

Master's Dissertation/
Trabajo Fin de Máster

**APPLYING THE
SOCIOEMOTIONAL
ASPECTS OF LEARNING
TO CLIL CONTEXTS:
A Service Learning Proposal**

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TABLE OF CONTENTS

I.	INTRODUCTION AND JUSTIFICATION.....	5
II.	THEORETICAL FRAMEWORK	8
2.1.	The role of emotions in learning.....	8
2.1.1.	<i>Moderate emotions that enhance learning: Surprise and curiosity.....</i>	<i>9</i>
2.1.2.1.	<i>Conceptualization.....</i>	<i>11</i>
2.1.2.2.	<i>Factors that cause anxiety in CLIL learners.....</i>	<i>12</i>
2.1.2.	<i>Emotions that prevent learning: Anxiety in the CLIL classroom</i>	<i>11</i>
2.2.	Motivation	14
2.2.1.	Motivation and CLIL.....	14
2.2.2.	How to promote motivation in CLIL lessons.....	15
2.3.	Beliefs.....	18
2.3.1.	What do we mean when we talk about students' beliefs?	18
2.3.2.	Why are students' beliefs important for education, in general, and for CLIL?.....	18
2.3.3.	What are the students' beliefs on CLIL?.....	19
2.3.4.	How to foster growth mindsets.....	21
2.4.	Social dimension of learning: service learning.....	23
2.4.1.	Cooperation in the CLIL classroom	23
2.4.2.	What is service learning? Conceptualization	25
2.4.3.	Which are the basic components of service learning?.....	26
2.4.4.	Steps to follow when developing a service-learning project	27
III.	DIDACTIC PROPOSAL	28
3.1.	Justification	28
3.2.	Contextualisation	30
3.2.1.	Context: The town and our school.....	30
3.2.2.	Specific context: Our Classroom	30
3.3.	Objectives	31
3.4.	Key competences.....	32
3.5.	Curricular relationship: contents, evaluation criteria, learning standards and key competences.....	34
3.6.	Timing.....	36
3.7.	Methodology.....	36

3.7.1.	<i>Our specific methodology</i>	36
3.7.2.	<i>Transversality and interdisciplinarity</i>	37
3.7.3.	<i>Materials and resources</i>	37
3.8.	Attention to diversity: Reinforcement and extension activities	38
3.9.	Evaluation	38
3.10.	Didactic unit: Step-by-step planning	40
IV.	CONCLUSIONS	42
V.	REFERENCES	44
	APPENDICES	49
	Appendix 1. Short test to evaluate social sciences criteria.....	49
	Appendix 2. Rubric to evaluate the application of the knowledge (Social Sciences criteria) in the final task video.....	49
	Appendix 3. Checklist to assess English Area criteria 03.04 (speaking)	49
	Appendix 4. Rubric for written work: script	49
	Appendix 5. Peer-assessment. Target evaluation for collaborative work	49
	Appendix 6. Peer-evaluation. 2 stars and a wish (to help maintaining students focused while watching the video of the FT)	49
	Appendix 7. Self-evaluation. Exit ticket	49
	Appendix 8. Self-evaluation. Target evaluation: dartboard.....	49
	Appendix 9. Initial evaluation picklers.....	49

ABSTRACT

Within the realm of Content and Language Integrated Learning (henceforth, CLIL) foundations, the "4Cs" framework developed by Do Coyle (2007, p.551), offers priceless insight into how to create successful CLIL lessons. These four components—content, communication, cognition, and culture—form the bedrock of a comprehensive CLIL approach. While the significance of content, communication, cognition and culture in this framework is well-established, we must also pause and consider the role of emotions. Have we truly contemplated their impact?

Numerous neuroeducative researchers have attested that cognition and emotions are intertwined in the complex web of learning, thus, we cannot separate emotion from cognition, as the expert on neuroeducation Mora (2021, pp.73-80) contends. He explained that our cognitive processes are strongly entwined with our emotional states, exerting a profound influence over our thoughts, behaviours, and, as a consequence, our learning experiences.

Thereby, this paper aims to explore the socioemotional aspects of learning in CLIL contexts, focusing on emotions, motivation, beliefs and its social dimension. It presents the latest evidence on the importance of emotions for learning and proposes a practical example of applying these principles through a service learning-based didactic unit in CLIL.

KEY WORDS: Content and Language Integrated Learning, socioemotional aspects of learning, motivation, beliefs, service learning.

RESUMEN

La importancia del contenido, la comunicación, la cognición y la cultura en el marco de CLIL está bien establecida, sin embargo, debemos detenernos y considerar como influyen los aspectos socioemocionales en el aprendizaje de estudiantes en contextos CLIL.

Así, este estudio tiene como objetivo explorar los aspectos socioemocionales del aprendizaje en contextos de CLIL, centrándose en las emociones, la motivación, las creencias y su dimensión social. A través de una revisión exhaustiva de la literatura se demuestra que las emociones desempeñan un papel crucial en el proceso de aprendizaje, y que no se pueden separar de la cognición y el rendimiento académico. Presentando así la evidencia más reciente sobre los ya mencionados aspectos y propone un ejemplo práctico de aplicación de estos principios a través de una unidad didáctica basada en el aprendizaje servicio en CLIL.

PALABRAS CLAVE: Aprendizaje Integrado de Contenido y Lenguaje, aspectos socioemocionales del aprendizaje, motivación, creencias, aprendizaje de servicio.

I. INTRODUCTION AND JUSTIFICATION

Living in this volatile, uncertain, complex, and ambiguous world (VUCA world) requires a shift in education that seeks to create competent citizens able to face the challenges of the XXI century. Among these challenges, we can highlight the need to communicate in a foreign language, concretely in English, since it is the lingua franca or global means of inter-community communication, enabling effective communication on a global scale.

In light of the above, the urgency for an educational paradigm switch becomes evident, as monolingual education is now considered outdated. The demands of our rapidly changing world are no longer met by this conventional method, which is frequently referred to as "drip-feed education" (Vez 2009, p.8). In this context, CLIL emerges as a compelling and forward-thinking solution. By embracing CLIL, we can effectively address the needs of fostering effective language acquisition and promoting comprehensive student development. Thus, CLIL becomes a powerful means to provide learners with the necessary skills to navigate the contemporary necessity of effective communication in a foreign language.

Furthermore, the modern world necessitates the development of critical thinkers who are well-informed and possess a profound understanding of socioemotional factors that impact learning. To lead by example, educators must base their practises on scientific research, particularly in the field of neuroeducation. This interdisciplinary science investigates how the human brain learns and offers valuable insights into optimising educational methodologies. Neuroeducation emphasises the significance of socioemotional factors, encompassing emotions, motivation, self-beliefs and the social dimension of learning.

Indeed, in recent years, there has been growing interest in the role of socioemotional aspects of learning, in contrast with what has traditionally happened. Generally, when people wondered how we learn, researchers focused on cognitive aspects of learning. However, between the end of the XX century and the beginning of the XXI century, it was revealed that emotion and cognition cannot be separated since both are essential for learning. Thus, it was discovered that socioemotional factors greatly influence learning. According to Ruiz (2020), a reference in the neuroeducative field, the main socioemotional factors that module teaching and learning processes are: emotions, motivation, beliefs and the social dimension of our species; about which we will talk through this paper.

Despite the growing interest in the role of socioemotional aspects of learning, there is a lack of studies on this topic applied to CLIL contexts. Especially about how emotions affect

learning and on the social dimension of learning, as well as, it is remarkable the lack of studies on Primary Education.

Nonetheless, we cannot say the same about motivation and beliefs because there is a wide range of studies on them, to name a few, the recent macrostudy on learner's perspective on CLIL attitudes, motivations, and perceptions by San Isidro and Cañado (2023) or the one of del Pozo Beamud (2019), which explores motivation and CLIL through a great literature review.

Thereby, one of the main reasons for the realisation of this final master's dissertation is to highlight a gap in knowledge about how emotions affect learning and its social dimension. Thus, we are going to synthesise the information we have until today and claim that we need more investigations on the subject and that educators dare to share their successful CLIL practises where they have put into practise CLIL and socioemotional aspects of learning. Further to this, the second reason that motivates this work is its potential to be practically applied to improve educational practises or to motivate readers to improve their reality by undertaking similar experiences in their context.

On another note, personally, it will contribute to my own professional development, since it has offered me the opportunity to deepen my understanding of how socioemotional aspects affect learning in CLIL contexts, developing a wide range of skills such as critical thinking, analytical skills and the ability to conduct bibliographic research, which are greatly valuable for my professional growth. Nevertheless, the most important thing is the opportunity that this work offers me to make a valuable contribution to society. Through this research, develop a proposal to be implemented in the near future is aimed, one that will enable the author to apply our extensive knowledge on neuroeducation and educate not only minds but also hearts. As Guillén (2017, p.197) expressed, "our brain is tremendously committed to social issues," emphasising the need for cooperative learning to acquire the essential skills required in the 21st century. In this regard, service learning emerges as an ideal approach.

Therefore, the main aim of this review study is to explore some of the most significant research studies published related to socioemotional aspects of learning within the context of Content and Language Integrated Learning (CLIL) in Spain. The study will review the latest research on emotions, beliefs, motivation and the social dimension of learning, specifically focusing on their application and impact in CLIL contexts. Furthermore, the investigation aims to provide a practical example of how these socioemotional aspects can be effectively integrated

into CLIL through the implementation of a didactic unit that incorporates service learning. Thus, the general and specific aims are:

- To review the latest research on emotions, beliefs, motivation and the social dimension of learning, specifically focusing on their application and impact in CLIL contexts, and as part of it:
 - To explore the influence of emotions on the students' learning process, particularly, in CLIL contexts.
 - To analyse how motivation affects CLIL learners.
 - To conduct a comprehensive review of recent studies and scholarly literature on students' beliefs about learning and CLIL.
 - To remark on the impact of Service- Learning as one of the best ways to enhance learning, fostering the social dimension of learning.
- To provide a practical example of how these socioemotional aspects can be effectively integrated into CLIL and within it:
 - To design and develop a didactic unit that merges CLIL and service learning.
 - To provide students with holistic learning experiences that foster not only cognitive and linguistic growth but also emotional development and social awareness.

Then, in the subsequent sections of this final master's dissertation, a comprehensive theoretical framework will be established, focusing on the significant areas of emotion, motivation, beliefs and the social dimension of learning. Drawing upon the latest research and scholarly literature, this theoretical foundation will lay the groundwork for understanding the intricate interplay between socioemotional aspects and learning in CLIL contexts. Subsequently, a practical application will be presented in the form of a didactic unit that integrates these socioemotional aspects with CLIL and service learning. By merging these pedagogical approaches, we will offer students comprehensive learning opportunities that support their cognitive and language development, as well as nurture their emotional growth and social consciousness. Finally, a careful selection of references will be cited to substantiate the claims and support the arguments put forth, followed by some annexes to offer supplementary materials that are referenced and discussed within the dissertation.

II. THEORETICAL FRAMEWORK

The division of the chapter into sections allows for a focused exploration of emotions in the learning process, distinguishing between moderate emotions that enhance learning, such as surprise and curiosity, and emotions that hinder learning, specifically anxiety in the CLIL classroom.

2.1. The role of emotions in learning

The emotions that students experience during an educational activity can either enhance or undermine their ability to learn or remember what they have learned, regardless of the time or effort they invest- Ruiz (2020, p.142).

Traditionally, researchers have primarily focused on studying cognitive aspects of learning and have not extensively explored the influence of emotions on the learning process. As a result, there is a scarcity of studies examining how emotions modulate cognitive processes in learning.

Nevertheless, in recent times, there has been a proliferation of works addressing the topic of emotions and their influence on learning. Arnold (1999), a pioneer in the field, investigated the role of emotions in language learning and highlighted their impact on learners' language proficiency and achievement. Thus, Arnold (1999) laid the foundation for subsequent research and theoretical developments in the field of language acquisition, emphasising the interplay between emotions, cognition and language learning outcomes.

Returning to the quote we mentioned earlier, in words of Ruiz (2020, p.141) 'What do we refer to when we talk about emotions in learning?' Emotions are behavioural and physiological responses that our body automatically provides in the face of certain stimuli, whether they are external or internal, perceived as a threat or an opportunity (Shuman and Scherer, 2015, pp. 526-533), or in other words, emotions are answers we manifest unconsciously and automatically, altering our physical state and causing us to react in milliseconds modulating how we learn.

In the light of the above, there are two possible cases in which emotions can affect the memorability of learning, following Ruiz (2020):

- When emotions intensify the memory, as when students experience surprise, since their attention is heightened, and they become more receptive to new information; or when they experience hands-on activities or real-life scenarios. However, we must be careful

with the emotions we evoke during lessons. If the emotional level is too high or too low, we may not reap the benefits of enhanced learning. If we foster an emotion excessively high, resulting in the activation of episodic memory, which, according to Tulving (2002, pp.1-25), can be useful for personal recollection and storytelling, but it is not always the most efficient or relevant type of memory for learning in an educational context. For instance, if we bring an incredible experiment to class with many details and surprises, probably at the end students only will remember contextual facts and not the experiment itself. Therefore, we should prioritise fostering semantic memory, which focuses on general knowledge and concepts, as it allows for deeper understanding, critical thinking, and application of knowledge across different contexts, as we will see then.

- When emotions difficult learning, such as when students feel fear to commit a mistake or they feel afraid to look ridiculous, which don't let them to concentrate in their task. This becomes particularly relevant in Content and Language Integrated Learning (CLIL) lessons, where the affective filter, as proposed by Krashen and Terrel (1983), may be heightened due to the increased cognitive demands of learning a subject through a non-native language. Thus, our primary goal should be to create a comfortable and supportive learning environment where students feel at ease. Moreover, it is crucial to help students understand that making errors is a natural part of the learning process and as valuable indicators of progress and growth.

Therefore, to promote effective learning, it is a good idea to focus on fostering moderate emotions, such as surprise or curiosity to promote semantic memory. Consequently, it can be set that 'the ability to manage emotions is directly linked to academic performance' (Ruiz, 2020, p.151). As educators, we have a responsibility to prioritise the emotional education of our students. By helping them identify, understand, express, and regulate their feelings, we can create a positive impact on their learning experiences. This underscores the importance of emotions in the learning process.

2.1.1. Moderate emotions that enhance learning: Surprise and curiosity

Ballarini, Martínez, Díaz Pérez, Moncada and Viola (2013) demonstrated in a series of experiments conducted with 1676 primary school children that when measuring their ability to recall a story, there was a notable difference based on whether their routine remained unchanged or if there was an unexpected event. In cases where nothing changed in their routine, the children had a poorer recollection of the story. However, when there was a surprise element, such as a change in teacher or classroom, they remembered 40% more details compared to their

peers. These studies have been replicated with different age groups, consistently supporting the findings. Therefore, we can assert that not only the learning experience itself but also the events preceding and following it, such as surprises or novelty, contribute to better retention of what has been learned.

On another note, regarding curiosity, it plays a crucial role in the learning process by driving motivation and active exploration of new knowledge. When we feel curious about something, we are more likely to invest time and effort into understanding it thoroughly. This can lead to better retention and comprehension of information.

A relevant study supporting this claim was conducted by Gruber et al. (2014). In their research, they found that curiosity increases brain activity in regions associated with memory and learning, such as the hippocampus and ventral striatum. Moreover, they discovered that individuals who demonstrated higher curiosity during a learning process had better retention of the information compared to those with lower curiosity.

Other studies have also demonstrated that curiosity stimulates knowledge acquisition and facilitates problem-solving in complex tasks. These findings support the idea that curiosity promotes more effective learning by increasing intrinsic motivation and cognitive engagement.

In light of the above, L'Ecuyer (2019), expert in education, also emphasises the importance of curiosity and surprise for learning. She believes that curiosity is a natural instinct that drives children to explore and seek knowledge, that fostering a sense of wonder and curiosity in education can greatly enhance the learning experience and, that, surprise plays a crucial role in triggering curiosity and engagement. When students encounter unexpected or novel elements in their learning environment, it captivates their attention and stimulates their desire to learn more. By embracing curiosity and surprise, inspired by L'Ecuyer, we can tap into students' innate desire to learn, promoting deeper engagement and a genuine love for acquiring knowledge.

Therefore, how can we foster surprise and curiosity in our CLIL lessons? Fostering these emotions in CLIL lessons can greatly enhance student engagement and learning outcomes. Here are some strategies to promote them:

- Novelty and variety: Introduce new and unexpected elements into your lessons. This could involve using multimedia resources, incorporating real-world examples, bringing

in guest speakers related to the content or definitely, varying the instructional methods and materials.

- Problem-solving activities: Present students with challenging and thought-provoking tasks or problems related to the content. Encourage them to think critically, explore different solutions, and discover new perspectives.
- Inquiry-based learning: Design activities that encourage students to ask questions, investigate, and explore topics independently. This empowers students to actively engage with the content.
- Hands-on experiences: Incorporate experiential learning opportunities, such as field trips, experiments, or simulations, that immerse students in real-life situations related to the content.
- Storytelling and narratives: they captivate students' attention and create a sense of wonder. Narratives can be used to introduce new concepts, present real-life scenarios, or spark imagination.
- Open-ended discussions: evoking thought-provoking questions stimulate curiosity and encourage students to express their opinions and explore different viewpoints.

Definitely, fostering surprise and curiosity requires creating an environment that encourages exploration, critical thinking and active participation. By incorporating these strategies into our CLIL lessons, we can cultivate an atmosphere of intrigue and engagement that enhances student learning. As L'Ecuyer (2019, p.90) stated, 'Wonder is the desire for knowledge, and in turn, it is an innate mechanism for the child'.

2.1.2. Emotions that prevent learning: Anxiety in the CLIL classroom

Now, we turn our attention to the topic of emotions that prevent learning, such as anxiety towards a foreign language. Extensive research has shown that many students experience this feeling when they are required to communicate in a foreign language (FL).

It is worth noting that research on foreign language anxiety among students, including primary students, is a well-studied area. Many researchers have explored the topic to understand the challenges faced by language learners and develop effective strategies to alleviate anxiety. Nevertheless, there is a scarcity of recent research that studies anxiety when communicating in the FL in Spain, maybe because it has been a vastly studied topic. Nonetheless, in light of the application of new methodologies that have emerged in recent years, I believe it would have been interesting to see if the shift from teacher-centred to learner-centred and the empowerment of their abilities had changed this issue.

2.1.2.1. Conceptualization

Foreign language anxiety, a concept that has been extensively explored by numerous researchers. MacIntyre and Gardner (1991, pp. 513-534) define it as ‘an affective response characterised by feelings of tension, apprehension, and fear during foreign language learning’ particularly in situations where effective communication is crucial.

Likewise, Dewaele and MacIntyre (2014, pp. 237-274) describe anxiety in second or foreign language learning as ‘a complex interplay of emotions, feelings, and physiological reactions that arise when individuals attempt to learn or use a second or foreign language’ emphasising the significance of communicative competence. Horwitz et al. (1986, p.128), in their seminal paper, establish language anxiety as a distinct amalgamation of ‘self-perceptions, beliefs, feelings, and behaviours related to classroom language learning’ stemming from the distinctive nature of language acquisition.

This understanding aligns with Krashen's (1982) assertion that anxiety regarding foreign language learning can impede the smooth transfer of information to the language acquisition area of the learner's brain. Furthermore, several studies focusing on foreign language anxiety have underscored the adverse impact on learners' performance and achievements, as they may find learning the target language less enjoyable (MacIntyre, 1991; Riasati, 2011, pp. 907-914).

These various conceptualizations and investigations into foreign language anxiety shed light on its multifaceted nature and highlight its potential influence on language learners' experiences and outcomes.

2.1.2.2. Factors that cause anxiety in CLIL learners

At this point, we can wonder what can cause anxiety in our CLIL classrooms, it is important to know what are the causes in order to address them.

Rubio Alcalá (2004) identified six factors that cause anxiety when learning a foreign language that are also applicable to CLIL contexts:

- Level of knowledge and use of the language: While low-proficiency students may experience anxiety due to their limited command of the language (Tsui, 1996, p.155 cited in Rubio Alcalá, 2004); high-proficiency students may feel anxious about standing out or appearing different from their peers, according to Allwright and Bailey, cited in Rubio Alcalá (2004). Consequently, the last students may engage in behaviours such as intentionally making mistakes or avoiding participation in language activities. To address this issue, CLIL teachers should establish a supportive classroom environment

that promotes inclusivity, encourages risk-taking, and cultivates a positive attitude towards language learning.

- Inadequate teacher performance: when teachers establish exceedingly high expectations, assign tasks that surpass students' capabilities or adopt excessively strict and authoritarian approaches, they can create a tense and fearful atmosphere that hinders students' ability to express themselves freely and take risks. As CLIL teachers, it is crucial to strike a balance, setting realistic expectations and creating a supportive and nurturing classroom environment.
- Evaluation and novelty: students with low self-esteem tend to experience anxiety when being evaluated (Daly, cited in Rubio Alcalá, 2004, p.88). Unfamiliar evaluation techniques (novelty) and increased evaluation weight can also heighten anxiety (Madsen et al, cited in Rubio Alcalá, 2004). To address this, it is crucial to evaluate students exclusively in English based on what has been taught, provide clear explanations of the evaluation process, avoid unfamiliar elements, and emphasise the value of evaluation for identifying strengths and weaknesses, thereby facilitating continuous improvement in learning.
- Students' background refers to the learner's prior anxiety experiences. When a learner feels anxiety in a particular circumstance, they are likely to experience similar feelings in the future.
- Students' personal and interpersonal factors: the former encompass individual characteristics that influence how learners perceive and respond to language learning situations. For instance, learners with low self-esteem or a perfectionist mindset may be more prone to experiencing anxiety due to their self-imposed pressures and fear of making mistakes. Interpersonal factors, on the other hand, involve social interactions and relationships within the language learning context. Peer pressure, fear of judgement or ridicule from classmates, or a lack of supportive relationships can contribute to heightened anxiety. To cope with this, we can implement teaching practises that boost students' self-esteem and confidence in their language abilities; provide regular constructive feedback; praise their efforts and achievements; and promote positive peer interactions, collaboration, and empathy to foster a sense of belonging.

2.2. Motivation

‘Motivation encourages the student to devote more attention, time and effort to the learning task, so it is evident that more is learned in this way’ - Ruiz (2019)

2.2.1. Motivation and CLIL

Motivation, in the words of Guillén (2017, pp. 66–74), can be defined as "what moves us to act". As humans, we possess an innate curiosity. Thus, by evoking curiosity within our educational sessions, we will activate students’ emotional mechanisms that allow them to focus their attention and, as a result, learn. In order to do so, it is essential to understand our students and build upon their interests as a starting point.

According to Harmer (2015), our actions are motivated by both intrinsic and extrinsic factors. External motivations are those derived from other people. Meanwhile, intrinsic motivation occurs when we feel willing to do things because of decisions or desires that come from ourselves. Our challenge as teachers is to promote students’ intrinsic motivation, and the teacher's role is crucial in nurturing and sustaining it.

Motivation plays a pivotal role in facilitating learning; however, it has traditionally been overlooked in educational settings. Fortunately, there is a growing recognition of the significance of motivation in learning, supported by extensive research. In this section, we will explore the relationship between motivation and CLIL, emphasising its crucial role in acquiring knowledge through a foreign language.

There are two contrasting perspectives on the relationship between motivation and CLIL. The first stream asserts that CLIL is a highly effective approach for content and language learning, fostering motivation and generating interest in the foreign language (Banegas, 2013; Doiz et al, 2014; Eurydice, 2006). According to this viewpoint, CLIL provides an engaging learning environment that enhances students' motivation and enthusiasm.

However, the second perspective posits that motivation in CLIL settings can be diminished, especially for students who struggle with cognitive challenges when learning content in a foreign language. These individuals may experience a loss of self-esteem and find it difficult to cope with the demanding nature of acquiring knowledge in a non-native language (Cenoz et al, 2014; Pladevall-Ballester, 2015). This perspective highlights the potential challenges and obstacles that weaker students may encounter in CLIL classrooms.

These diverging views demonstrate the ongoing debate regarding the impact of CLIL on motivation. While some argue that CLIL enhances motivation, others emphasise the

potential reduction of motivation, particularly for weaker students grappling with cognitively demanding content in a foreign language.

It is crucial to highlight the limited research conducted on CLIL in the context of Primary Education, as the majority of studies have focused on secondary education. Within the realm of secondary education, existing research indicates that CLIL students exhibit higher levels of motivation to learn a foreign language compared to non-CLIL students, either before or as a result of their CLIL experience, accordingly with these studies Doiz et al. (2014); Lasagabaster (2011); Lasagabaster and Sierra (2009); Mearns (2015) and Sylven and Thompson (2015).

Several studies conducted in primary education, including those by García Montoya (2020), Seikkula-Leino (2007) and Fernández Fontecha and Canga Alonso (2014), have provided evidence that suggests higher levels of foreign language (FL) motivation among CLIL learners compared to non-CLIL students. However, it is important to note that attributing this difference solely to CLIL provision is often a complex task, as other factors may also contribute to varying levels of FL motivation among students.

Despite the fact that it is a complex task, and while some experts argue against the notion that CLIL students are inherently more motivated, we place our trust in the findings of recent investigations that affirm that, although the difference in motivation between CLIL and non-CLIL students may sometimes be slight, there is no evidence to suggest that CLIL is detrimental to student motivation, therefore, we can confidently conclude that:

Adding CLIL to the language experience at primary levels seems to be one of the factors that promote higher levels of motivation and interest in the FL, particularly in relation to the learning experience. These findings might contribute to CLIL practises that foster FL motivation and, together with more intensive exposure, might be conducive to more and more meaningful language development. (Pladevall Ballester (2019, p.20).

2.2.2. *How to promote motivation in CLIL lessons*

Motivating students goes beyond simply providing them with positive comments. As CLIL teachers, we must equip them with the tools to become autonomous and feel a sense of accomplishment on their own. We need to give them the means to learn and progress independently, both at school and at home. They should learn how to learn, and this does not happen spontaneously. As teachers, it is our responsibility to offer them efficient study

techniques that will aid them throughout their academic journey. By doing so, we will enhance their motivation, as they will feel a sense of personal achievement. Few sensations compare to the satisfaction of exerting effort and attaining success.

Thereby, in CLIL settings, it is paramount to equip students with the necessary tools to access and comprehend content in a foreign language. This process, commonly known as scaffolding, involves providing support and assistance to learners as they navigate the complexities of a foreign language. However, scaffolding alone is not sufficient. Students also require feedback to gauge their progress and determine the appropriate strategies for further improvement. Recognising the significance of motivation in language learning, Madrid et al. (1993) shed light on the key sources that drive students' desire to engage with the English language, which are also applicable to our CLIL lessons. These sources encompass various aspects, such as:

- Classroom methodology: Engaging and interactive activities, varied materials, and student-centred approaches, making them the true protagonists contribute to motivation by making the learning experience more enjoyable and effective.
- Teacher's qualities: Teachers who are knowledgeable, supportive, and passionate about teaching can inspire and motivate students to learn and improve their language skills.
- Parents and family's support and encouragement: it plays a crucial role in motivating students to learn through foreign language. Positive attitudes towards language learning, involvement in language-related activities, and creating opportunities for language practise at home can enhance motivation.
- Desire to integrate into English-speaking communities: Some students may be motivated to learn English due to their aspirations to connect with English-speaking communities. This motivation stems from the desire to engage in cross-cultural interactions, travel, or pursue further studies or career opportunities in English-speaking countries.
- Instrumental importance of English: If students understand the value and importance of English as a skill that can open up opportunities in education, career prospects, and global communication, they are more likely to be motivated to learn it. We should demonstrate the usefulness of learning through real-life activities that are useful and relevant for them.

On another note, Do Coyle (2006) has written extensively on motivation in CLIL settings. Her work, "Content and Language Integrated Learning: Motivating Learners and Teachers" explores various strategies and approaches to promote motivation in CLIL classrooms. Concrete guidelines to promote motivation in CLIL lessons include:

- Create a supportive learning environment: Foster a positive and inclusive classroom environment where students feel safe to take risks and express their ideas. Encourage collaboration, mutual respect, and active participation.
- Set clear and adequate language and content goals: Ensure they understand the purpose and relevance of the tasks and activities in relation to their language and content development. Likewise, learning objectives should constitute adequate challenges for their level.
- Use authentic and meaningful materials: Select authentic materials, such as real-life texts, videos, or resources, that are relevant to the students' interests and the content being taught. Authentic materials help students connect their learning to the real world and enhance motivation.
- Provide scaffolded support: Provide clear instructions, models, graphic organisers, and vocabulary support to help students access and understand the content while developing their language skills.
- Encourage active engagement: Promote active learning strategies, such as group work, project-based learning, role-plays, or debates, which require students to actively use language and engage with the content.
- Incorporate varied and interactive activities: It helps to cater to different learning styles and preferences. Include hands-on experiments, multimedia presentations, discussions, and problem-solving tasks that stimulate students' curiosity and involvement.
- Offer regular and constructive feedback: To confirm students' progress, it is crucial to provide feedback on their language use and content understanding. Focus on praising effort and improvement. Encourage self-reflection and self-assessment to empower students to take ownership of their learning.
- Foster curiosity, autonomy and choice: Allow students to have some autonomy in their learning by offering choices in tasks or projects. Encourage them to take responsibility for their learning process and decision-making, fostering intrinsic motivation.

2.3.Beliefs

‘Motivation depends on students’ subjective values and expectations, which are based on beliefs’ – Ruiz (2019, p.175)

2.3.1. *What do we mean when we talk about students’ beliefs?*

In educational psychology, ‘beliefs refer specifically to those ideas that students have intuitively developed about the nature of knowledge and learning’ (Schommer-Aikins, 2002, p. 105-118).

Inspired by Ruiz (2019) students' beliefs are referred to as such because they represent subjective assessments regarding reality, which, in turn, shape students' behaviours in relation to learning tasks. These beliefs hold substantial sway over students' motivation to learn as they influence their expectations concerning their capacity to acquire knowledge. Consequently, as teachers we must help them understand the relevance and utility of CLIL, that is modulate their beliefs and develop a growth mindset.

It is important to acknowledge the concept of self-efficacy in this context. Self-efficacy can be defined as the judgement individuals have regarding their own abilities to carry out the necessary actions that lead to achieving desired goals (Bandura, 1997; Pajares, 1996; Peralta & Sánchez, 2003; Schunk, 1991; cited in Cortés & García, 2012). In the context of CLIL, self-efficacy refers to students' perception or personal belief about their own capacity to embrace this approach.

Self-efficacy plays a significant role in academic performance, according to Bandura (1997) as it is linked to effective self-regulated learning strategies and active participation in lessons. Thus, high levels of self-efficacy are often observed in well-performing students. Additionally, following Zimmerman (1990, p. 213) self-efficacy beliefs contribute to academic success beyond actual ability, making it a crucial predictor of academic outcomes. However, emotional and physiological states like stress, anxiety, and fatigue can negatively impact self-efficacy.

2.3.2. *Why are students’ beliefs important for education, in general, and for CLIL?*

Students' beliefs and perceptions play a crucial role in education, as they shape students' attitudes, motivation, and engagement with the learning process. Thus, as teachers, we must know them in order to make informed adjustments to our teaching methods, incorporating student input and improving the overall quality of the teaching and learning process. In the context of CLIL, students' beliefs and perceptions become even more significant, indeed, Coyle

(2013), supported this claim in Rascón-Moreno's research (2021) where he explained that listening to our students we can get valuable insights into the necessary adjustments required in professional practise to maintain successful Content and Language Integrated Learning (CLIL) across diverse contexts. Coyle's statement, although specifically focused on CLIL students in the UK, holds relevance for any bilingual teaching approach.

Accordingly, when students perceive CLIL as relevant, meaningful, and enjoyable, they will be more likely to be motivated to learn and actively participate in the classroom, which will enhance their language proficiency in CLIL programmes.

Further to this, together with students' beliefs and perceptions about CLIL and the relevance of learning through a foreign language, their beliefs about their own abilities and self-efficacy greatly influence their learning outcomes. This is something that was acknowledged many years ago; however, until recently, we hadn't paid so much attention to it. Indeed, in 1997, Bandura (1997) already highlighted the importance of self-efficacy in promoting academic achievement. Thus, in CLIL classrooms, we have to promote students' subjective values and expectations, because those students who have confidence in their language skills are more likely to take risks, persist in challenging tasks, and achieve higher levels of proficiency.

2.3.3. What are the students' beliefs on CLIL?

As previously stated, recent research in CLIL has focused extensively on examining learning outcomes and successful CLIL practises. However, there is also considerable interest in exploring stakeholders' perceptions of CLIL, which encompass the viewpoints of teachers, parents, and, to a lesser extent, students.

In a recent study conducted by Chaieberras and Rascón-Moreno (2018), students' opinions and satisfaction levels regarding Content and Language Integrated Learning (CLIL) were examined. This study indicated that students in the region of Madrid held highly positive viewpoints on their bilingual programmes. These findings align with previous research conducted in Madrid, and other parts of Europe (Dalton-Puffer, 2011; De Graaff et al., 2007; Gerena & Ramírez-Verdugo, 2014; Lancaster, 2016; Lasagabaster & Doiz, 2016; Llinares and Dafouz, 2010; Lorenzo et al., 2009; Pérez Cañado, 2011, cited in Chaieberras and Rascón-Moreno, 2018).

In this study, students exhibit a high level of English utilisation, proficiency, and progress within the bilingual programme. Furthermore, they expressed increased confidence,

improvement, and accomplishments in their learning of both content and English. Nonetheless, they articulated a distinct requirement for online resources and digital tools to be incorporated into CLIL lessons.

In a later study, Rascón-Moreno (2021) compared students' perceptions of dual immersion programmes in California, USA, which are comparable to our CLIL programmes, although with contextual differences, with a similar study in Madrid, Spain, on CLIL, in order to determine the existence of differences in their perceptions. In light of the above, Californian students reported that the programme is generally good, stating that it is generally effective and utilises appropriate methodologies and materials. However, they demanded improvements regarding the learning of content through Spanish and of sociocultural aspects, the importance of materials that accommodate different levels of ability, the need for increasing the utilisation of ICT resources, the evaluation of bilingual content, the presence of language assistants, and opportunities for mobility. After the comparison with Spanish CLIL programmes, he reached the conclusion that Spanish students' perceptions were also positive, but even more favourable than those in California, especially in relation to higher motivation towards language learning after participation in the programme.

In a separate study conducted by López Lavery (2022), the perceptions of both primary and secondary school students regarding English and CLIL were examined. Surprisingly, no noteworthy disparities were observed between the two groups. Despite some students displaying limited language proficiency, the participants expressed a favourable attitude towards their CLIL experience. Notably, the research findings indicate that students' motivation and language skills are positively influenced by this bilingual programme.

According to Lasagabaster and Doiz (2016), there is a lack of long-term investigations into students' awareness of their language learning process within CLIL programmes. However, their study provided valuable insights. The findings indicated that participants recognised the significance of all language components and initially displayed a preference for group work and active engagement during early grades. Nevertheless, their enthusiasm for these aspects diminished over time. Notably, the longitudinal data revealed that the participants perceived greater improvement in their English skills in their CLIL classes compared to their regular English as a Foreign Language (EFL) classes.

A year later, Lasagabaster (2017) carried out another study on students' beliefs due to the fact that, inspired in Hüttner et al. (2013, p. 269) cited in Lasagabaster (2017), the students'

perceptions regarding their capacity to learn through a foreign language play a crucial role in shaping their interpretation of learning experiences and the organisation of their learning process, and these beliefs are essential for understanding students' motivation. Therefore, he continued studying the issue and corroborated that students are usually pleased with CLIL.

On another note, Ohlberger and Wegner (2019) reached the conclusion that pupils who experience high levels of anxiety and low levels of self-efficacy towards the foreign language, after the application of the CLIL programme, experienced positive changes, as they displayed a continuous increase in self-efficacy.

In the same vein, Huang (2020) revealed in his study, among other findings, that CLIL led students to expect to learn other subjects in English and also that students enjoyed the CLIL approach. As students experience success and build confidence in understanding and expressing themselves in the foreign language, their self-efficacy in using English may increase. This positive perception can lead to increased motivation, engagement, and a sense of competence when tackling academic content in the foreign language.

Based on the aforementioned research findings, it is evident that these studies consistently demonstrate favourable students' beliefs on CLIL. These positive outcomes include increased motivation, active engagement in language learning, higher levels of satisfaction, and enhanced confidence among students. Consequently, it can be deduced from these results that students' beliefs regarding CLIL and their own learning capabilities are largely positive, and their self-efficacy experiences notable improvement as a result of CLIL intervention.

Definitely, the students' beliefs and perceptions about CLIL presented in this paper offer valuable pedagogical insights to enhance CLIL teaching and learning process. By comparing data from these studies, methodological recommendations can be developed to improve future CLIL programmes considering their desire for new technologies, mobility, catering for diversity and global communication. Hence, understanding the learners' perspective will allow us to consider their needs, prioritise their preferences to boost their self-efficacy and as a consequence, their academic performance.

2.3.4. *How to foster growth mindsets*

We cannot finish this section about students' beliefs without mentioning growth mindsets, since it becomes an effective way to enhance self-efficacy towards learning. By believing that abilities can be developed through effort and learning, students cultivate confidence in their capacity to learn, embrace challenges such as CLIL learning and achieve academic success.

Dweck (2006) defined the growth mindset as one that enables us to face challenges more effectively by believing that our personal skills can be developed. In instances where a student attributes their success or failure to fixed and uncontrollable factors, such as innate intelligence or external circumstances beyond their control, they are less likely to persevere in facing challenging tasks. As stated by Dweck (2006), this indicates the presence of a fixed mindset.

Conversely, according to the same author, students who attribute their achievements and setbacks to controllable and adaptable factors, such as effort, dedication or effective learning strategies, develop a growth mindset. When students possess a growth mindset, they perceive errors as integral to the process of learning and are capable of surmounting frustration by regarding mistakes as fresh opportunities to learn and enhance their abilities.

In studies such as in Stipek and Gralinski (1996), Blackwell et al. (2007), Romero et al. (2014) cited in Dweck (2006), have been proved that there exists a positive correlation among growth mindset and academic results, that is, students which have a growth mindset obtain better marks.

In short, according to Dweck (2006) to create resilient students who develop a growth mindset, we should educate about the importance of errors to learn, recognising the relevance of effort over innate talent to be able to achieve the aimed goals. Guillén (2017) provides valuable techniques for fostering a growth mindset in students:

Firstly, it is crucial to educate students about how the brain functions, tailored to their level of understanding. They should comprehend that the brain is malleable, and consequently, improvement is achievable through dedicated effort.

Secondly, teachers play a pivotal role in cultivating a growth mindset by exemplifying it themselves. By demonstrating a growth mindset, teachers are more inclined to inspire students to implement strategies for improvement. Furthermore, praising students for their effort is essential. This approach attributes success to hard work, enables students to embrace new challenges, and enhances their perseverance and resilience. Likewise, by understanding that mistakes are valuable opportunities for growth, students can overcome frustration and approach them as chances to learn and improve.

On another note, teachers must maintain positive expectations for their students. Believing in their capabilities fosters a supportive environment that encourages student growth.

Further to this, emphasising the learning process over the final outcome is crucial. Finally, appropriate challenges tailored to students' abilities are essential for meaningful learning.

By implementing these strategies, teachers can foster a growth mindset in the CLIL context, where students believe in their ability to develop language and content skills through effort, persistence, and a willingness to embrace challenges.

2.4. Social dimension of learning: service learning

‘The human brain has developed neural circuits that let us thrive in social contexts’-Michael Gazzaniga (1985).

This quote highlights the fundamental role of social interaction in human development and progress, which has played a significant role in our species' advancement throughout history. Therefore, recognising and harnessing these capacities within education is crucial. Cooperation should not be overlooked in schools, as it enhances learning, personal growth, and fosters a supportive environment. In fact, many researches as the one of Guillén (2017) it is supported this notion, revealing that cooperative behaviour activates the brain's reward system. Therefore, we, as teachers, have a responsibility to guide and teach students to cultivate a cooperative learning environment.

2.4.1. Cooperation in the CLIL classroom

Since I was a child, I enjoyed teaching others, but this was also a ‘selfish strategy’. I fondly remember that when I had an exam, I explained the topic to some friends, and then I understood it much better and it was better retained in my mind. At the same time, my partners were pleased because I could solve their doubts. Over the years, I discovered the wonderful world of neuroeducation, and I understood it all.

Research studies have consistently shown that individuals tend to retain information better when they explain it to others instead of simply writing it down in a conventional exam format (Lieberman, 2013). Thus, when peer-tutoring, as described by Sigman (2015) in Guillén's work (2017):

- Who teaches, practises and tests her/his knowledge, allowing this person to detect errors and generate new ideas. At the same time, she/he establishes analogies or metaphors, and connects various concepts via the narrative she/he is creating.
- Whoever is taught benefits from positive social interaction and the opportunity to develop collaborative and communication skills. Through peer-tutoring, students

receive explanations tailored from the students' perspective and often gain a sense of empowerment and increased confidence in their own abilities.

Thereby, completely different students should be encouraged and taught to engage in cooperative learning. Cooperative structures are essential for inclusive education, as they provide an opportunity to integrate and support students with varying abilities and backgrounds. From a neuroeducational standpoint, it is evident that every brain is unique, and therefore, collaboration among students should be promoted to leverage their individual strengths. By embracing cooperative learning practises, classrooms can create an inclusive environment where students support and learn from one another, regardless of their differences.

In the light of the above, and as it was stated in the students' beliefs section, certain studies identified student complaints regarding differences in CLIL lessons, which can impede the pace of CLIL instruction and demotivate high-achieving students. To address this challenge, the implementation of cooperative learning techniques in CLIL lessons offers a potential solution.

As a consequence, cooperative learning and the "4C" framework developed by Do Coyle can constitute a great combo. The 4C's of Do Coyle can be effectively related to cooperative learning strategies, enhancing the CLIL experience for students. Let's explore how cooperative learning aligns with each of the 4Cs:

Content: Cooperative learning supports the acquisition and understanding of content knowledge in CLIL. Through collaborative activities, students work together to explore and construct knowledge related to the content being taught. They can share information, discuss concepts, and engage in problem-solving tasks, enabling a deeper understanding of the subject matter.

Communication: Cooperative learning promotes communication skills in CLIL. Students engage in meaningful conversations, negotiate meaning, and express their ideas in the target language. Thus, they can develop effective communication strategies, such as turn-taking, active listening and providing feedback. Cooperative learning also provides a supportive environment for language practise in authentic contexts.

Cognition: by engaging in cooperative tasks, students actively participate in critical thinking, analysing information, and applying their knowledge to solve problems. Collaborative

learning activities encourage higher-order thinking skills, such as evaluating, synthesising, and creating, as students work together to achieve common goals.

Culture: Cooperative learning fosters intercultural understanding in CLIL. Thus, students from different cultural backgrounds collaborate, respect diverse perspectives, and develop cultural sensitivity. Through cooperative tasks, students learn to appreciate and value the cultural diversity within the classroom, promoting a sense of inclusivity and global awareness.

Overall, cooperative learning strategies align closely with the 4C framework in CLIL. By incorporating cooperative learning into CLIL instruction, educators can create engaging and collaborative learning experiences that support students' language development, content knowledge, and cultural competence.

2.4.2. What is service learning? Conceptualization

Once students have mastered the fundamental cooperative structures, it becomes possible to advance towards collaborative work and embrace project-based learning. Among the various project methodologies available, one that stands out as highly effective is service learning. This approach not only facilitates the acquisition of knowledge and skills but also encourages students to actively engage with their communities by providing a valuable service. By intertwining CLIL and service learning it is created a dynamic environment that fosters personal growth, social responsibility, and a deeper understanding of real-world challenges.

Upon reaching this juncture, we shall proceed to define the concept of service learning which, according to Batlle (2020), is an educational methodology based on cooperative learning which combines social engagement with the acquisition of knowledge, skills, attitudes, and values. It entails learning to be competent while also being helpful to others. Definitely, it is about acquiring knowledge and skills through actively engaging in community service. Through this approach, students have the opportunity to enhance society by learning and embodying ethical values in practical ways that will enable them to get along in life.

Additionally, service learning is centred around collaboration and selflessness. It adopts an interdisciplinary approach that strives to connect the school environment with socially significant issues, such as assisting impoverished individuals, addressing environmental concerns, or even tackling the shortage of educational resources in Africa. Through this approach, based on Guillén's thoughts (2017) students are able to integrate cognitive and

emotional aspects of learning by actively participating, reflecting, and developing a genuine sense of empathy.

There is a noticeable scarcity of experiences that combine service learning and Content and Language Integrated Learning (CLIL). Despite extensive research efforts, it has proven challenging to find studies on this topic through online sources. However, there are a few noteworthy Final Master's dissertations that address this gap. These works shed light on an emerging generation of teachers dedicated to transforming education. For instance, Abellán-Herguido's (2019) study titled "The 4C's in Arts and Crafts applying Arts-Based Service-Learning" presents an intervention proposal for Primary 5th. Additionally, Caballero Aldunate (2021) developed a service-learning proposal within a CLIL classroom in Primary Education. Lastly, Taña-Zapata (2018) designed an intervention proposal for Primary 6th. These dissertations exemplify the commitment of educators striving to merge service learning and CLIL methodologies in their teaching practises.

Nevertheless, we have access to an invaluable resource on service learning titled "100 buenas prácticas de aprendizaje-servicio: inventario de experiencias educativas con finalidad social" by Batlle et al (2019). This guide provides a wealth of knowledge from various successful experiences, albeit not specifically focused on CLIL. However, these examples can serve as a valuable source of inspiration when applied to bilingual contexts. By studying these practises, we can glean insights and adapt them to our own educational settings, fostering the integration of service learning principles within CLIL approaches.

2.4.3. Which are the basic components of service learning?

A successful service learning project, as stated by Batlle (2020), necessitates a few fundamental elements:

- It originates from addressing a societal need.
- It should provide a beneficial service to the community.
- It fosters comprehensive learning, offering students a wide range of educational opportunities encompassing:
 - Competencies and knowledge: researching social needs, verifying information, etc.
 - Self-esteem: satisfaction derived from making a positive impact and improving social reality, recognition from the recipients, etc.
 - Social skills: organising actions, cooperation, conflict management, etc.
 - Human values: through active engagement, interaction, empathy, etc.

- Civic participation: through direct involvement in enhancing the environment.
- It promotes networking, which involves reaching out to professionals, experts, community members, or other educational institutions to enhance the learning experience and broaden the project's impact. In the case we will present then, we will cooperate with NGO's such as *Cruz Roja* to enhance the living conditions of many people in our town.

2.4.4. Steps to follow when developing a service-learning project

The organisation of a SL project is similar to any project, including three main phases: planification, execution and evaluation. Palos (2015) cited in Guillén (2017) summarises them in the following chart:

Stage	Phases
Preparation	-outline the activity -identify needs, possible services and learnings -identify entities and institutional support and establish relationships and agreements
Planification	-plan the activity: pedagogic, organisational and management aspects
Realization and project monitoring	-monitoring of the learning that have been carried out -monitoring of the service -monitoring of organizational aspects
Evaluation	-evaluation of the students and the project
Closing and dissemination	-elaboration of documents for dissemination -celebration and dissemination

III. DIDACTIC PROPOSAL

3.1. Justification

This teaching proposal is a didactic unit called 'Exploring Demography and Creating Change: Empowering Students to Support Immigrant Communities in Collaboration with Cruz Roja'. It encompasses a project-based service learning approach within a Content and Language Integrated Learning (CLIL) context. The primary objective is to facilitate student learning about demography, with a specific focus on immigration. By acquiring knowledge in this domain, students will actively apply their understanding through collaborative efforts with NGOs such as *Cruz Roja*, aiming to aid and support immigrant individuals residing within their local town. This didactic unit is embedded into a broader service learning project that encompasses various Sustainable Development Goals (SDGs) and connects them to the local context.

Furthermore, this specific unit is strategically developed during the strawberries campaign, which takes place in March. Thereby, since the beginning of the academic year, students have been participating in dynamics aimed at addressing emotions, creating a positive learning environment and promoting a growth mindset, tackling in this way the main socioemotional aspects of learning discussed in this paper: emotions, motivation, beliefs and the social dimension of learning.

Additionally, it is essential to justify our didactic proposal within the current legislative framework. Thus, the design of this didactic unit is firmly grounded in the fundamental principles set forth by Organic Law 3/2020, of December 29th. Notably, our proposal faithfully reflects and incorporates the following principles:

- In its preamble, it states that it will put special emphasis on emotional and values education.
- In its Article 1. Education Principles (g), it encourages us to promote individual effort and students' motivations.
- In its Article 17. Primary Education aims, it proposes to create motivating activities and teamwork around projects linked to their life and the work context of the cycle; being also important to provide real and satisfactory learning situations, relationships, reinforcement and achievement expectations that reinforce self-esteem, which is completely in line with the sense of this paper.

Moreover, Royal Decree 126/2014, of February 28, which establishes the basic curriculum of Primary Education, is the one on which we base our didactic unit since it is in force during

this scholar year for pair grades, as is our case since we are dealing with a 6th grade group. The previously mentioned Royal Decree was developed in light of students' cognitive and emotional development at this stage, the specificity of their thinking, their cognitive abilities, their interest in learning and interacting with peers and the environment.

Similarly, the Order of January 15th, 2021, which develops the curriculum of Primary Education in Andalusia, also considers socioemotional aspects of learning, but in line with the previous legislative documents, it is done anecdotally. Nevertheless, it is worth highlighting that in the methodological recommendations of the social sciences area, they encourage us to foster students' curiosity as well as students' interests and motivations.

Likewise, it is worth noting that our didactic unit aligns with the theoretical framework we have covered. The didactic unit incorporates key elements such as emotions; motivation; students' beliefs and the development of a growth mindset; and the social dimension of learning, with a special emphasis on service learning. By implementing this practical proposal, we provide students with an opportunity to put into practise the theoretical concepts we have explored while making a positive impact on our community.

We recognise that emotions play a crucial role in the learning process. Thus, our didactic unit acknowledges and establishes a good emotional climate by means of assemblies, promoting surprise and curiosity and avoiding anxiety. For instance, we foster curiosity through the interview with the immigrant and surprise by challenging common assumptions related to immigration, doing interactive activities and also, through the real-life experience we bring them.

On another note, motivation serves as a driving force for learning. With our didactic unit, we place students at the heart of the learning process. We start by tapping into their interests and motivations, allowing them to take an active role in shaping their educational journey. The initial motivation behind this service learning project stemmed from a problem that directly affects our school community: the situation of immigrants living in their cars near the school. By addressing this issue, we leverage students' genuine concerns and their desire to make a positive change, thus fostering their intrinsic motivation to engage in the learning process.

Further to this, we understand the significance of students' beliefs in shaping their learning experiences. Therefore, we promote a growth mindset throughout formative evaluation, self-assessment, peer-assessment and praising for their effort. Therefore, we

encourage students to develop a belief in their ability to learn and grow to become more resilient, open to challenges, and receptive to feedback, enhancing their overall learning outcomes.

The pinnacle of the social dimension of learning is exemplified in the service learning project that forms the core of our didactic unit. Service learning aligns perfectly with Content and Language Integrated Learning (CLIL) principles, allowing students to acquire knowledge and skills while actively serving their community. By becoming social agents, our students will not only enhance their linguistic and content knowledge but also develop empathy, compassion, and a sense of social responsibility.

3.2. Contextualisation

3.2.1. Context: *The town and our school*

Our school is in a town in the province of Huelva, home to 20,000 residents. During the red berry campaign, our population surges as immigrants arrive for work in the redberry crop industry, the town's primary economic activity. This influx has made our town multicultural, and our school reflecting this diversity. Consequently, our school embraces students from various backgrounds, including Moroccan, Polish, or Romanian, fostering a multicultural environment.

Despite families having a medium socioeconomic and sociocultural level, they actively engage in their children's education. Together, we strive to provide a supportive and inclusive learning environment. The centre we are talking about is a bilingual school that offers education for preschool and primary levels. Our school accommodates a total of 650 students, making it a vibrant and bustling learning environment. It is important to point out that all the classes are equipped with digital boards and computers (for teachers). Likewise, there is available a set of tablets that we can book to use in our lessons.

3.2.2. Specific context: *Our Classroom*

Concerning our group, the 6th B class is composed of 24 students, aged between 11 to 12 years old. In general terms, it is a heterogeneous group with a good academic and social level, although the level of maturity differs from one child to another but, in general, they are autonomous and committed.

Moreover, my pupils have an appropriate level of English, which is an A2 according to the CEFR (2020) for bilingual students. Besides, they are interested in English, since they

started to learn English in Preschool. Additionally, nowadays society is heterogeneous and diverse and our class reflects it. So that we can find a student with Attention Deficit Hyperactivity Disorder (onwards, ADHD). We will talk more deeply about him in the attention to diversity section.

To conclude and as it was mentioned at the beginning, our town is multicultural, so our centre is a multicultural school and our class too. Therefore, one of our main aims is to understand the phenomenon of migrations in order to foster a climate of respect and appreciation of different cultures.

3.3. Objectives

In this section, we will present the didactic aims of the upcoming CLIL didactic unit. The objectives encompass both Social Sciences and English, as outlined in Annex II of the Order of January 15th, 2021. Thus, these are the Social Sciences aims:

- 1. Develop habits that enhance the use of strategies for individual and cooperative work, in close contexts, presenting a responsible attitude, effort, and perseverance, self-confidence, critical sense, personal initiative, curiosity, interest, and creativity in knowledge construction and for planning and managing projects related to everyday life.
- 3. Know, value, and respect human rights and democratic values that give each human group its own idiosyncrasy, putting into practise skills and strategies for the prevention and peaceful and tolerant resolution of conflicts in their social environments.
- 4. Be able to define problematic situations in their closer environment, estimating possible solutions to achieve adequate knowledge and application of contents, where students design small research projects, analyse, and communicate results.
- 7. Understand, value, and enjoy the different cultural and linguistic manifestations, recognising and respecting the differences between people, based on knowledge of the diversity of geographic, social, economic, or cultural factors that define the characteristics of each population and its demographic variables.

Likewise, the English area aims are:

- 1.Listen and understand messages in various verbal interactions, using the transmitted information to carry out different specific tasks related to their experience.
- 2.Express oneself and interact in simple and everyday situations, using verbal and non-verbal procedures and following the rules of communicative exchange to respond autonomously, appropriately, respectfully, cooperatively, and correctly in everyday life situations.
- 3.Write texts for various purposes on topics previously addressed in the classroom and with the help of models.
- 4.Read diverse texts comprehensively, related to their experiences and interests, in order to extract general and specific information for a specific purpose.
- 5.Learn to use, with increasing autonomy, all available means, including new technologies, to obtain information and communicate in the foreign language.
- 8.Demonstrate a receptive attitude and progressive confidence in one's own learning ability and use of the foreign language.

3.4.Key competences

Key Competences are defined in Art.2 of Royal Decree 126/2014, of February 28th as the ability to apply relevant contents in an integrated way, in order to achieve the correct realisation of the activities and the effective resolution of complex problems. Therefore, to continue we show how we will work on each competence through this Didactic Unit.

LINGUISTIC COMMUNICATION COMPETENCE (LC)



In CLIL, communication is worked on a daily basis as it facilitates language and content acquisition, active participation, intercultural skills development and prepares students for real-world situations. Thus, in this unit we work on the 4 linguistic skills and we engage pupils in real communicative situations, such as the interview or the FT presentation.

SOCIAL AND CIVIC COMPETENCE (SCC)



In this particular unit, we provide students with the opportunity to cultivate a critical mindset and reflect on a pressing social issue in our society: immigration. Through this unit, we aim to instil in students the significance of supporting individuals in need, empathising with them, respecting cultural diversity as a valuable asset, and assisting them in attaining basic living standards. Moreover, we employ cooperative work and emphasise the importance of working towards the achievement of the SDGs.

DIGITAL COMPETENCE (DC)	
	Digital competence is a vital skill in today's society, especially considering that our students are digital natives. Throughout the unit, we will leverage digital tools to enhance their learning experience. We will access demographic data and graphs online, assess prior knowledge using platforms like Plickers, reinforce content understanding through interactive platforms such as Liveworksheets and Wordwall, and conclude the unit by recording a video for the final task.
LEARNING TO LEARN COMPETENCE (LTL)	
	Learning to learn competence is of utmost importance in this unit as we encourage autonomous work through the final task development. By conducting the interview to gather information, preparing the report and creating the final video, students are actively engaged in research. This fosters motivation, curiosity, responsibility, and commitment, empowering them as active agents in their own learning process.
COMPETENCE IN PERSONAL INITIATIVE AND ENTREPRENEURIAL SPIRIT (CPIES)	
	Students have the opportunity to use English to communicate with immigrants and develop measures in collaboration with <i>Cruz Roja</i> NGO to provide support. This allows them to demonstrate initiative by identifying problems and seeking creative solutions to help the immigrant community. Furthermore, by creating a video to raise awareness about the importance of valuing diversity and supporting these individuals, students showcase entrepreneurial spirit by using their linguistic and creative skills to make a social impact. Likewise, through self-evaluation we promote self-reflection, sense of responsibility and decision taking.
CULTURAL AWARENESS AND EXPRESSION COMPETENCE (CAEC)	
	We foster an attitude of openness, respect, and critical thinking towards cultural diversity. By promoting cultural awareness, we encourage students to appreciate and understand different cultures, traditions, and perspectives. Additionally, we emphasise the importance of expressing oneself respectfully and effectively in cross-cultural interactions.
MATHEMATICAL AND BASIC COMPETENCES IN SCIENCE AND TECH. (MCBCST).	
	Social Sciences area is closely linked to this competence. In fact, we focus on graphical representations related to demography, which enable the collection and interpretation of information through data recording and analysis.

3.5. Curricular relationship: contents, evaluation criteria, learning standards and key competences

According to the art. 12 of Royal Decree 126/2014 for Primary education, the references for evaluation are the evaluation criteria and its concretion in the learning standards, therefore, in this chart we will show the criteria and standards to assess this unit, together with the contents and the key competences both, in Social sciences and in English subject. All the curricular elements have been taken and adapted from the Order of January 15th, 2021.

SOCIAL SCIENCES. Block 3: Living in society. Unit 3.		
Contents	Criteria	Learning standards
3.7. Study of demography using concepts such as: Birth rate, death rate, natural increase, real increase, population density. CS.03.08 3.8. Spatial distribution, natural growth and real population growth. Reading, interpretation and recording of graphs. CS.03.08. 3.9. Analysis of the population of Andalusia and Spain. Migration movements in Andalusia. CS.03.08.	CS.03.08. Understand the main demographic concepts and their relationship with geographical, social, economic, or cultural factors. Distinguish the main features of the Andalusian population their demographic distribution and their migratory movements, and representing them graphically. LCC, DC, MCBCST, SCC.	CS.03.08.01. He/she defines demographics, understands major demographic concepts, and calculates them from survey data. CS.03.08.02. He/she defines the population of a territory, identifies the main factors that affect it, and defines them correctly. CS.03.08.03. He/she interprets and creates graphs used in the study of population. CS.03.08.09. He/she explains migratory movements. CS.03.08.10. He/she identifies and describes the main current problem facing population immigration.
3.18. Acquisition, treatment and evaluation of the information obtained through ICT. CS.03.07.	CS.03.07. Describe the territorial organisation of the Spanish State and value the cultural, social, political, and linguistic diversity of Spain, respecting the differences. SCC, LCC, CAEC.	CS.03.07.05. Starting from the reality of the Spanish State, he/she values cultural, social, political, and linguistic diversity in the same territory as a source of cultural enrichment.
14. Sensitivity, critical sense in analysis and commitment in relation to the search for the best alternatives to progress and develop ourselves CS.03.01., CS.03.02., CS.03.03. 1.15. Recognition, description and respect for emotions and feelings	CS.03.03. Value the importance of a peaceful, democratic and tolerant coexistence, participating effectively and constructively in social life and using a strategy to resolve conflicts, cooperating, dialoguing, developing teamwork attitudes and proposing alternative solutions. SCC, CPIES	CS.03.03.02. He/she participates effectively and constructively in social life and create strategies to resolve conflicts. CS.03.03.04. He/she values cooperation and dialogue as a way to avoid and resolve conflicts and promotes democratic values.

of their own and others. CS.03.03.		
ENGLISH		
Content	Criteria	Learning standards
4.1. Writing short and simple creative written texts on paper and digital support. LE.03.08., LE.03.09. 4.2. Knowledge and application of basic strategies and execution to produce short written texts. LE.03.08., LE.03.09. Communicative function. 4.4. Knowledge and adequate use of basic syntactic structures (present simple, past simple and present continuous). 03.08., LE.03.09. Linguistic function. 4.5. Use of vocabulary related to: demography, the population in Andalusia, migrations, multiculturalism (birth rate, death rate, real growth, natural growth...).	E.C.03.08: To produce short and simple texts considering basic sociocultural and sociolinguistic aspects together with the appropriate syntactic structures., LCC, LTL, DC, CAEC, CPIES, SCC.	LE.03.08.01. He/She writes/completes a text with given information.
2.1. Practise and adequacy of the message to the recipient, context, and channel, applying register and discourse structure. LE.03.04. 2.2. Knowledge and application of basic strategies to produce simple monologues and dialogues. LE.03.04.	E.C.03.04. To carry out short and simple monologues and dialogues, applying basic expression strategies, memorised expressions and previously worked formulas. LCC, LTL, DC, CAEC, CPIES ,SCC.	LE.03.04.01. He/She makes short and simple oral presentations, previously prepared and rehearsed; present a topic that interests him/her.

3.6. Timing

As indicated in the Order of January 15th, 2021, we have 3 hours per week to devote to Social and Natural sciences. As usual in our school, we set aside these weekly hours to work on one of the subjects until we finish a topic, and once finished, we focus on the other subject. Thus, in the 2 weeks established for this unit, we dispose of 6 lessons of one hour for the unit 3 of Social Sciences subject and another 6 hours to complement it from the English area.

3.7. Methodology

3.7.1. *Our specific methodology*

In line with the Order of June 28th, 2011, regulating bilingual education Andalusia, the Instruction 21/2022, of July 21st, on the organisation and functioning of bilingual education in Andalusian schools for the 2022/2023 academic year, states in its fifth instruction that the basis of our methodological approach should be Content and Language Integrated Learning (CLIL) methodology.

Hence, drawing upon the CLIL foundations of 4C Do Coyle, our methodology embraces the promotion of high-order thinking skills based on Bloom's taxonomy. Furthermore, we acknowledge the importance of emotions in the process of learning and emphasise service learning, recognising the social nature of learning.

In line with the recommendations of the Action-Oriented Approach, recommended by the Spanish version of the *Marco Común Europeo de Referencia para las lenguas* (2020) (CEFR, henceforth), our methodology is active and students are the main protagonists of the learning process, being rooted in a constructivist paradigm. It takes task-based learning to a new level by seamlessly integrating classroom activities with real-world communicative practises, what promote high levels of motivation.

To foster effective knowledge acquisition, our methodology builds upon students' prior knowledge at the beginning of each unit. Additionally, we strive to create an anxiety-free learning environment by incorporating playful elements. Cooperative techniques are integrated, recognising the innate social nature of human beings, while ICT (Information and Communication Technology) is employed to diversify materials and support diverse learning needs.

3.7.2. *Transversality and interdisciplinarity*

Transversality and interdisciplinarity are two fundamental principles in our CLIL methodology. The former underscores the integration of language learning across a subject or areas, involving the use of the target language, in our case English, as a medium of instruction for teaching and learning Social Science contents. This is done with the aim of developing subject-specific knowledge and language proficiency simultaneously, promoting a holistic approach to learning.

Regarding interdisciplinarity, which implies the connection and integration of different subject areas or disciplines, in this scenario, collaboration and coordination among the two areas (English and Social Sciences) are essential not only for the development of our specific unit but also for the overall educational planning. Both teachers dedicate significant efforts to ensuring that this unit becomes a transformative experience for students. By bridging the gap between disciplines, students can explore topics from multiple perspectives and make meaningful connections between different areas of knowledge.

3.7.3. *Materials and resources*

We employ materials and resources of many types (printed, visual, audio, audiovisual, ICT...) to enhance the learning process of our students. They take part in the elements of the curriculum, so they are consistent with the objectives, contents, methodology and evaluation, as well as, they are in line with the Sixth Instruction of 21/2022, of July 21st.

In this unit, we diversify as much as we can the curricular materials since the more we diversify the way in which content and language is presented, the greater the possibilities of students to understand them. In this way, we will be contributing to develop Universal Design for Learning (in Spanish, DUA) proposed in art. 4.5. From the Order of January 15th, 2021.

Thus, we will harness the power of ICT to get valuable resources from the internet, for instance, to gather information about the demography in our town and make the construction of knowledge more significative. We will also employ mobile phones to record the interview and create engaging videos to spread the message of the Service learning project. Likewise, online games like Liveworksheet and Wordwall will be utilised to reinforce linguistic aspects effectively. Furthermore, we will make use of printed materials such as picture dictionaries and textbooks. The textbook's potential increases significantly when combined with these complementary resources, making the learning process more engaging and enriching.

3.8. Attention to diversity: Reinforcement and extension activities

As stated in Art. 12 of the Order of January 15th, 2021, some **general measures** to assist diversity will be employed, among which we highlight: didactic methodologies for inclusion (service learning, cooperative work, peer tutoring...), different ways of presenting the contents (applying multi-sensory teaching techniques and resources) and reinforcement and extension activities.

It is worth mentioning that in our class there is a boy with Attention Deficit Hyperactive Disorder, although he won't have many problems in the development of the unit, he will need some specific measures such as:

- To satisfy his need for movement, he will be the materials manager.
- The class is divided into short periods of time, so that he doesn't get distracted.
- Exams and worksheets will be given in little parts.
- Visual instructions will be pasted on his table when doing tasks.
- We will use a point system to redirect his behaviour.

We will incorporate various reinforcement activities to enhance learning in our demography unit. Students will have access to visual aids, vocabulary dictionaries, and online games to review grammar concepts necessary for creating the interview and final video. Additionally, we will conduct interview practise in class, providing clear guidelines on content and presentation techniques, fostering creativity and collaboration among students.

To extend their understanding, students will create graphs illustrating demographic variables over time and draw conclusions about their evolution. They will also compare and contrast the demography of their town with that of another, promoting critical thinking skills. As part of the extension activities, students can also write persuasive essays exploring the impact of population growth on the environment, with a particular focus on immigration and its implications.

3.9. Evaluation

According to the Order of January 15th, 2021, evaluation is an improvement tool for teaching and learning processes, so we will differentiate three types of evaluation: students' assessment, teacher's evaluation and unit's evaluation. Although due to space issues we will just focus on students' assessment. Thus, we consider three moments when evaluating initial, ongoing and final. We do that through varied instruments, as stated in Art. 25 of the Order of January 15th 2021, which will be detailed below.

SOCIAL SCIENCES CRITERIA

- CS.03.08. Understand the main demographic concepts and their relationship with geographical, social, economic, or cultural factors.
- CS.03.07. Describe the territorial organisation of the Spanish State and value the cultural, social, political, and linguistic diversity of Spain, respecting the differences.
- CS.03.03. Value the importance of a peaceful, democratic and tolerant coexistence, participating effectively and constructively in social life and using a strategy to resolve conflicts.

These three criteria are evaluated by means of a short test (See appendix 1), which consists of 6 questions, most of them application-sentence and including HOTS. It is worth mentioning that we only evaluate what has been taught. It also considers the affective variable, by including a motivating message at the beginning. Likewise, we make a means with a rubric (See appendix 2) to evaluate the application of the knowledge in the final task video.

ENGLISH CRITERIA

- E.C.03.04. To carry out short and simple monologues and dialogues, applying basic expression strategies, memorised expressions and previously worked formulas. To evaluate this criterion, we employ a checklist (See appendix 3) in which we indicate if the different elements of oral communication are fulfilled or not while students are exposing the information in the final video.
- E.C.03.08: To produce short and simple written texts considering basic sociocultural and sociolinguistic aspects together with the appropriate syntactic structures. This criterion is evaluated through the script by means of a rubric for written work (See appendix 4).
- They also will peer-asses their group work and their productions. We use a target evaluation to evaluate collaborative work (See appendix 5) when creating the FT, and finally, we employ the technique *2 stars and a wish* (see appendix 6) to peer-evaluate and maintain students focused while watching the video of the FT.
- They will self-evaluate themselves using exit tickets (formative evaluation) (See appendix 7) that we will use at the end of the third session. It includes an application-sentence activity, according to Lin et al. (2013) on the contents of the unit, as well as a second metacognitive activity in which students reflect about their own learning. Additionally, they will use a target evaluation (See appendix 8). It is a dartboard with 5 levels of attainment and the 10 learning standards of the CLIL unit reformulated as 'I can' sentences'.

3.10. Didactic unit: Step-by-step planning

UNIT 3: Exploring Demography and Creating Change: Empowering Students to Support Immigrant Communities in Collaboration with Cruz Roja				
Level	6 th grade		Timing	2 weeks
CLIL topic	DEMOGRAPHY			
Sustainable Developm. goal	1.No Poverty 2.Zero Hunger 8.Decent Work and Economic Growth			
Final task	The final task involves applying everything the students have learned to create a 4-minute video in groups of 4. Each group will focus on a specific demographic aspect and they will relate it to our town, and then explore its connection to immigration. This last goal is born to raise awareness about the significance of embracing diversity and supporting immigrants. The video will conclude by providing practical tips to assist immigrants.			
Social sciences contents			English contents	
What is population/demography. Changes in population (birth rate, death rate, emigrants, immigrants). Natural increase and real increase. Population and work: active /non-active and occupied/non-occupied. Population and migration XX century.			Vocabulary related to demography. Present and past simple. Oral texts: the interview and the presentation. Written text: The script.	
Week 1	Social sciences	Session 1 -Initial evaluation: Plickers (See appendix 9). -Provide vocabulary to access contents (picture dictionary) -Starting from previous knowledge we build the basic concepts of the unit through bamboozle	Session 2 -Work in contents: What is population/demography Changes in population (birth rate, death rate, emigrants, immigrants) Natural increase and real increase Use of the textbook, presentation and interactive activities	Session 3 -Work in contents: Population and work: active /non-active and occupied/non-occupied Population and migration XX century -Last 5 min.: Formative evaluation: exit ticket

		-Final task presentation	(Liveworksheets and wordwall)	
	English	-Brief assembly to create a good socioemotional climate -Oral and written games to work on the unit vocabulary	-Brief assembly to create a good socioemotional climate -Work on grammar: review of basic personal questions and present simple to be able to prepare the interview	-Brief assembly to create a good socioemotional climate. -Work on grammar: Past simple questions. -Writing and speaking: creation of the interview's questions in groups of 4, each group creates 4 questions
Week 2	Social sciences	Session 4 -Receive the visit of the immigrant and we make him the interview. Each group record their 4 questions	Session 5 -Final task: start planning the final task video creation	Session 6 -Final assessment: short test. -Last details of the video (editing with Capcut).
	English	-Brief assembly to create a good socioemotional climate. -Script creation for the final task video	-Brief assembly to create a good socioemotional climate. -Video recording finalisation -Last 5 min.: peer-assessment collaborative work. Target evaluation.	-Final task videos visualisation in the multipurpose room of the school. -Final assessment: video -Self-assessment: target evaluation. Dartboard (I can). -Peer-assessment: two stars and a wish

IV. CONCLUSIONS

Throughout this dissertation, it can be argued that the aims of the work have been successfully achieved. Firstly, the latest research on emotions, beliefs, motivation and the social dimension of learning has been thoroughly reviewed, with a specific focus on their application and impact in CLIL contexts. As a result, it has been identified that surprise and curiosity should be fostered in CLIL lessons as they promote effective learning, while anxiety should be avoided, as it hinders the learning process. Additionally, the analysis of motivation among CLIL learners, despite being a topic of ongoing debate, has revealed that the majority of studies indicate higher levels of motivation or, at the very least, no detrimental effects on motivation. Furthermore, students' beliefs regarding CLIL have been largely positive, although they have expressed a desire for improvements such as increased incorporation of ICT resources and sociocultural aspects. Notably, the impact of service learning on the social dimension of learning has been emphasised as one of the most effective approaches. While there is currently a scarcity of service learning projects in the CLIL context, promising signs are emerging through the efforts of new generations of teachers who are devoting their final master's dissertations to this area of study.

Moving on to the second aim, a practical example has been provided to effectively integrate these socioemotional aspects into CLIL through the design of a didactic unit that combines CLIL and service learning. Thanks to this proposal students will enjoy an holistic learning experience that not only foster cognitive and linguistic growth but also promote emotional development and social awareness.

Nevertheless, it is important to acknowledge the limitations of this study. Firstly, the proposed didactic unit has not been implemented, therefore, we have not had the opportunity to empirically validate its effectiveness or evaluate its impact on learning. Additionally, the proposal cannot be generalised to other educational contexts, as each group of students may have particularities that affect the implementation and expected outcomes. Furthermore, its practical application may encounter obstacles and challenges, such as available resources, time constraints and teacher training. Another difficulty that was found is the scarcity of specific research and literature on the socioemotional aspects of learning in the context of CLIL, particularly in primary education.

This last limitation highlights the need for further research and exploration to bridge this gap and provide valuable insights for educators working with CLIL learners at the primary level. Additionally, further research is needed to explore the long-term effects of integrating

socioemotional aspects into CLIL settings and to evaluate the impact on academic achievement and student well-being.

All in all, including socioemotional aspects in our CLIL lessons is essential to fulfil what should be our ultimate purpose as teachers to offer children the tools they need to be happy in the present and in the future. Inside this tool pack is knowledge, but life is much more than this. It is learning to know, learning to do, learning to be and learning to be together, in a world where we are all valuable and respected.

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Royal Decree 126/2014, of February 28th, which establishes the basic curriculum for Primary Education.

Order of January 15th, 2021, which develops the curriculum corresponding to Primary Education in Andalusia, regulates certain aspects of attention to diversity, establishes the ordering of the evaluation and the transition process between different educational stages.

Order of June 28th, 2011, regulating bilingual education Andalusia.

Instruction 21/2022, of July 21st, on the organization and functioning of bilingual education in Andalusian schools for the 2022/2023 academic year.

APPENDICES

Appendix 1. Short test to evaluate social sciences criteria.

Appendix 2. Rubric to evaluate the application of the knowledge (Social Sciences criteria) in the final task video.

Appendix 3. Checklist to assess English Area criteria 03.04 (speaking).

Appendix 4. Rubric for written work: script.

Appendix 5. Peer-assessment. Target evaluation for collaborative work.

Appendix 6. Peer-evaluation. 2 stars and a wish. (to help maintaining students focused while watching the video of the FT).

Appendix 7. Self-evaluation. Exit ticket.

Appendix 8. Self-evaluation. Target evaluation: dartboard.

Appendix 9. Initial evaluation plickers.

Appendix 1. Short test to evaluate social sciences criteria.

Name:

Class:

Date:



1. Correct the following definitions:

Natality: the number of people who leave a country to live in another.

Mortality: the study of the weather and climate patterns.

.....

.....

.....

2. Which demographic variables do we use to study population? Find the intruders and explain why they are not.

Immigration, birth rate, death rate, civil register, emigration.

Because.....

3. Explain in your own words the difference among emigration and immigration.

.....

.....

.....

4. Calculate the **natural increase** and the **real increase** in Moguer. But first, write the formulas.

Number of births in 2021: 185

Number of deaths in 2021: 124

Number of immigrants: 1341

Number of emigrants: 1042

Natural increase=

Real increase=

5. Match the two columns with arrows.

a grandmother that is 70 years old

a shop assistant

a student that is 9 years old

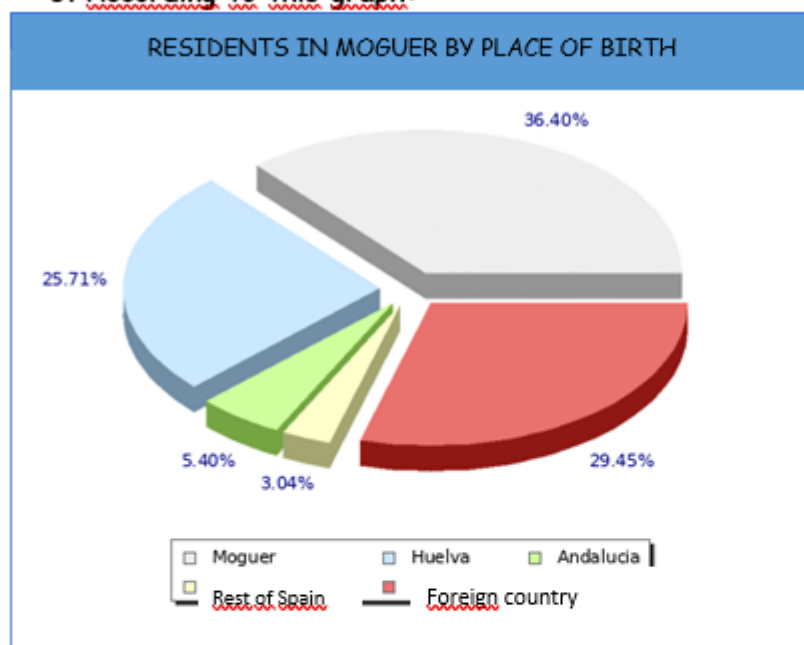
a young man who is looking for his first employment

Non-active population

Active population

Occupied population

6. According to this graph:



-What is the percentage of immigrant people?

-How many come from a different country?

-Are there in your class mates from different countries? Which countries?

-What is the problem of immigration?

-How can we contribute our grain of sand?

Appendix 2. Rubric to evaluate the application of the knowledge (Social Sciences criteria) in the final task video.

	Advanced (8-10)	Proficient (5-7)	Basic (1-4)	MARK
CS.03.08 - Understand the main demographic concepts and their relationship with geographical, social, economic, or cultural factors. Distinguish the main features of the Andalusian population, their demographic distribution, and their migratory movements, and represent them graphically.	Demonstrates an advanced understanding of demographic concepts and their intricate connections with geographical, social, economic, and cultural factors. Analyzes and interprets the main features of the Andalusian population comprehensively, considering demographic distribution and migratory movements. Creates visually compelling and insightful graphical representations that effectively communicate demographic data.	Shows a proficient understanding of demographic concepts and their relationships with various factors. Describes the main features of the Andalusian population and their demographic distribution. Understands demographic information graphically with clear and accurate visualizations.	Demonstrates a basic understanding of demographic concepts and identifies some features of the Andalusian population. Attempts to understand demographic information graphically, but with limited accuracy and detail.	
CS.03.07 - Describe the territorial organization of the Spanish State and value the cultural, social, political, and linguistic diversity of Spain, respecting the differences.	Provides an in-depth description of the territorial organization of the Spanish State, considering historical, geographical, and administrative aspects. Exhibits a comprehensive understanding of the cultural, social, political, and linguistic diversity of Spain, analyzing its impact on society and highlighting its importance. Demonstrates an exemplary level of respect for differences, actively promoting a culture of inclusivity and understanding.	Describes the territorial organization of the Spanish State with accuracy and detail. Recognises and appreciates the cultural, social, political, and linguistic diversity of Spain, providing examples and illustrating the significance of such diversity. Demonstrates a respectful attitude towards differences.	Describes the territorial organization of the Spanish State at a basic level. Acknowledges the existence of cultural, social, political, and linguistic diversity in Spain without delving into specifics. Shows limited understanding of the importance of respecting differences.	
CS.03.03 - Value the importance of a peaceful, democratic, and tolerant coexistence, participating	Exhibits an exemplary understanding of the importance of peaceful, democratic, and tolerant coexistence, recognising their role in fostering a harmonious society.	Values the importance of peaceful, democratic, and tolerant coexistence, providing a clear understanding of their	Recognises the importance of peaceful coexistence, democracy, and tolerance without delving into	

effectively and constructively in social life, using a strategy to resolve conflicts, cooperating, dialoguing, developing teamwork attitudes, and proposing alternative solutions.	Engages actively and constructively in social life, displaying exceptional participation skills and making valuable contributions. Utilises advanced conflict resolution strategies, excels in cooperation, dialogue, teamwork, and proposes innovative and effective alternative solutions to conflicts and challenges.	significance. Actively participates in social life, contributing effectively and constructively to various contexts. Demonstrates a good understanding of conflict resolution strategies, cooperation, dialogue, teamwork attitudes, and applies them in appropriate situations.	specifics. Participates in social life to some extent but with limited effectiveness and constructive engagement. Demonstrates a basic awareness of conflict resolution strategies, cooperation, dialogue, and teamwork attitudes, albeit with limitations.	
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Appendix 3. Checklist to assess English Area criteria 03.04 (speaking).

Checklist to assess English Area criteria 03.04 (speaking)	YES	NO
Structure and Organization:		
-The presentation has a clear introduction, body and conclusion.		
-The information is presented in a logical sequence.		
-Ideas are connected smoothly.		
Language Use:		
-The student uses appropriate vocabulary related to the topic.		
-Grammar and sentence structures are used accurately.		
-Verb tenses and verb agreement are correctly applied.		
Expression Strategies:		
-The student uses gestures and body language to support their message.		
-Voice projection and intonation are used effectively.		
Memorised Expressions and Formulas:		
-The student includes memorised expressions and phrases related to the topic.		
-Previously worked language formulas are used appropriately.		
Clarity and Comprehensibility:		
-The student's speech is clear and understandable.		
-Pronunciation and phonetic accuracy are adequate.		
-The pace of the speech is appropriate for comprehension.		
Engagement and Confidence:		
-The student demonstrates confidence and engagement throughout the presentation.		

Appendix 4. Rubric for written work: script

	RUBRIC WRITTEN WORK: SCRIPT(rubric traduced and adapted by a model from ANAYA EDITORIAL)				%	MA RK
	E.C.03.08: To produce short and simple texts considering basic sociocultural and sociolinguistic aspects together with the appropriate syntactic structures. LCC, LTL, DC, CCAE, SIEP, and SCC.					
	Excelent (9-10)	Good (7-8)	Adequate (5-6)	Need to improve (1-4)		
Presentation	He/she respects all the established presentation elements (title, margins, spelling, readability, cleanliness, use of images, and organization).	He/she respects almost all the established presentation elements (title, margins, spelling, readability, cleanliness, use of images, and organization).	He/she respects the basic presentation elements established (title, spelling, readability, cleanliness, and organization)	He/she needs assistance in respecting the basic established presentation elements (title, spelling, readability, cleanliness, and organization).	%	
Vocabulary and grammar	The vocabulary is rich, varied, without repetitions, and includes specific words and expressions related to the topic. He/she uses grammar very well.	The vocabulary is somewhat varied, with specific words related to the topic. He/she uses grammar correctly.	He/she uses simple vocabulary that relates to the topic. He/she uses grammar fairly.	He/she uses simple vocabulary that, at times, relates to the topic. Grammar use requires attention.	%	
Punctuation	He/she correctly uses punctuation marks (commas, periods, question marks, exclamation marks, etc.)	Most of the time, he/she uses punctuation marks correctly.	He/she occasionally uses punctuation marks, but in a proper manner.	He/she uses punctuation marks with assistance and following some instructions.	%	
Spelling	The text is written correctly without spelling errors.	The text is written with some spelling errors.	The text has more than seven spelling errors.	He/she manages to avoid spelling mistakes when copying the text.	%	

Content	He/she demonstrates a deep understanding of the topic discussed	He/she demonstrates a good understanding of the topic discussed.	He/she has a very basic understanding of the essential aspects.	Through some cooperative work technique or other assistance, he/she shows some evidence related to the theme of the project.	%	
Originality y creativity	The work includes attention-grabbing information and surprises with its content and presentation style.	He/she provides some interesting information.	There is some evidence of an intention to bring something different.	He/she needs guidance to include some curiosity or creative and original contribution.	%	
						FINAL MARK

Appendix 5. Peer-assessment. Target evaluation for collaborative work.

TARGET EVALUATION COOPERATIVE WORK	GROUP:
	IN A SCALE FROM 1 TO 4, COLOUR THE SECTION THAT BETTER ADAPT TO EACH DEGREE OF FULFILMENT OF THE CRITERIA

Appendix 6. Peer-evaluation. 2 stars and a wish. (to help maintaining students focused while watching the video of the FT).

GROUP 1	GROUP 2	GROUP 3
GROUP 4	GROUP 5	GROUP 6

Appendix 7. Self-evaluation. Exit ticket

Exit Ticket

Name:

Grade: Subject:

1 Select the true sentences and correct the false sentences.

- Natality is the number of people who are death in a specific place and time. ☐
- Emigration is the departure of people from the place where they reside to go live in another. ☐
- Real growth is the difference between births and deaths. ☐
- The employed population consists of individuals who have a job and receive a salary. ☐

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2 Most important thing I learned today:

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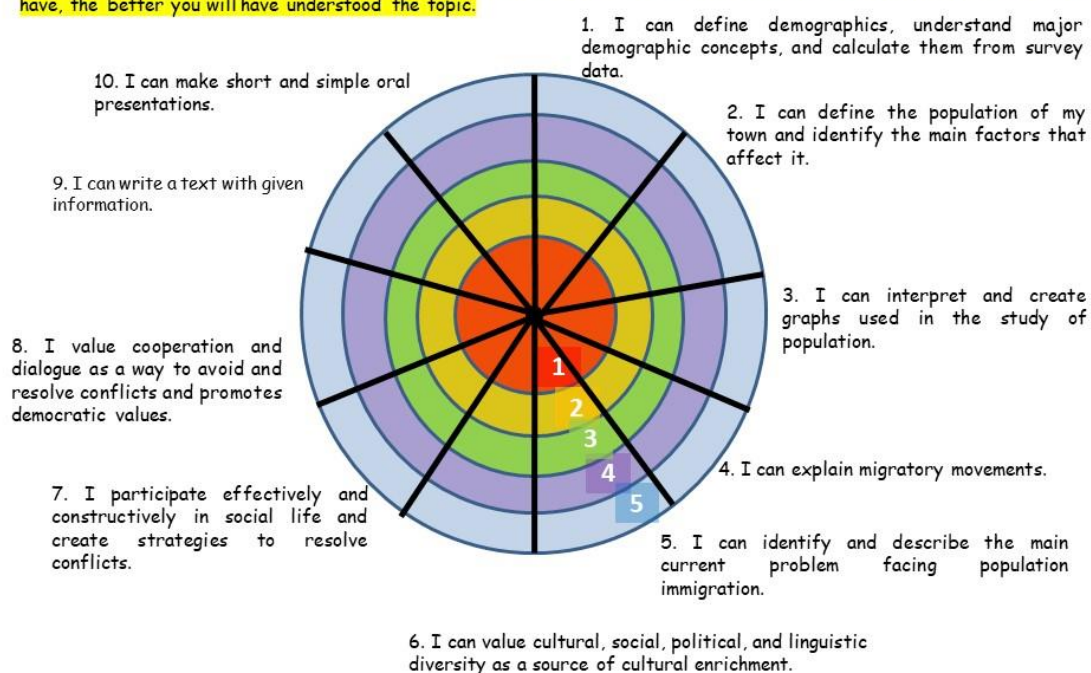
Questions I have:

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Appendix 8. Self-evaluation. Target evaluation: dartboard.

SELF-ASSESSMENT TARGET EVALUATION - UNIT 3: 'Exploring Demography and Creating Change: Empowering Students to Support Immigrant Communities in Collaboration with Cruz Roja'

On a scale of 1-5, where 1 is 'I AM NOT SURE' and 5 is 'I KNOW PERFECTLY', please make a cross in the correspondent colour to rate the following assessment criteria of our unit 3. Add up the points; the more points you have, the better you will have understood the topic.



Appendix 9. Initial evaluation plickers:

<https://www.awesomescreenshot.com/video/18178477?key=f9be5ceddc20382c813a0a3d8bde9fae>