teaching practice in CLIL methodology.

As mentioned above, this Master’s Dissertation will focus mainly on two methodologies to promote the implementation of CLIL, Task-based approach and Flipped classroom. The reason why the focus has been put on Task-based approach is that it is a student-centered methodology which promotes the motivation and the opportunity of meaningful learning and the communicative use of language. In addition, it emphasizes self-exploration and personalized learning (Uden et al., 2019: 148). On the other hand, Flipped classroom is a methodology with many advantages such as the undeniable improvement of learner autonomy, the effectiveness and exploitation when managing class time (Domínguez and Palomares 2020: 264), the constant connection with the real world, and the motivation it provides our pupils with. Flipped classroom also allows teachers to help students during assigned class time within their corresponding teaching loads (Charles A. Hill, 2013).

In addition to these many advantages, Flipped Classroom turns out to be an useful methodology nowadays in our society, when COVID-19 has resulted into changes in the different spheres of our lives. These changes have been particularly visible in the education field, where it has been necessary to urgently rethink the training processes in terms of non-face-to-face. (Cuevas-Monzonís et al., 2021: 1)

During lockdown teachers were required to change their methodology to teach exclusively online. Therefore, they had to learn to use different apps, webs and different resources in a record time. Now, after a year, with face-to-face classes, teachers must

continue using this way of teaching because unfortunately, on many occasions some of our students must stay home because of the virus.

To sum up, in the same way we have to adapt to other kinds of changes in our life such as the new technologies, this pandemic has changed significantly the teaching and learning process (Cheong et al., 2021: 387). Therefore, it is a necessity in the society and we as teachers must to deal with it.

3. THEORETICAL FRAMEWORK

This part of the MD will focus on the theoretical framework that underlies the didactic proposal. It will be based on the above-mentioned aspects.

3.1. What is CLIL?

We are living in a society with many changes related to foreign language education. Many pedagogical paradigms are appearing in language teaching. The term CLIL was coined in 1994 by David Marsh, and it has turned out to be considered as a trendy European approach to bilingual education. Also, it has been proclaimed as an extraordinary innovation and a great opportunity to improve foreign language (Marsh, 1994).

Although the word CLIL seems recent, it is not a new educational concept. Some authors even refer to the history of the Akkadians around 5,000 years ago. After conquering the Sumerians, the Akkadians started to learn the local Sumerian language by using it as the language of instruction, (Hasenová, D, 2015: 116).

Regarding the definition of this concept, there are many of them, but an often quoted one is the one that provided by Marsh and Langé (2002: 2), who defined CLIL as “a dual-focussed education approach in which an additional language is used for the learning and teaching of both content and language”.

Wiseman (2018) defines it accordingly: “Content and Language Integrated Learning (CLIL) is an approach where students learn a subject and a second language at the same time”.

As mentioned above, it is focused on two aspects, therefore the dual-focussed emphasises the fact that CLIL has two objectives: the subject and the language. It is essential to take into account that CLIL does not mean teach again the contents students know in the foreign language. CLIL should integrate both aspects in order to be successful and it implies that both subject and language is learned (Wiseman, 2018).

Furthermore, what distinguishes it from other bilingual education initiatives is its “planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (Coyle et al. 2010: 6). This is what Coyle (2007) refers to as the 4 C’s framework (cf. Fig. 1): *content* (subject matter), *communication* (language learning and using), *cognition* (learning and thinking processes), and *culture* (intercultural understanding and global citizenship).

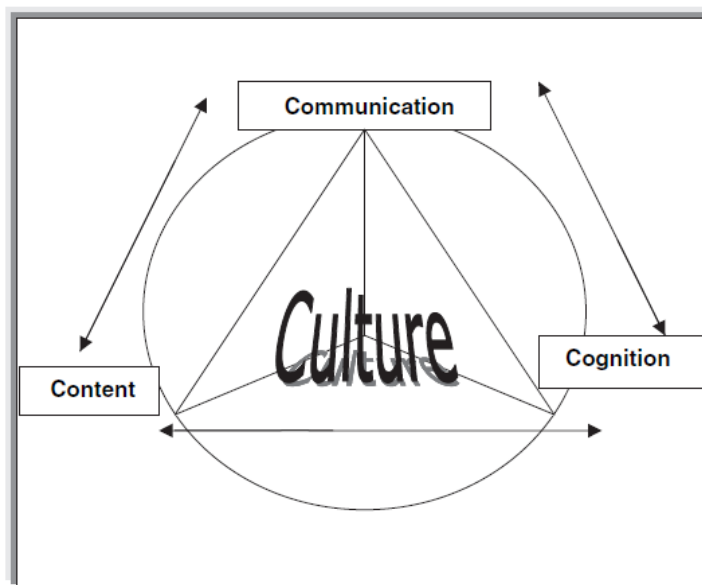


Fig. 1. The 4Cs Framework for CLIL (Coyle, 2007: 551)

- Content – Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.
- Communication – The use of language to learn and learning to use language.

- Cognition – Development of thinking skills which link concept formation (abstract and concrete), understanding and language.
- Culture – Exposure to other perspectives and shared understandings,

In addition, according to Coyle, Hood and Marsh (2010: 5), in CLIL approach it is essential to take into account Bloom's Taxonomy too, which includes six levels for the students' learning, in line with two categories of thinking skills: lower and higher order (HOTS and LOTS).

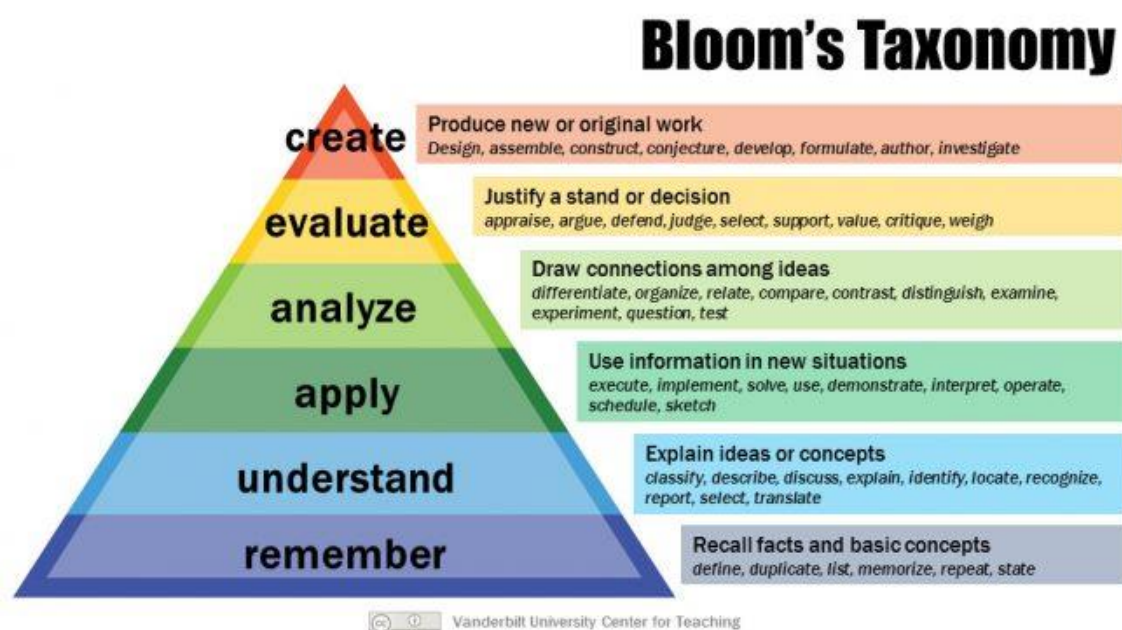


Fig. 2. Bloom's Taxonomy levels. Retrieved from: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

On the other hand, it is relevant to highlight that any approach has assets and pitfalls. When selecting and using a specific methodology, being conscious of the advantages and disadvantages is essential.

Among the **assets**, according to Wiseman (2018) we can find the following ones: it is believed that CLIL is a natural way to learn a language; when a subject is presented in the target language there is a strong reason to learn both at the same time. In addition, being content focused, is especially advantageous in situations where students are unenthusiastic about learning a language. Furthermore, it has the advantage that numerous subjects can be taught in English, so that students' exposure to the language is increased, meaning their language acquisition is faster.

Among the pitfalls, productive skills (speaking and writing) tend to be negatively affected in content-based contexts. Particularly oral production of learners is likely to fail to be successfully developed and improved in CLIL classes (Pérez- Cañado 2011: 317). According to Marisa Pérez Cañado (2012: 107), another important disadvantage in CLIL approach is the qualification of teachers: their insufficient mastery of the target language has entailed a problem, together with the lack of support they receive from educational authorities and the shortage of teacher training programs. However, training teachers should be a priority (Hillyard, 2011).

3.1.1. CLIL in Andalusia

Once we have introduced and familiarized with the CLIL term, it is time to focus on CLIL in our Community (Andalusia).

Nowadays, Andalusia is the monolingual community which has more bilingual schools in Spain. The APMP (Andalusian Plan for the Promotion of Plurilingualism) established two important goals: to improve the mother tongue skills, and to foster plurilingual and pluricultural competence (Junta de Andalucía, 2005: 25). A re-visioning of this specific Plan, and checking the most important objectives were considered in 2017 in the Strategic Plan for the Development of Languages in Andalusia, including some more important goals, such as promoting of the students' communicative competence in all the languages (mother tongue o foreign ones), or improving the level in at least one foreign language according to the Common European Framework of Reference for Languages (CEFR). Some other specific objectives include improving teachers' language level to a C1 one (nowadays CLIL teachers are only required a B2 level), fostering the roles of teaching assistants, or even promoting the external exposure to the L2 with the participation in Erasmus+ and e-Twinning programs for intercultural education.

Regarding the curricular aspects of CLIL, the *Order of June 28th, 2011* guides all curricular aspects of the Bilingual Schools Program. The subjects that are being taught in the L2 may depend on the school but in the case of primary education Natural and Social Science are both compulsory. In primary education, the most typical ones are:

Natural and Social Science, Art and Physical Education. In this case, CLIL classes should receive at least a 50% weekly exposure to the foreign language.

According to the *Order of June 28th 2011 which regulates the bilingual teaching in the Autonomous Community of Andalusia*, there is another important aspect to highlight about CLIL in Andalusia, which are the roles of staff such as bilingual coordinators, language teachers, non- linguistic area teachers (NLAs), and teaching assistants (TAs). The collaboration among them is essential to get success in this process.

3.2. The importance of motivation

Motivation can be considered as one of the most relevant elements in successful learning, because if students are motivated, it is more likely to get success in the teaching-learning process. Therefore, it is one of the most important relevant aims to be achieved when working as a teacher, and it benefits both teachers and pupils in the end.

As regards students, we can find many definitions for motivation. To help our students to be motivated, they need something to achieve, to look forward to and a clear and attractive goal (Gardner, 1985: 7). In education, motivation is essential, but when we talk about a foreign language, it is even more relevant because of the problems and frustration learners tend to have in this case (Guirosa et al., 1972).

According to Gardner and Lambert (1972), in motivation related to foreign language learning, we can find two types: integrative and instrumental motivation. A student develops integrative motivation when he or she wants to acquire the target language because of cultural interest. On the other hand, a student shows instrumental motivation when she or he wants to study it because of the importance of know the language for working opportunities. Following Gardner and Lambert (1972), “there is no reason to expect to find a relationship between one form or the other of motivational orientation and motivational intensity, since the instrumentally oriented learner could be as intense or more so than the integratively oriented student”. On the other hand, students can experience variations in the learning process depending on the motivation degree (Castro, 2019: 90).

As regards lack of motivation, on many occasions learners do not have the correct and sufficient input of the language in the environment or many opportunities to interact with the real language, therefore they are not motivated (Rost, 2006: 1). In fact, the traditional foreign language teaching provided inauthentic input with a clear lack of communicative purpose and this could have affected students' motivation. In spite of that, many researches have shown that CLIL students tend to have more motivated and enthusiastic attitudes, which entails a clear relationship between motivation and CLIL approach (Lasagabaster, 2011).

According to Castro (2019: 91), another important factor in motivation is the group of students. If they are comfortable with the classmates and they have a good working climate, it is more likely to promote motivation and interest. Therefore, the teacher's action to promote it is essential. Also, another essential factor is not only school climate but also the family. These two aspects influence in students' motivation and behaviour (Scott-Jones, 1995).

On the other hand, motivation is important not only for students, but also for teachers. When the teacher is motivated it is more likely to foster motivation in students and vice versa (Rodríguez, 2012:390), therefore we as teachers have to be motivated to provide our students with the most appropriate teaching process, and the best resources and approaches according to their characteristics, interests and needs. We can state that a motivated teacher is key to a successful process. In addition, when a teacher is motivated, he or she fosters creativity and even curiosity, which is essential in the class climate (Rodríguez, 2012: 390).

In order to foster teachers' motivation, personal expectations and working climate must first have an effect on the satisfaction of needs. The motivational behaviour occurs continuously, i.e. starting from the amotivation, moving to an emerging extrinsic motivation, and finally progressing to intrinsic motivation (Ryan and Deci, 2000: 69).

Teachers become educators because of their motivation to teach. If a teacher has no motivation, then they will not be effective in educating or teaching (Utomo, 2018: 333).

Finally, despite the fact that many important aspects about motivation are presented, teachers must be conscious that nowadays there are many changes in students and teachers' motivation because of technological advances or professional needs (Rodríguez 2012: 385).

To sum up, motivation turns out to be a key element in the L2 acquisition and in CLIL contexts.

3.3. Meaningful learning

When we teach, it is essential to know how students learn. If we decide to teach in a connected and meaningful way, our students will learn properly. However, if we do not do it, we can experience many difficulties (Ausubel, 1983: 8).

One of the most important objectives of education is to prepare students for life within society (García and Candela, 2010: 41). However, we tend to teach some contents in an isolated and no-significant way. If we want our students to be prepared for real life, we should think about it, and provide them with the opportunity to understand and apply the knowledge in their lives.

When our pupils learn, they should associate the knowledge with the things around them, connecting the previous knowledge with the new one. If we help them to do it, we will be fostering a meaningful learning in which they can get a durable one when all things learned are associated with the real context or setting (Veglia 2007: 56).

According to Vandekar (2015), we can foster meaningful learning following some important tips:

- Teach the contents using different methodologies, resources and even in other subjects to help them to make connections.
- Help our pupils to relate the concepts to their real life
- Avoid memorization
- Apply the knowledge in situations or real problems of the students.

In fact, according to Cavallo and Schafer (1994: 394) people who learn only by memorizing contents are not able to make connections with problems. In addition, they state that students who experience meaningful learning are able to personalize concepts and apply them to solve problems. Therefore, a student who manages to learn to find solutions, create, solve problems or present conclusions will become an adult that will be able to do the same in real life or work environments (Veglia 2007: 156). The ability to perform all these tasks well is what is required of an individual that is competent, both personally and professionally.

On the other hand, motivation plays an important role too, and both meaningful learning and motivation are really connected since the last one provided with the positive attitude towards learning. It is evident that in this important process in which the brain acquires new learnings, motivation plays a relevant role. It is interesting to highlight that according to Gilbert (2005: 2), the brain is designed for survival. When we want to learn something, a part of our brain asks if we need this specific learning or not. In this sense, motivation is again an important factor in learning process.

Carrillo et al. (2009: 28) state that there are motivations that generate learning such as the interest for the topic, which is the most important one, cooperative learning, competition, and the help from the teacher and classmates.

In conclusion, it can be affirmed that there is not meaningful learning without motivation.

3.4. Active methodologies

As mentioned above, intrinsic motivation is essential to foster meaningful learning (Uría 2001: 148). One of the most important aspects to foster motivation in students is the methodology we use in the classroom. If we put into practice active and student-centered methodologies, we are more likely to promote motivation in our students.

Student-centered methodologies are necessary for the change in education. Approaching the teaching-learning process from the point of view of the student, rather than the

teacher's, implies a very big change in the way of teaching, which has an important impact in the learners' knowledge (Ramos et al., 2018).

Taking into account some initial considerations, it is important to say that traditional teaching focused on the teacher has been questioned by recent studies because of its effectiveness. Construction of knowledge by the learners is essential, which can be addressed by means of active methodologies. (Freeman et al, 2014: 8413).

Unfortunately, the discussion about active methodologies and traditional ones often causes controversy. However, the key is selecting the best one to construct solid foundations (Molina et al., 2013: 3).

On the other hand, active methodologies are very attractive and interesting for teachers who agree with the necessity of fostering motivation, interest and creativity, instead of traditional teaching methods. However, despite the fact that there are many teachers who want to promote these methodologies, there is a lack of information about the definition of active learning, which generates many doubts about how to implement it (Borrego, 2013).

We can define active learning as the process of acquiring knowledge, values, attitudes and skills by involving students in the process, when the student goes from conceptual learning to a practical one (Mosquera, 2021). That is to say, it is the learning activity in which the learner interacts with the learning process, as opposed to passively taking in the information.

On the other hand, focusing on CLIL, it should be worked through active methodologies in which learners can use the foreign language in a communicative way. In addition, students on many occasions do not tend to be very receptive in the foreign language learning. However, CLIL can improve this situation if we make use of active methodologies too.

Next, focus will be put on some active methodologies considered to be important and interesting to be implemented nowadays in our CLIL classes to foster students' motivation.

3.4.1. Task-based approach

As regards Task-based approach, it is important to take into account some requisites for content and language learning according to Tomlinson (2015: 115). The first thing is the importance of **the students' exposition to a meaningful input**. CLIL is an approach that promotes a rich input because of the importance of coordinating content and language, and the authenticity is very important, which can be achieved by making use of varied presentation to the information such as videos, reading in screen or paper, etcetera. On the other hand, students have to be **affectively engaged**. This is to say, those activities that have an affective impact on students have a big probability to be understood. Learners must be **cognitively engaged** too, since activities in which they have to use critical thinking, solve problems, etc., will facilitate learning. Another important aspect we have to bear in mind is the use of **scaffolding** to favour the self-esteem of students. Finally, we have to provide our students with the opportunity to **manipulate the content in the target language**. It is important to encourage students to participate and use the language to communicate in the class, so that they can acquire the communicative competence.

To put into practice all these requisites, we should choose student-centered methodologies such as Task-based approach. As regards this, the *Order of June 28th 2011* addresses this methodological approach in a direct way in chapter III, article 9 (pedagogical methods).

Next, it is essential to talk about the definition of “task”. Ellis (2000: 195) attempts a definition: “A task is a ‘workplan’; that is, it takes the form of materials for researching or teaching language¹. A workplan typically involves the following: (1) some input (i.e. information that learners are required to process and use); and (2) some instructions relating to what outcome the learners are supposed to achieve”.

On the other hand, according to Ellis (2009: 223), tasks must meet the following criteria:

- They should be focused on meaning
- There should be a “gap” which is the need to express an opinion or convey information
- Students should use their own resources to do the activity
- There is a defined objective other than the use of language, which is used as a means to achieve the outcome.

When we talk about Task-based approach, we refer to those lessons in which students have to solve a task that requires the real use of language. According to Billsborough (2013), in Task-based learning the language is not the focal point of the lesson, the focal point is the task itself.

The main aim of the task-based lesson is to provide our students with the proper language and contents they will use to solve the task. Therefore, the language is the means to carry out it. The task could be simple or more complex, depending on the topic or even the students’ level. However, it must follow specific steps according to Nunan (2004: 128):

- **Pre-task.** It is where the teacher introduces and contextualises the topic and the task to students and activates students’ previous knowledge. It is the proper moment to motivate them. In this stage, presenting the final task and giving the instructions is essential. Learners should know what to do at the beginning of the unit.
- **Task-proper** It is the stage in which students complete the task throughout different activities we propose related to it.
- **Follow up.** In this stage, students present their task to the rest of the class, and learners analyse and evaluate their performance. It can involve the feedback provided by teacher

We can choose task-based approach because of many reasons. Ellis (2009: 242) enumerates the most important advantages:

1. It provides the opportunity for ‘natural’ learning in the class.
2. It focuses on meaning over form but can also cater for learning form.
3. It provides learners with a good input of target language.
4. It is so motivating and attractive.
5. It is well-suited with a learner-centred methodology but also allows for teacher direction.
6. It satisfies the development of communicative fluency but it does not neglect accuracy.
7. It can be used in combination with a more traditional methodology.

Motivation has changed in last years because the world has changed too. Students are motivated using videogames, social media, computers, tablets, etc., and we can say that this is a generation that needs a big incentive. We as teachers must respond to the digital era, and try to motivate our students with the most appropriate approaches to favour the teaching-learning process (Blanco and Amigo 2016: 104).

In this case, one of the methodologies we can take into account when we propose a Task-based approach is the use of games. When we talk about games in education, we have to make a differentiation between game-based learning and gamification. The first one is the use of games as a way of motivating learning, while gamification is a more complex concept which entails the use of games application in non-ludic contexts (Werbach and Hunter, 2014).

Gamification is a method used not only in educative contexts, but also in marketing, in order to foster motivation in workers (Simpson and Jenkins 2015: 1). In education it is very effective. To do it we can use classic games elements such as: points, badges, leader boards, and some apps and webs such as ClassDojo, Kahoot, Socrative, Minecraft. Education Edition, Genially, Monster kit, and so on.

What we tend to get with these kinds of methods is that students enjoy learning and learn for pleasure, in the same way in which they play videogames, go out with friends, etc. When they do something without the intention to get a reward, they can be

sufficiently motivated, that is to say, they develop intrinsic motivation (Tohidi and Jabbari (2012: 821). In this case, amusement is the best reward.

To sum up, we can make use of a great variety of methods to motivate our students and help them achieve meaningful learning, and the combination of them could be successful (Marqués and Badía 2014: 38).

3.4.2. *Flipped classroom and ICTs*

Focusing on the concept of Flipped classroom, it is necessary to introduce it, and as usual, there are different definitions in pedagogical research. Flipped classroom is a methodological trend in which contents are presented to students at home, and they practice and work them at school. This is the contrary of the common teaching and learning practice in which the content is introduced at school, and then students have to complete homework at home (Tucker, 2012: 8). In the case of the pandemic period, in which students were at home all the time, the complete work was done only at home.

Another definition is the one that defines it as the model in which what is done at school is done at home, homework done at home completed in class (Bergmann and Sams, 2012: 13). In this approach, before the lesson learners watch a theoretical part of lesson via multiple resources such as online videos or presentations, and then they take notes and prepare questions about the parts that they do not understand (Kim et al., 2014: 4). Flipped classroom is an approach that transfers the responsibility of learning from teacher to student (Bergmann, et al., 2011: 1).

There are advantages and good reasons to carry out this approach in class, such as the opportunity to have more time to attend diversity (Akçayır 2018: 103), and the opportunity to share content and knowledge with learners and even families, since it provides learners with the chance to access a very interesting content created or proposed by the teacher, it fosters a collaborative atmosphere, and it involves families in the process.

As mentioned in the introduction part, Covid-19 has changed the teaching-learning process a lot. Because of the pandemic, conventional schooling has been interrupted

with nationwide school closures in most countries, the most of them with at least 10 weeks. Nowadays teaching is different than two years ago. **Covid-19** has affected the world in general and people regardless of nationality or level of education. In this case, education is not an exception. Students from different backgrounds had to find alternate learning opportunities (Chaturvedi et al., 2021: 1).

In this context, the sudden change in face to face class has been a big challenge. We can say that this situation has accelerated the educational changes in our society. While the community related to education have made big efforts to preserve the continuity of teaching and learning process during this pandemic period, students needed their own resources to continue learning through the Internet. In fact, many students from the less privileged backgrounds found very difficult to continue learning because of the lack of resources such as computers, tablets, smartphones or even Internet connection (Aucejo et al., 2020).

On the other hand, teachers also had to adapt to the new teaching concept, which was very difficult for those that did not know how to use different technological resources because of the age or lack of training. In fact, nobody was trained for this situation.

Due to this complicated situation, some methodologies have expanded. This is the case of Flipped Classroom. Although it was very successful before the pandemic, nowadays it is one of the most widely used. This kind of method has the objective to use the possibilities that computers or technological resources in general can give us, thus responding to the students' demands who have to stay home during some days or weeks because of direct contacts with the virus, or even for prevention.

In the case of quarantines of students for a specific period of time, it is incredibly useful, we can provide them with presentations, videos or even tutorials and they can work in an autonomous way at home. Then when they come to class, they can ask for clarifications or doubts.

In addition, many schools in Andalusia have chosen an app, web or platform to work with students who have to stay home or even to upload different resources to complement the traditional one or even to do homework. In this case ICTs play an

important role. It is obvious that without ICTs, Flipped classroom would not exist. Thanks to them and the Internet access most students have, we can take advantage of this interesting approach.

As regards online platforms, apps and webs we can use to put into practice flipped classroom, there are many of them that are free and easy to use:

Genial.ly: it is an online tool which can be used to create interactive and visual presentations, quizzes, and posters where you can include videos and many resources. We can copy and send the link to access. It is very useful and attractive.

Moodle: It is an online platform for teachers, which is recommended by the Junta de Andalucía, it is official and secure. In this platform you can include your students and create the different subjects to upload materials, videos, presentations and even activities. In addition, students can see the dates of the activities and both teachers and students can communicate for doubts or even to be provided with feedback. However, this platform must be approved and authorized by the management team of the school.

Google classroom: It is an educative web proposed by Google. It enables teachers to create an online classroom area in which they can upload documents, videos, etc. In addition, it provides students with the opportunity to interact too. It was one of the most famous one in the pandemic period.

Canva: It is a web too, where you can create presentations and lesson plans. In addition, there is an educative extension which is “Canva for education” where you can sign up with documents to verify you are teacher and you can create your class and teaching and learning can take place virtually.

Flipped primary: it is a free app available for Android and iOS created by a Physical Education teacher (Miguel Ángel Azorín) to work through explanatory videos. It also includes questions competitions of each subject.

Explain everything: It is a kind of whiteboard that can be shared with your students and they can add information in a collaborative way from anywhere.

EDpuzzle: It is a very useful web in which you can modify, cut, insert, and record your own voice, write questions, etc. In addition, you can check that your students have watched the video you have proposed, verify their answers or even check the time they have spent doing the activity.

These are the most interesting webs, platforms and apps that can help us to use Flipped classroom in our class. The key is to select the most appropriate one according to your students' characteristics and interests.

4. DIDACTIC PROPOSAL

Once we have presented the theoretical framework, it is time to introduce the didactic proposal in which we can put into practice all the aspects previously mentioned and illustrate them with examples.

Therefore, in this part of the Master's Dissertation, a didactic unit will be proposed in which the importance of active methodologies will be shown, so that learners can foster motivation through meaningful learning.

To start with a presentation of all-important sections is carried out.

4.1. Justification

Firstly, it is important to select the topic to develop the proposal. In this case, we have to bear in mind the students' interests, characteristics and needs.

The topic of this proposal is wild animals and their characteristics, in this case the focus will be on "the Congo rainforest". I have selected this topic because it is very interesting and motivating for students. In addition, if we present the topic in an attractive way talking about the jungle, and if we introduce some cultural aspects, it is more interesting for them. It is known that children love animals. Therefore, this is the main reason of the selection of the topic. Animals are part of students' reality and it allows us to promote a really relevant value: respect and love towards animals. Students tend to be

really interested in this topic, so learning about their characteristics is something important and useful in their lives since most of them have pets and animals at home or even visit parks, zoos, etc., very often.

Another reason for focusing on the Congo rainforest is to learn about other cultures and other kind of fauna. As we know, cultural awareness is essential in CLIL approach to understand the world around us. Students need to learn about other countries, both English speaking ones and not.

In addition, it is important to highlight that the Congo rainforest and basin is a very important mosaic of forests, rivers and savannas in which we can find a great range of species that can be very interesting for students and this helps curricular integration. Therefore, introducing this important topic with the typical fauna of this place could be really motivating and attractive for our students to catch their attention from the beginning of the unit.

4.2. Contextualization

We will now concentrate on the context of my class and the school, which is decisive to better reach our students and their families, by properly contextualising our work. The school is located in a middle-class neighbourhood in Málaga. It includes pre-school education and primary education, and it has three groups A, B and C for each year. We have over 400 students of diverse nationalities, multiculturalism being our predominant note.

The school has a good equipment, with an interactive white-board in each class, ICT corner, and a book corner to foster reading habits. In addition, the school has a tablet cart, which is really useful if we want to use tablets. The school also counts on a small vegetable garden, which is used to make children aware of the importance of sustainable development.

Regarding my students' profile, it is worth mentioning the great diversity in our students. My class is a 2nd year one, a heterogeneous group. There are 25 pupils (14

girls and 11 boys) one of them is diagnosed an attention deficit and hyperactivity disorder (ADHD), who needs Educational Support (SEN), and there are two Moroccan students too. Attention to diversity is addressed by teaching following different learning paces and styles in cooperation with the Orientation team. In addition, it is important to highlight that the material to attend the diversity in class is included, with graded readers, reinforcement tasks, extension ones for fast finishers, etc.

Although working in groups is necessary to cater for diversity in many cases, this year, because of the pandemic, students are not grouped in four to avoid as much contact as possible. Therefore, they are seated individually.

Besides, I as teacher, try to do my best to foster a positive work climate in the classroom according to the Affective Filter of Krashen (1982), creating a pleasant atmosphere to foster self-confidence is essential for our pupils.

4.3. Objectives

Regarding the objectives, it is important to highlight that in CLIL the main one is to provide our students with the opportunity to learn the contents by means of the target language. Therefore, we are fostering both content and language taking into account the real use of it.

Focusing on this particular unit, the following objectives are proposed:

Regarding **content objectives** we can find:

- To differentiate vertebrate and invertebrate animals
- To know the main classification of vertebrate animals: mammals, birds, reptiles, amphibians and fish
- To know the main characteristics of invertebrate animals: arthropods and molluscs

- To know the classification of animal nutrition: carnivore, omnivore and herbivore
- To identify and name the parts of the animals' body
- To learn about animals of other countries, in this case of Congo rainforest

Regarding **language objectives**:

- To use the vocabulary related to body parts of animals
- To use basic L2 structures to express themselves
- To describe orally their animals making use of the vocabulary
- To participate in communicative situations
- To foster real use of language

Other objectives:

- To promote the respect towards animals
- To make use of different technological resources

4.4. Competences

The development of Key Competences derives from the **Recommendation 2006/962 18th December of the European Parliament** and the Council on Key competences for lifelong learning, which refers to the integration of the knowledge, skills and attitudes. This aspect was also considered in the **Organic Law 8/2013 of December 9th for the Improvement of Educational Quality (LOMCE)** and the current **Organic Law 3/2020 of December 29th that modifies the Organic Law 2/2006 of May 3rd (LOMLOE)**. When carrying out a didactic proposal, it is essential to bear key competences in mind. This proposal will contribute to their development of the following ones:

- **Competence in linguistic communication**

This competence is fostered in every task, activity or exercise proposed in these lessons. It is based on the capability to understand and express thoughts, feelings and opinions in both oral and written form. When students use the language in a communicative way, they are improving their Competence in linguistic communication.

- **Digital Competence**

The Digital competence will be present in this proposal since we use digital resources in many sessions. As said before, we live in a technological world and we as teachers have to adapt to the society. In addition, we are fostering our digital competence because of COVID-19, since we have to make use of many online resources to teach our students that are at home, so students and teachers are learning to use different platforms effectively.

In addition, in many of the sessions proposed, students have to use their laptops or tablets to search for information, play educational games, test their knowledge, etc. Likewise, the final tasks proposed will include the use of apps such as Canva, Genial.ly, Padlet, etc. Besides, we will foster a safe and reasonable use of ICTs as part of the Growing Healthy program.

- **Learning to learn Competence**

Throughout the development of this proposal, our students will also foster the Learning to learn competence thanks to the “reflecting on learning” activities we will propose, for example, by using their language portfolio, in which they can be conscious about their own learning process, managing the time and organize their own learning.

- **Social and civic Competence**

The Social and civic competences, which involve the comprehension of conduct codes from different societies and environments, will be addressed in the classroom by

working cooperatively in groups, introducing and promoting communication and solidarity.

- **Competence in personal initiative and entrepreneurship**

The Competence in personal initiative and entrepreneurship, will be fostered when working with task-based approach, as students will need to plan, organize themselves, be creative and carry out a final product.

- **Cultural awareness and expression competence**

Students will work on this competence when we introduce different cultural aspects about Congo rainforest and at the same time, they can be conscious of the differences between our fauna and the other one. In addition, the expression one will be developed in the final tasks where students need to use their creativity and imagination.

4.5. Contents

As mentioned above, the topic that will be worked in this proposal will be related to animals. Therefore, it is essential to propose a series of contents that are necessary to carry out this proposal and achieve the objectives.

Firstly, it is important to highlight the fact that language in CLIL is used as a means to acquire contents, and the integration of languages and contents shows that it is important to provide our students with the opportunity to receive comprehensible input in the different linguistic skills:

- Oral comprehension
- Oral expression
- Written comprehension
- Written expression

On the other hand, we will present the different contents related to the topic I have chosen for this proposal: wild animals.

- Vocabulary related to wild animals such as: lion, snake, fish, elephant, gorilla, crocodile. Some animals typical of Congo rainforest (okapi, blue quail, lungfish, giant toad...)
- Types of animals: Reptile, amphibian, mammal, bird and fish
- Parts of the body: fins, gills, scales, feathers, wings, beak, tail and legs
- Vertebrate and invertebrate
- Animal nutrition: carnivore, omnivore and herbivore

Moreover, it is essential to take into account some basic structures to be able to express the different characteristics and describe the different animals, such as:

- *It is*
- *It has got*

4.6. Methodology

Once we have established the objectives and contents for this didactic proposal, it is time to focus on methodology, which entails the techniques, procedures, activities and didactic resources to use for the achievement of the objectives (Galvis 2011: 130). From our experience, this part of the proposal is the most important one, as success will depend on motivation, and motivation will depend on methodology.

Firstly, mention must be made about the importance of fostering communicative competence in our methodology. When we foster a foreign language, we should provide our students to use it in a communicative way, a real use of it. Both Hymes (1971) and Canale (1983) established the basis of Communicative paradigm which claims that the language is a means to communicate and we have to promote it.

By following them, we are going to take into account activities that:

- Promote real use of the language

- Motivate our students and help them to be the protagonists of their own learning process
- Foster the cooperative work as a way of collective enrichment

The key of this Master's Dissertation is the use of active methodologies to foster students' motivation, so the following ones have been selected: one of the methodologies chosen for this didactic proposal is **Task-based approach**, which, as mentioned in previous sections of this dissertation, is a motivating approach in which students have to solve a task that requires the real use of language. Moreover, we will see that the proposal divides the sessions in pre-task, task-proper and follow up (Nunan 2004: 128).

In addition to this, some approaches such as game-based learning are proposed as part of active methodology to foster motivation of students, which can be really effective.

Another important methodology in this proposal is **Flipped classroom**, which, as mentioned above, is a kind of learning in which contents are introduced at home and practice it at school. It is the model in which what is done at school done at home, homework done at home completed in class (Bergmann and Sams, 2012: 13). The platforms proposed to put into practice Flipped classroom are **canva** and **genial.ly** to create resources, and **Moodle** to present them online.

In this part of methodology, it is important to take into account that some students can stay home for some days or even weeks because of the direct contact with the virus (COVID-19), so we have to propose methodological strategies for them. In this case, we will put into practice Flipped classroom too and digital platforms such as Moodle, Liveworksheets, Kahoot, Quizziz, etc.

We can see that ICTs are essential in this methodology, taking advantage of the benefits they can offer in the teaching-learning process.

On the other hand, it is essential to talk about the students' role in this proposal, which will be totally active and participative in all the sessions, and the teacher will help them feel the protagonists of their own learning process.

All these aspects have been selected for the methodology because of the strong belief that this combination fosters a participative and motivating atmosphere that provides our students with the opportunity to acquire meaningful learning.

Finally, it is relevant to mention the importance of scaffolding in this section. Regarding its definition, scaffolding entails “the steps taken to reduce degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring” (Gibbons, 2002: 10). According to this, scaffolding students’ learning consists in providing them with the suitable support they can rely on and to help them move toward new skills, concepts, or levels of understanding (Gibbons 2002: 16).

This proposal takes into account some scaffolding strategies according to Mehisto, Marsh and Frigols (2008):

- Create a psychologically and physically safe environment
- The teacher always speaks on the L2 but L1 can be used to help students to feel more secure
- Facial expressions, gestures and visual aids are extremely important to reinforce new contents
- Repetition
- Recognize students’ effort

4.7. Materials and resources

Materials and resources are essential in the teaching practice, when we provide our students with the opportunity to create their own knowledge by means of manipulation of different and interesting material, we will help them to acquire a meaningful learning. It is really relevant as teachers to know the characteristics of our pupils to choose the most appropriate resources to get success in the teaching learning process (Moreno, 2015).

Fortunately, nowadays we have a wide range of materials at our disposal that can favour our teaching practice. In addition, regarding resources they have changed a lot because of ICTs, such as; Interactive white board (IWB), tablets and laptops.

In this didactic proposal we will focus on the following materials and resources combining traditional ones with motivating and attractive resources, taking into account ICTs:

- Technological resources (apps, webs or platforms) such as: Moodle, Canva, Genial.ly, Kahoot, Youtube and Liveworksheets
- Interactive white board
- Tablets
- Printed material such as: cards and worksheets...

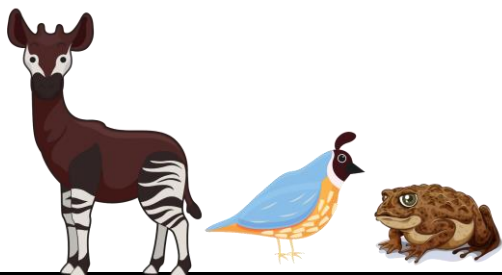
Within this section, it is relevant to highlight that the quality and success of the learning process depends and is conditioned by the adaptability of teaching materials to the students' characteristics. Therefore, when we decide which ones to use, the teacher must include both reinforcement and extension activities to reinforce learning (Font, 2015: 30). The first ones are aimed to special needs students who reinforcement and the second ones are aimed to fast finishers or exceptionally gifted.

4.8. Activities

In this part of the Master's Dissertation, the activities sequence is going to be presented. It follows all the aspects mentioned in the previous sections, aimed at using active methodologies with a big ludic component, fostering participation, and the active role of students.

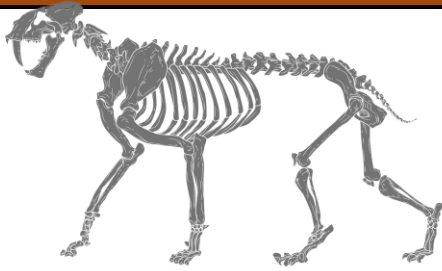
To start with, concerning the title, it is aimed at catching the students' attention with the title of the proposal **"Let`s travel to Congo rainforest"**. An attractive title helps us to motivate our students and foster the motivation from the beginning. This proposal includes 7 sessions of 1-hour.

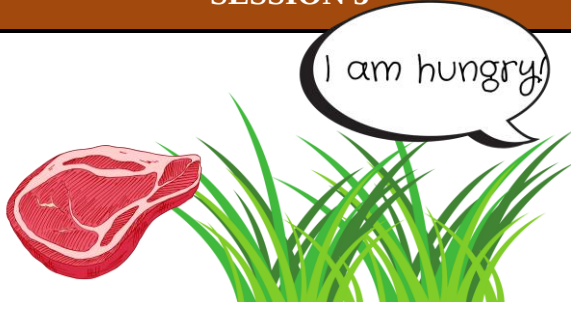
SESSION 1		Grouping	Resources and materials
		Whole class	-Genial.ly - Video
CONTENTS		OBJECTIVES	
- Introduction of the vocabulary about wild animals (lion, snake, fish, elephant, crocodile, frog, parrot...)		- To activate previous knowledge of our students - To motivate them with an attractive introduction - To introduce the vocabulary about wild animals	
ACTIVITIES PRE-TASK			
ACTIVITY 1: “Do you know these animals?”	In this first activity we contextualize the topic and we will carry out a brainstorming about the wild animals they know to activate previous knowledge. Then we present a Genial.ly presentation in which students have to say the name of the different animals (see appendix 1). The presentation will be very attractive to catch the students’ attention an foster participation.		
	In this second activity of this first session, we will present the main topic of the proposal “Congo rainforest”. To familiarize with the place, we will watch a video in which they can see the most important landscapes and sceneries. Once we have familiarized with the place, we will talk about the animals we can find there or the animals they would like to see there. Finally, we will present the Final task, which is essential in Task-based approach (creation or their ideal animal)		

SESSION 2		Grouping	Resources and materials
		Whole class	-Moodle for flipped classroom - Canva -Liveworksheet - IWB
CONTENTS		OBJECTIVES	
- Introduction of the vocabulary about kinds of animals (mammals, birds, fish, reptile, amphibian). Content presented at home with a video tutorial (Flipped classroom) - Introduction of typical animals in Congo rainforest (okapi, blue quail, lungfish, sand snake and Congolese giant toad) - Basic L2 structures to express themselves: <i>it is....</i>		Content objectives - To know the animal classification - To differentiate the different kinds of animals - To learn about animals of Congo rainforest Language objectives - To name the different types of animals - To use basic L2 structures to express the type of animals Other objectives - To promote the respect towards animals	
ACTIVITIES		TASK PROPER	
Flipped classroom	Using Moodle, we will present a video with the introduction of different kinds of animals with many examples .		
ACTIVITY 1. “Is the okapi a reptile or mammal?”	Once we have presented the content at home, it is time to work it in class. We are going to review the contents and solve the doubts students can have. Then we are going to present the different animals we can find in Congo rainforest using a canva presentation and classify them.		

ACTIVITY 2: Interactive worksheet	In the second activity, we will carry out an interactive worksheet in which they have to match the kind of animal with the picture. To do it this worksheet we will use liveworksheets
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SESSION 3		Grouping	Resources and materials
		Whole class Small groups	- Moodle for flipped classroom -Video from YouTube - Cards
CONTENTS		OBJECTIVES	
- Introduction of the vocabulary about animal body parts (fins, gills, scales, feathers, wings, beak, tail, legs...) - Basic L2 structures to express themselves: <i>it has got.....</i>		Content objectives - To know the animal body parts - To identify and differentiate body parts Language objectives - To use the vocabulary related to body parts - To use the basic L2 structure to express themselves - To participative in communicative situations	
ACTIVITIES			
Flipped classroom	Using Moodle, we will present a video at home with a song in which animal body parts will be presented.		
ACTIVITY 1 “Memory game”	We will play memory game in small groups in which students have to idenitfy the word with the picture, the cards will be created in Canva (see appendix 2).		
ACTIVITY 2:	Speaking activity in which students have to talk about the body parts of the animals they see in the IWB: “It has got wings” “it has got feathers”. With this activity we foster real use of language in class participating in communicative activities.		

SESSION 4		Grouping	Resources and materials
		-Whole class -Individually	- Genial.ly - IWB - Worksheet
CONTENTS		OBJECTIVES	
- Introduction of the vocabulary about vertebrate or invertebrate animals - Basic L2 structures to express themselves: <i>it is.....</i>		Content objectives - To know the classification between vertebrate and invertebrate animals - To differentiate it Language objectives - To describe the different animals depending on if they are vertebrate or invertebrate - To use basic L2 structures to express it Other objectives - To promote the respect towards animals	
ACTIVITIES		TASK PROPER	
ACTIVITY 1. “Guess game”		In the first activity we will present the content about vertebrate or invertebrate animals using different pictures in the IWB. Once they have understood the concepts, we will play a “guess game” using animals radiographs to differentiate it. It will be presented with a genial.ly presentation (see appendix 3). We will watch this presentation will be presented in the IWB.	
ACTIVITY 2: Worksheet		In the second activity they have to do a worksheet individually in which they have to complete a text related to the content of the session. In the worksheet we provide options to involve receptive skills and to provide scaffolding.	

SESSION 5		Grouping	Resources and materials
		Whole class	-Moodle for flipped classroom - IWB -Pieces of paper
CONTENTS		OBJECTIVES	
- Introduction of the vocabulary about animal nutrition (carnivore, herbivore and omnivore). The content is presented at home with a video tutorial (Flipped classroom) - Basic L2 structures to express themselves: <i>it is.....</i>		Content objectives - To know the animal classification related to the nutrition - To differentiate the different characteristic related to nutrition Language objectives - To name carnivore, herbivore and omnivore animals - To use basic L2 structures to express the type of animals Other objectives - To promote the respect towards animals	
ACTIVITIES		TASK PROPER	
Flipped classroom		Using Moodle, we will present a video with the introduction of different kinds of animals with many examples .	
ACTIVITY 1. Brainstorming		Once we have presented the content at home, it is time to work it in class. We are going to review the contents and solve the doubts students can have. In this activity we will do a brainstorming in which students have to name carnivores, herbivores and omnivores in a paper and stick it on the board	

ACTIVITY 2: “Guess the animal”	In the second activity, we will carry out a game in which we will put into practice all the contents we have learnt in previous sessions. In this game a student will have a card of an animal and he/she has to create a riddle to help students to guess the animal: <i>It is a mammal</i> <i>It is yellow and brown</i> <i>It has a long neck</i> <i>It is herbivore</i> <i>What is it?</i>		
SESSION 6		Grouping	Resources and materials
		Whole class	- IWB - Kahoot!
CONTENTS		OBJECTIVES	
- Review of all the contents we have learnt in the previous sessions. - Review of the L2 structures they have used to express themselves		Content objectives - To differentiate the kinds of animals - To know the different parts of animals’ body - To differentiate the different characteristic related to nutrition - To differentiate between vertebrate and invertebrate Language objectives - To name the vocabulary they have learned in the previous sessions - To use basic L2 structures to express the type of animals Other objectives	

	- To promote the respect towards animals	
ACTIVITIES		TASK PROPER
REVIEW ACTIVITY: KAHOOT!	In this session we will carry out a review of all the contents we have learned using a kahoot. In this game students will have papers from different colours (red, blue, yellow and green) and they have to show the correct option depending on the answer. In this case we can check the students' content acquisition before the presentation of the FT. It is a very motivating activity because they are playing and revising at the same time	
SESSION 7		Grouping Resources and materials
		Individually - IWB -Cardboards
CONTENTS		OBJECTIVES
-The vocabulary they have learnt in the previous sessions. - Classification of animals - Parts of body animals - Vertebrate or invertebrate - Animal nutrition - L2 structures they have to use to express themselves <i>It is.....</i> <i>It has got.....</i>		Content objectives - To differentiate the kinds of animals - To know the different parts of animals' body - To differentiate the different characteristic related to nutrition - To differentiate between vertebrate and invertebrate Language objectives - To name the vocabulary they have learned in the previous sessions - To use basic L2 structures to

	express the type of animals Other objectives - To promote the respect towards animals
ACTIVITIES FOLLOW UP	
PRESENTATION OF THE FINAL TASK	In this last session, students will present their Final task in which they have to create their ideal animal for the Congo rainforest. Therefore, they have to explain the most important characteristics of the animals they have created using the vocabulary and the structures they have learnt in the unit. They can present their projects in their favourite format (cardboards, online, video...) To help them to prepare the oral presentation I will provide them with a scaffolding worksheet (see appendix 4)

4.9. Evaluation

First of all, it is essential to talk about two important concepts: evaluation and assessment, and differentiate them. Even though “evaluation” and “assessment” are sometimes used interchangeably as near-synonyms, according to Nedvoka (2000: 206), evaluation “involves a process of systematic and principled collection and communication of descriptive and/or judgemental information about the entity of interest”, while assessment, a further level of concretion can be seen, followed by “testing”, which is the most specific term (Pérez-Paredes and Rubio: 2005: 606).

Once we have determined the differences between evaluation and assessment, it is important to highlight that the development of a teaching programme of content and language acquisition would be incomplete without some kind of evaluation or assessment so as to check whether the different procedures in the classroom have been successful or not. Assessment, thus, becomes something necessary and useful which allows us to progress in the teaching-learning process. Therefore, it is a fundamental component in education.

Once we know the big importance of this section in the proposal, the most important stages in this evaluation are going to be developed according to the *Order of January 25th 2021 which develops aspects related to attention to diversity and evaluation of the learning process in primary education*.

- Diagnostic and initial assessment are the two first phases, which take place at the very beginning of the teaching and learning process. The initial one helps me to know the previous knowledge of my students, which can determine some curricular modifications. It is a very important phase.
- Formative assessment. Seaton (2013: 59) defines it as “the assessment of a student’s mastery of specific elements which have been taught, in order to determine what still remains to be mastered”, this is to say continuous evaluation. In this part of the evaluation, the teacher analyses the students’ progress which can be useful for readjustment of curriculum contents.
- Summative assessment: it is the assessment which is carried out at the end of the process in order to check the acquisition of the learning of contents, procedures and attitudes. In this stage, I will take into account the presentation of the Final Task.

Also, this proposal includes all the elements that LOMCE and the LOMLOE (with its implementation in the next year concerning evaluation and assessment) require. In this case the measurable learning standards are the following:

- Makes use of strategies to work individually and in a cooperative way
- Demonstrates autonomy to present the result orally
- Recognizes the different kind of animals
- Identifies and classifies the animals regarding specific characteristics (vertebrate, invertebrate, carnivore, omnivore and herbivore...)
- Identifies the different animals’ parts of body
- Values the importance of the environmental care for living beings

It is essential to highlight the assessment tools and strategies taken into account in this proposal. On the one hand, direct observation will be useful to check the students' progress with the help of the class diary in which we can write the most important occurrences that can be useful for the evaluation.

Another important tool will be the Portfolio. According to the *Common European Framework of Reference for Languages* (CEF/CEFR), by the Council of Europe (2001a: 5), it is linked to a special type of assessment, a combination of formative and summative assessment. Regarding summative aspects, portfolio is judgmental because it includes the results of the learner's work. However, it also can be considered formative, because this learner's work is systematic and ongoing. This didactic proposal will use an e-portfolio with a Blog to foster Digital Competence and to imply family participation.

The rubric will be essential too in the proposal, which is really useful for summative assessment. In this case it will be used to assess the presentation of Final Task (see appendix 5).

On the other hand, it is important to highlight that according to *the Order of January 15th 2021*, which develops aspects related to attention to diversity and evaluation of the learning process, the evaluation must be integrated taking into account all the elements in the curriculum and contributions of the different areas, which is essential. However, this integrated aspect does not impede the evaluation of each area according to the evaluation criteria and learning standards. This is also connected to CLIL planning and the design of Integrated Curriculum (IC).

4.10. The importance of the IC

In the past, the different subjects were considered as isolated elements and the possible connections among them were not considered. However, nowadays, this concept has changed, the different areas in an integrated way in the curriculum. According to Drake (1993: 2), "integration connects subject areas in ways that reflect the real world.

According to Torres Santomé (1994: 113) the term Integrated Curriculum (IC) was very debated, in fact today it is not closed. Regarding the different models of the IC design, Pring's classification (1976: 103-111) depicts four different types of integration: **integration by correlating different disciplines; integration through topics or ideas; integration around an everyday issue; and integration built around topics or issues chosen by students.** As far as the first one is concerned (correlating different disciplines), there are different subjects. However, students will need to incorporate contents from other subjects in order to understand some parts of a specific subject. Therefore, a clear connection has to be established between certain disciplines in order to overcome this obstacle. In this sense, the coordination of different teachers is essential. Regarding the second part of the classification (integration through topics or ideas), the same topic can be dealt with in different subjects and from the point of view of different disciplines. The third type (around an everyday issue) requires facing different everyday situations. Finally, the last type is based on the idea that students should decide the topics and around which the contents of the different subjects will be planned.

In this case, it is important to focus on integrated lesson plans, which is a proposal in which some areas or subjects participate and with this participation in which the skills to establish new connections and relations are forested and developed (Torres Santomé, 1994: 220).

According to the *Order of June 28th, 2011, which guides all curricular aspects of the Bilingual Schools Program in Andalusia*, the IC includes all the linguistic subjects (spanish language and literature, first foreign language and second foreign language), and two non-linguistic or content subjects (natural science and social science). In some cases, other non-linguistic subjects (art, social and civic values and physical education) may also be involved.

Therefore, in this didactic proposal, IC is considered with the integration through topics or ideas (Pring 1976: 103-111), in which the coordination of the different teachers is essential. The topic of wild animals will be worked in natural Science, first foreign language, second foreign language, in language and literature and in social and civic values.

5. CONCLUSION

To conclude this Master's Dissertation, mention must be made of the importance of active methodologies to foster motivation and meaningful learning of our students. Throughout this document a theoretical part is included in which many important aspects related to this have been considered, such as the introduction to the CLIL concept, which is essential to understand relevant information of this proposal, and CLIL in Andalusia, since it is well known that aspects related to education can be different depending on the Autonomous Community. Once we are familiarized with this concept, the importance of motivation and the meaningful learning development is considered too, to justify the necessity of carrying out active methodologies. In this case, Task-based approach and Flipped classroom (FC) have been considered. In addition, we have justified the importance of FC nowadays in our society because of Covid-19.

Furthermore, with this Dissertation we had the opportunity to address this important topic in order to put it into practice in our classes. Despite the fact that the use of active methodologies is very trendy nowadays, teachers do not have the proper notions to put them into practice in an effective way. For this reason, training about this topic is essential if we want to get success in the teaching-learning process. Concerning this, a methodological change in education in general is necessary, since there are many teachers that put traditional methodological approaches into practice that do not foster the motivation of the students, so they are not interested and participative in the learning process. In this case the continuous training of teachers is key is crucial to be able to be a better teacher, to adapt the education to the society and to foster and improve our teaching practice with success in the students' learning process.

On the other hand, we should be conscious of the changes in the student and teacher roles and we have to adapt to them. The teacher has passed from an active role in the class to a passive one, whereas the student has passed from a pure recipient of contents to be to protagonist of their own learning process.

To end with, all the aspects developed in this Master's Dissertation are crucial for the success in CLIL methodology. There is not meaningful learning without motivation (World Bank, 2017)

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7. APPENDIXES

Appendix 1

Genial.ly presentation for the introduction of the topic.



Appendix 2

Cards created with Canva for the memory game.

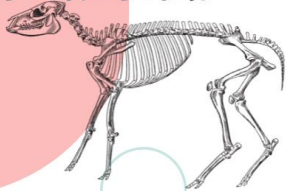


Appendix 3

Genial.ly presentation for vertebrate and invertebrate animals

VERTEBRATE
OR
INVERTEBRATE

Guess the
animal



genially

IS IT VERTBRATE OR
INVERTEBRATE?



genially

¿Quieres hacer contenidos tan geniales como este? [REGÍSTRATE AHORA](#)

IS IT VERTBRATE OR
INVERTEBRATE?

VERTEBRATE



genially

WHAT IS IT?

IT IS A BIRD



genially

Appendix 4

Scaffolding worksheet to help students to prepare their Final Tasks.

My ideal animal

It is: carnivore ☐ herbivore ☐ omnivore ☐

It is: vertebrate ☐ invertebrate ☐

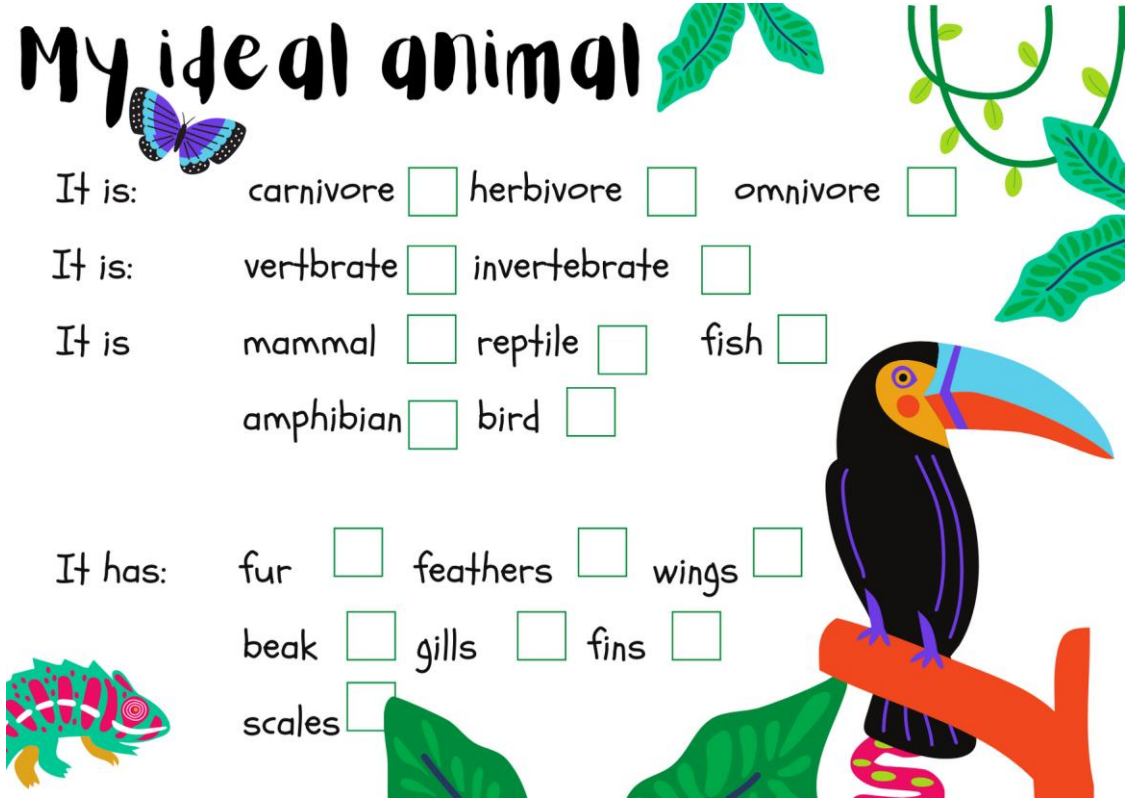
It is: mammal ☐ reptile ☐ fish ☐

amphibian ☐ bird ☐

It has: fur ☐ feathers ☐ wings ☐

beak ☐ gills ☐ fins ☐

scales ☐



Appendix 5

Rubric to assess oral presentation of the Final Task

	Excellent (9-10)	Good (7-8)	Adequate (5-6)	Improvable (1-4)
Presentation	Exposes with a good command of ideas with clarity and correctness	Expresses ideas clearly	Main ideas are clear	She/he reads the ideas in front of the class with support
Content	Always identifies the most important characteristics of their animals	Usually identifies the most important characteristics of their animals	Sometimes identifies the most important characteristics of their animals	Rarely identifies the most important characteristics of their animals

Content	Explains perfectly the characteristics of their ideal animals	Explains correctly the characteristics of their ideal animals	Sometimes explains correctly the characteristics of their ideal animals	Does not explain correctly the characteristics of their ideal animals
Language	Always applies correctly the vocabulary of the unit	Usually applies correctly the vocabulary of the unit	Sometimes applies correctly the vocabulary of the unit	Rarely applies correctly the vocabulary of the unit
Language	Always pronounces fluently and understandably	Usually pronounces fluently and understandably	Sometimes pronounces fluently and understandably	Rarely pronounces fluently and understandably