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CLIL AND COOPERATIVE LEARNING: AN INTEGRATED TEACHING PROPOSAL FOR YEAR 5 IN PRIMARY EDUCATION

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1. INTRODUCTION

1.1. *Setting the scene.*

The main motivation that drives the choice of this subject resides in the fact of having studied the degree in Primary Education (English) in addition to having worked for two years in a bilingual school, teaching the subject of English and natural and social science. This experience has made me see and have a differentiated approach to the place that language has in the teaching-learning process, especially the English language. According to Jenkins, (2007) the English language has today become a universal lingua franca for the entire international community.

English as a first foreign language is one of the compulsory core subjects within the 2006 Organic Act 2/2006, previously modified by the Organic Law 3/2020 LOMLOE (MEC, 2020). The need to know and be able to use foreign languages whether it be for professional, social or purely personal reasons, has become a pressing one. Developments in communications and the increasing contact between countries and people have created the need to be proficient in more than one languages for economic, educational and social success. We live in a globalized world. For decades English has dominated the ICT industry, mass media, diplomacy, economics, science... English has the potential to bring people together.

Therefore, we must encourage our students to be aware that the learning is relevant to their daily lives, not only in their learning process, but also in their professional and academic future. Furthermore, we should foster the English language learning in Primary Education through different real-life situations as we live in a multilingual and multicultural environment.

Given the internationalization of the English as a lingua franca, it is necessary to search for new approaches and strategies to implement the teaching of the English as a second language in an effective and meaningful way. In short, one of the priority objectives of education according to the Organic Law 2/2006, modified by the Organic Law 3/2020 (MEC, 2020) is the training of multilingual students and the development of communicative competence, a basic competence established in the Order ECD/65, (MEC, 2015). For this, restructure the educational systems is essential and that teachers are able to see this need to offer quality bilingual education.

However, this idea that the Education System aims at is practically impossible and difficult. “It does not correspond to the functionality that a person assigns to the languages he uses, since an individual who has competences in two or more languages develops them in specific contexts and for much defined purposes in his daily or professional life”. (García Hernandez, E, 2018).

1.2. Justification and relevance

Since my beginnings in the study of the teaching of English as a foreign language, the Content and Language Integrated Learning (CLIL) methodology has had a fundamental part. Not only its study, but also its implementation that I have subsequently had to carry out as a teacher in an Andalusian schools.

Hence, my decision to carry out this thesis centered on the CLIL methodology, to expand my learning about it, conclusions and research. In addition, I have also wanted to introduce Cooperative learning in this didactic proposal, since I consider the use of active methodologies very important in the teaching-learning process of a second language.

It would be very necessary and beneficial for all teachers who teach a second language, whether it is English as a foreign language, or natural and social subjects in bilingual such as, to study how to carry out this methodology in a practical way.

1.3.Objectives

The goals proposed to this Master's Thesis are the following:

- To provide a definition and study of what is CLIL.
- To provide a definition and study of what is Cooperative Learning.
- To develop an integrated didactic proposal aimed to students of fourth grade of Primary Education.
- To carry out Cooperative Learning as an active approach to foster meaningful learning.
- To know the importance of ICT in the teaching- learning process of a foreign language.
- To develop the English foreign language learning as an active and integrated part of the teaching-learning process.

2. THEORETICAL FRAMEWORK

2.1. What is CLIL?

According to (Revista Puertas Abiertas (FaHE)) *“Teaching English in the 21st century poses the challenge of facing and adapting to the new status of the English language as a Lingua Franca. Accordingly, its teaching approaches and didactics have changed too. We current live in a globalised world in which knowledge of English is considered a basic skill and a different model of education.”* (Ball, 2013)”. So that, the Content and Language Integrated Learning (CLIL) has been seen as a new candidate to change the world of language teaching and learning.

Content and Language Integrated Learning (CLIL) has been a desire of many educators and a key fact in the field of language learning. (Busse, V, 2011) *states that CLIL It has been introduced in many European countries in order to achieve the European Union goal of having students master two languages. In this way, students improve their language skills while learning other relevant content.*

The CLIL method emerged in Europe in the 1990s with the aim of improving the communicative competence of students in other languages, it was an innovative methodology, since it tried to link the learning of the contents of a non-linguistic area with the language learning. After years of teaching a foreign language in schools, there has not been an adequate and successful mastery of it. Therefore, it is necessary to produce changes in this area. Due to new approaches are proposed, and CLIL is one of them.

It is a current and well known approach that has been carried out in education which teaches subjects such as geography, natural or social science, physical education or arts in a second language different from their L1. This approach is based on the learning of a second language throughout curricular contents apart from the subject of second language. Therefore, CLIL is a great educational tool that increases students' language skills while developing cognitive abilities.

In the following figure, we can see the weight of non-linguistic subjects in CLIL in Europe:

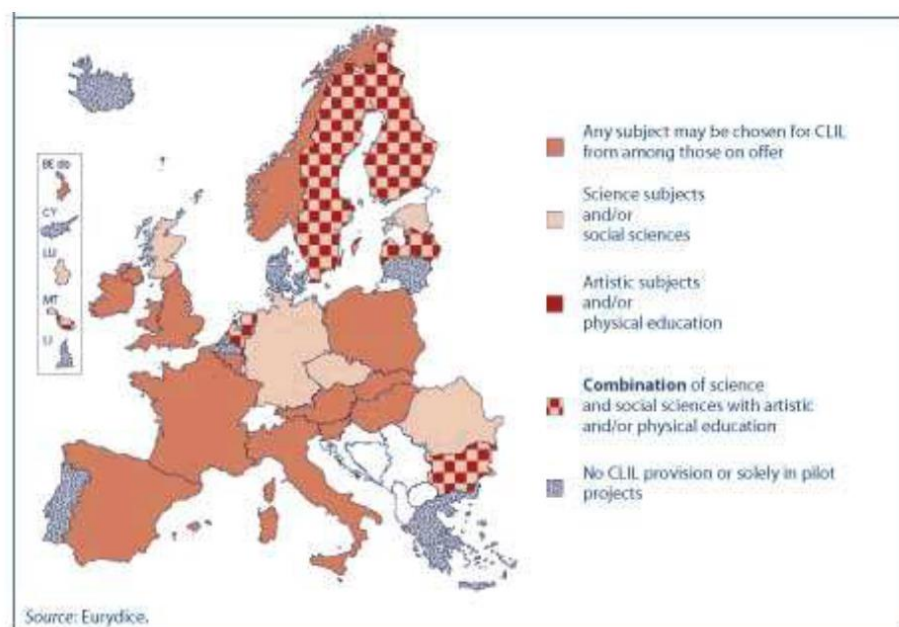


Figure 1. Subjects taught through CLIL. (Aliaga, 2008: 38).

According to the *CLIL guide* the CLIL approach does not aim to make students competent in the new language before starting its learning. According to the topic that they are working they learn the structures, vocabulary, etc. that they need to complete their teaching learning adequately,

CLIL refers to a dual approach to teaching, where the teaching of non-linguistic content is taught through a foreign language, which is not the mother tongue of the students. *“Content and Language Integrated Learning refers to any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content. It is dual-focused because whereas attention may be predominantly on either subject-specific content or language, both are always accommodated”* (Marsh, 2002).

With the CLIL methodology, the bilingual teacher teaches a subject and works the contents at the same time as he teaches the foreign language. In this way, the teacher uses the foreign language as a pedagogical tool. (García Jiménez, 20013).

After knowing what is CLIL, as (Coral and Lleixà, 2014) states, it is necessary to know the features and interests of our students and use different teaching- learning approaches to provide a meaningful environment for the teaching-learning process creating an

interest' centre. And the role of the teacher is as facilitator providing scaffolding and teaching materials that when they will not be needed, would be reduced.

The scaffolding method is related with the Zone of Proximal Development described by (Vygotsky, 1978). This means that the students should learn the contents that just above what they can fulfil by themselves knowledge that are within their zone of proximal development. For that, the interests of the students should be taking in consideration as a reference and provide them with the necessary didactic materials and tools they need so that they are the active protagonists of their learning. Being this, the best way to carry out the CLIL methodology.

Therefore, the main objective of the CLIL methodology is to develop students' knowledge of the contents of different subjects while they work and acquire communication skills such as expression and comprehension both at a written and oral level, as well as in vocabulary, in other words, an integrated learning of contents and language. However, in order to accomplish this language-content integration, it is necessary to attain a didactic transformation in the foreign language, and not only in teaching a non-linguistic subject in English. This implies a deeper reflection and a paradigm shift in conventional methodology by the teacher and also in the way that languages should be taught. Furthermore, this implies a shift, above all, in general on the educational process. And this is what the CLIL methodology aims at.

After the conceptualization of CLIL, the cognitive skills proposed in the Bloom's taxonomy should be mentioned, because by carrying out the CLIL methodology, a teaching and learning process is produced and simultaneously the learning of the contents of the subject and the language takes place, thus consolidating different cognitive skills such as: Remembering, understanding, applying, analyzing, evaluating and creating. (Bloom's revised taxonomy).

Bloom's taxonomy is a fundamental tool since it establishes different levels in the learning process. We can see the design of Bloom's taxonomy in the following table:

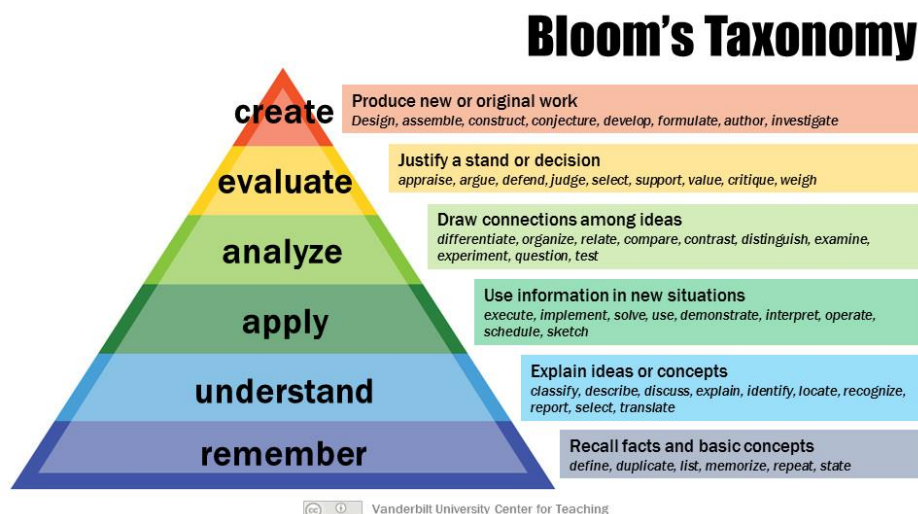


Figure 2. Source: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

2.1.1. Features of CLIL methodology

Before establishing the features of the CLIL methodology, we should know the main principles proposed by (Coyle, Hood & Marsh, 2010) for the learning of a communicative language. These principles are relevant and important to the CLIL methodology. These will be the following:

- The language is the communication tool.
- In the development of the language diversity is recognized and accepted.
- The student's competence has reference to gender, modification and character.
- There are many varieties.
- Culture is fundamental for the teaching of the language.
- Different and varied approaches more can be used to teaching and learning a second language.
- The fundamental objective for teaching this methodology is both the learning of the language and the use of the language.

Following the characteristics of CLIL methodology proposed by (Ball, P, 2008) are summarized to better understand what CLIL is:

- The CLIL approach has a dual focus. “Through CLIL-type practice, one learns [subject] content whilst at the same time learning a foreign language” (Ball, P, 2008).

- It provides extra learning time to content. This means that students are exposed to English as a second language without giving more hours to the teaching of a linguistic area. Students learn contents such as history, biology, etc, at the same time as they learn the foreign language.
- In an integrated way, the teaching of the language is presented and the content is taught through an effective and proper environment.
- CLIL enhances students' motivation. According to (Marsh, Marsland & Stenberg, 2001) *"CLIL is about using languages to learn.....It is about installing a 'hunger to learn' in the student. It gives opportunity for him/her to think about and develop how s/he communicates in general, even in the first language"*.
- CLIL methodology does not assess students' performance in the second language, it assesses them in the learning of the contents though.
- It provides students with learning of a real context, since they use the foreign language to learn contents related with the real life, such as the life- processes...
- As (Wolff, 2002) CLIL enables Education through construction rather than education". It offers a significant and meaningful learning since it bears in mind students' previous learning, experiences, interests and skills.
- "Preparing students for further studies and work. Knowing a language and subjects and culture in L2 can increase the learners' opportunities in life." (Maza, M.A, 2012).

2.1.2. Coyle's 4Cs (2007)

Do Coyle presented in 2007 the 4Cs which refer to the theoretical frame, in which the interaction and combination of four elements is carried. The name 4Cs is created since these four words begin with the letter C, and these are: Content, Communication, Cognition and Culture.

According to (Coyle, Holmes and King, 2009) cited in (García, E. 2019) this 4Cs framework ensures:

- a) Guidelines aimed at adequately acquiring skills and knowledge (content);
- b) An interaction and relationship between the use of the language to acquire learning and the learning of this language (communication);
- c) Development and learning of thinking skills aimed at promoting understanding of knowledge (cognition);

d) Raise awareness about oneself and others (culture), as well as the development of values such as citizenship.

In the following figure of Coyle, Hood and Marsh it is represented the 4Cs scheme in which these four components are inextricably linked.

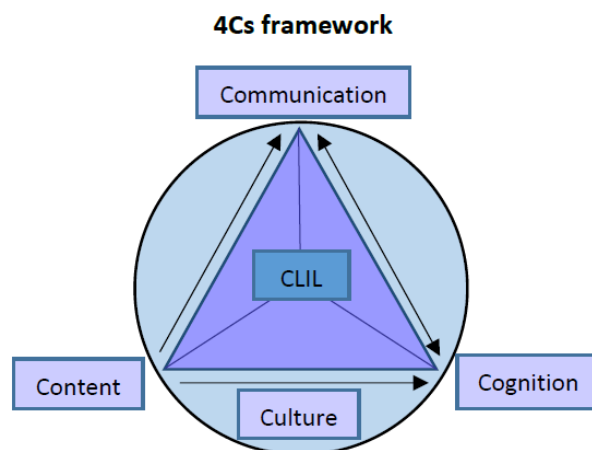


Fig.3.The diagram of the 4Cs Framework (Coyle, Hood and Marsh 2010). Elaboration based on “Planning for CLIL” (Llull, J. et al., 2016).

-Content (subject) the content is understood in terms of knowledge, skills and understanding of the concepts of the curriculum.

According to (Bentley, 2010), through CLIL “the following curricular subjects can be taught Art, Citizenship, Social and Natural Sciences, Design and Technology, Geography, Economics, Environmental Studies, History, Information and Communication Technologies (ICT), Literature, Mathematics, Music, Physical Education, Philosophy, Politics, and Religious Studies” (García, E. 2018).

Content and cognition must be related. First, it is necessary to select the content, which must be related to the interests of the students and be related to their environment. Afterwards, it is convenient to analyse and select the thinking skills, and the way to carry out the resolution of a problem, thus being access to the content as appropriate as possible. As a consequence, children create their own learning while being able to reflect on their process. So that, ensuring the relationship between the developmental level of the students and their cognitive level of the unit.

-Communication (language and language use). The language that is used to communicate in the classroom depends on the content that is taught. One of the objectives of CLIL is the developing skills and the use of this specific language in oral and written form by the students. Furthermore, the role of the teacher is the creation of meaningful and adequate communicative situations where students can participate and communicate freely, enhancing progressively the speaking time of students (Student Talking Time) and decreasing deliberately and controlled that of the teacher, as (Bentley, 2010) proposed. The Communication defines the learning of a language and its use. In this area the connection between communication and cognitive content demands are implemented, and the triptych is used. Consequently, learning non-linguistic content produces language learning. However, if necessary, the teaching of grammar as such would be carried out.

-Cognition (Thinking skills) (Bloom's revised taxonomy): the cognitive skills development of higher order Thinking Skill is one of the main aim of CLIL approach. This propose several appropriate activities that increase challenges and requires by the students cognitive efforts, consequently they can develop their thinking and cognitive skills.

To better understand the 4's C of Coyle, we can see the following diagram.

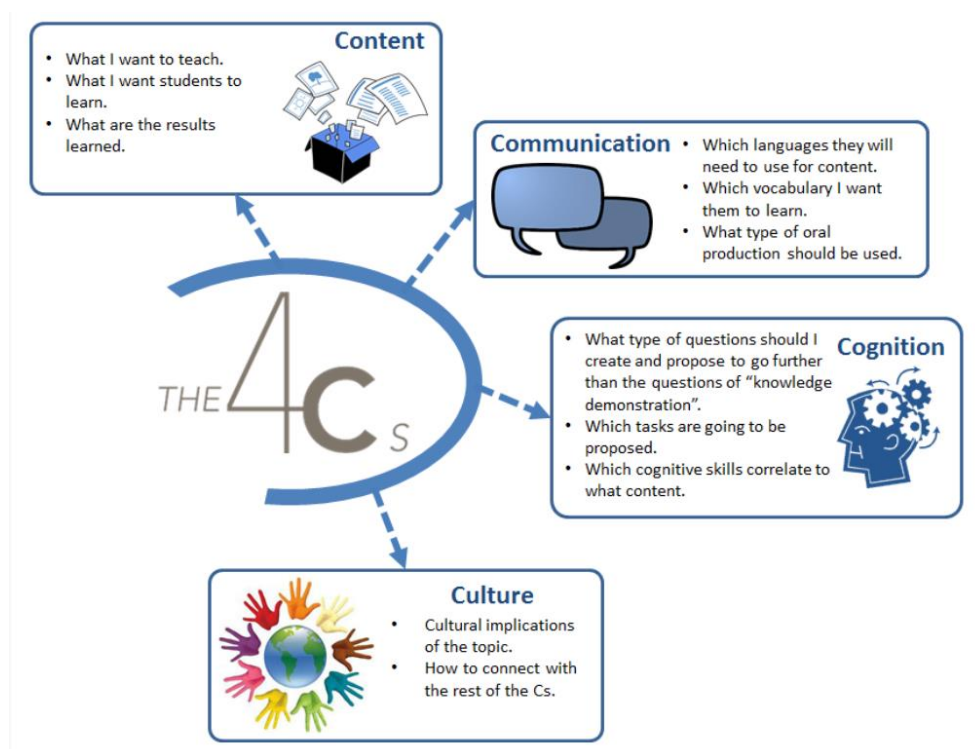


Fig 4. Coyle's 4C diagram. (Mora, M. Sánchez, V. 2016).

In consequence, the cognitive processes must be analysed to provide the students with the necessary language and to meet the linguistic demands. According to (Bentley, 2010). “students progress from concrete thinking (such as identifying and organizing information) to abstract thinking (such as reasoning and hypothesis formulation), and this requires increasingly complex cognitive skills” (García, E. 2018). These abilities are bearing in mind in the CLIL methodology following the taxonomy of (Bloom, 1956). According to the degree of demand and complexity, Bloom created a scale of cognitive activities:

- HOTS (“high-order thinking skills”): “this group is as its name already says formed by the lower cognitive activities such as: remember, identify, organize, define, compare and contrast, divide and classify” (Van der Hoeven, E. 2020).
- LOTS (“lower-order thinking skills”): “this group is as its name already says formed by the higher cognitive activities such as: prediction, hypothesis formulation, reasoning, creative thinking, synthesis and evaluation.” (Van der Hoeven, E. 2020).

Culture: According to (Rose, C. (n.d)) “langue itself is defined by a culture. We cannot be competent in a language if we do not also understand the culture that has shaped and informed it. We cannot learn a second language if we do not have an awareness of that culture, and how that culture relates to our own first language/ first culture. It is not only therefore essential to have cultural awareness, but also intercultural awareness”.

Furthermore, we should know the thinking skills developed in the Taxonomy of Bloom that are worked in CLIL. The first who developed a hierarchy of six thinking skills was Benjamin Bloom. Theses thinking skills were ordered: knowledge, understanding, application, analysis, synthesis, and evaluation. The first is the one that requires less demand and the last the one that more.

According to the taxonomy proposed by Bloom, lower-order skills (LOTS) require understanding and knowledge in order to identify the contents, name them, remember them, also when we describe them or when they are used in other situations or contexts. On the other hand, higher-order skills (HOTS) require On the other hand, higher-order skills (HOTS) require that knowledge be analysed, synthesized or evaluated to obtain a deep knowledge and in this way to be able to create a new one.

(Anderson and Krathwohl, 2001) revised and modified Bloom's taxonomy to provide a description of both the competencies and the strategies and processes associated with the levels of intellectual behaviour. Consequently, when the lower order thinking skills (LOTS) are worked, students learn to understand, remember and apply the information obtained in different situations, on the other hand, when the Higher Order Thinking Skills (HOTS) are worked, a new knowledge is investigated, evaluated and analysed to develop a new one.

<i>Levels of intellectual behaviour</i>	<i>What can students do at each level?</i>	<i>Strategies</i>
Remembering	<i>Students can recall the information</i>	<i>define, duplicate, list, memorize, recall, repeat, reproduce, state, etc.</i>
Understanding	<i>Students can explain ideas or concepts. They can classify</i>	<i>Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase.</i>
Applying	<i>Students can use the information in a new way</i>	<i>Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</i>
Analyzing	<i>Students can distinguish between the different parts</i>	<i>Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</i>
Evaluating	<i>Students can justify a stand or decision.</i>	<i>Appraise, argue, defend, judge, select, support, value, evaluate.</i>
Creating	<i>Students can create new product or point of view</i>	<i>Assemble, construct, create, design, develop, formulate, write.</i>

Table 1. Strategies to enhance the HOTS and LOTS skills. (García Hernández, E. 2008)

By introducing the CLIL methodology in the classroom, students have the opportunity to get to know a great variety of cultural contexts, and acquire knowledge of other cultures, people who live in other regions, languages, customs, and different foods ... In this way, a positive attitude, tolerance, and respect are fostered in students.

Furthermore, according to (Coyle, Hood and Marsh, 2010), an effective implementation of CLIL takes place through:

- » progression in understanding of the content, skills and knowledge;

- » participation in the cognitive processes that are involved;
- » Exchange in the communicative context;
- » successful progress at the knowledge of language and skills;
- » Profound development of an intercultural awareness.

2.2. Benefits of CLIL.

Several authors have exposed the benefits of the CLIL methodology. Among them, Pavesi, M. Bertocchi, D. Hofmannová, M and Kazianka, M, (2001) provide its benefits:

- The contents that are worked on are authentic and motivating and related to the real world, thus enhancing the motivation of students in their learning.
- Through cooperative work, students gain greater confidence and self-esteem, since each one has an important role to achieve the objective that has been proposed.
- There are a greater number of hours of work in the foreign language, so that the student increases the mastery and linguistic skills of it.
- Through the integration of language and content, the creative thinking is developed which requires demanding academic and cognitive activities. This is one of the main benefits of CLIL
- CLIL enables the intercultural and personal communication since students are exposed to the foreign language in different cultural context of the content that is taught. CLIL helps in the development of language communicative skills at the same time that new point of view in the foreign language teaching and learning are developed.

Another main important facts about the introduction of the CLIL methodology in class is its relation with the use of ICTs. Due to one of the main changes in education has been the introduction of ICTs in education. This entails the continuous learning of the teachers so that they are up to date with the adaptations of the technologies, in order to offer the best of them in the teaching-learning process. And the use of ICTs has a great importance in the teaching and learning process, above all in the foreign language teaching since it is a successful resource.

To understand this importance, we should know that students are digital natives since they were born in the digital and communications era, this means that they have grown up using the technologies, as (Prenski, 2001) states. In consequence, the ICTs should be introduced in the classroom and in the teaching and learning process, since students could learn best when they are using it, and they provide them motivation, real contexts and several resources to facilitate the students understanding and learning.

(Wojtowicz, Stansfield and Connolly, 2011) define the Information and Communications Technologies (ICTs) as “a diverse set of technological tools and resources are used to communicate, and to create, disseminate, store, and manage information can support CLIL in many ways”.

According to (Hurtado and Díaz, 2009), cited in (Fernández and Gómez, 2013), in the teaching-learning process of a second language using ICTs provides many benefits, since the student participates actively in their learning process, increasing their motivation, autonomous learning and develops the competence of learning to learn. Pérez (2008) provides the following reasons to integrate the ICTs in the second language teaching;

- ICTS provide different and new ways of teaching and learning in the classroom in a natural way, bearing in mind the characteristics of students who are digital natives, who learn by creating meaningful learning.
- The CLIL methodology and the use of ICTs share principles and methodologies since both advocate a student-centered education fostering attention to diversity, being active, participatory. Furthermore, the CLIL approach and ICTs favour the combination of the 4c's: communication, content, cognition and culture.
- Teaching work is facilitated thanks to the large number of resources with have content in a foreign language, especially in English.
- Finally, in the bilingual education the use of ICTs offers both students and teachers the opportunity to use more cooperative, motivating and dynamic resources, strategies and activities in the classroom.

3. COOPERATIVE LEARNING

3.1. What is Cooperative Learning?

The use of active methodologies in the English classroom is up to date and in all teachers thinking who try to update themselves to offer the best way to teach a second language. For this reason, we are going to learn about one of them in this section: cooperative learning.

There are several definitions of Cooperative learning however, we are going to summarize with the following: According to (Johnson, Johnson, & Holubec, 2013) cited in (Johnson and Johnson, 2014) “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning”. Furthermore, (Olsen & Kagan ,1992) define cooperative learning as a “group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others”.

Cooperative learning consists of students working in groups to collectively build learning, while developing personal and social skills. This new way of working on the subject means that the responsibility of the teaching and learning process does not fall exclusively on the teachers but on the student team, since each member of the group is responsible for both the learning of the classmates and their learning.

Cooperative learning implies active learning on the part of the students, changing their passive role in learning, where before they were only limited to listening to the teacher's explanations, taking notes on the board and learning vocabulary and grammar through English translation to Spanish or vice versa (Grammar translation Method). The students must have an active role where they participate, get involved in the tasks and have a role within a group to achieve the proposed goal, being more motivated to learn.

As (Deutsch, 1949) states, students achieve a goal only if their group members do as well. Therefore, a member of the group to benefit himself, must have the objective of also benefiting the rest of the cooperative group. When students work cooperatively, they share the same objective and responsibility within the group, since all must achieve the proposed objective and goal.

3.2. Cooperative Learning: Features.

(Johnson, Johnson & Holubec, 1999), present five essential components that characterize cooperative learning:

- **Positive interdependence:** The main one of cooperative learning. All the members of the group have an important role in it, they must be responsible and commit to achieve the common goal.
- **Individual responsibility:** Each of the group members must assume their responsibility to work and do their part of the work.
- **Face-to-face interaction:** Interaction and teamwork is important to achieve dialogue between them, the motivation to achieve the goal and develop social relationships by providing positive feedback to each other.
- **Interpersonal skills:** It is necessary for students to have teamwork skills such as: decision making, peaceful conflict resolution or initiative taking.
- **Group processing:** Within the teamwork, its members must provide feedback, likewise the teacher, to see if the established objectives have been met or it is necessary to adapt any of them or the way to work and improve, evaluating the positive and negative aspects of their work.

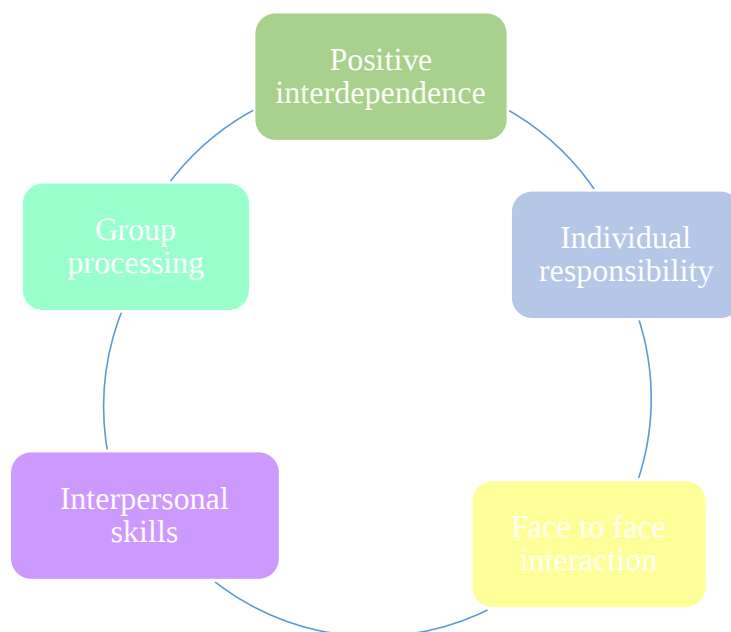


Fig.5. Essential components of cooperative learning.

Source: Based on (Johnson, Johnson & Holubec, 1999)

In cooperative learning, the results of work depend both on the performance of each member of the group, and on the unity and strength of all. The work will be evaluated individually as well as cooperatively. In this way, the success of each one will be the decisive factor in the success of the group, but not in a competitive way.

One of the main objectives of the cooperative approach is that students not only learn, but also be active participants in their learning, get involved in the group's task and carry it out to the best of their ability. In consequence, in the classroom an interactive and social work area will be enhanced, which will allow to enhance the strengths of each student and improve their weaknesses.

3.2.1. Cooperative Learning in the classroom

(Johnson and Johnson, 1994) states the following guidelines needed to be taken into account to implement Cooperative learning in the classroom:

- Create a safe, comfortable classroom environment where students trust and can express themselves freely, knowing each other better and working together.
- Encourage active listening in the classroom so that students can listen to all the contributions of the group members, and from those contributions, create their own.
- Provide a continuous communication so that students give their opinions and make contributions.
- Bear in mind the diversity of students in the grouping formation being heterogeneous groups, in order to obtain positive and successful results in the knowledge construction.
- Develop self-assessment and peer evaluation providing feedback of the strengths and weaknesses of the group in order to improve for future work.

Having seen the characteristics of cooperative learning, we are going to mention different models to form cooperative groups in our classroom:

- **Random distribution:** through different methods we distribute to the students such as the date of their birthday, their favourite colour, number of siblings ...
- **Stratified distribution:** it is the ideal distribution since the teacher is the one who chooses the organization and distribution of the students in the different work

groups, taking into account the level of the students. In this way, the teacher distributes them in a heterogeneous way. That is, mixing students with a higher level, with students with a lower level.

- **Groups formed by students:** these groups are formed by themselves, although this does not guarantee success at work, but it does motivate them to work with their best friends.

In addition, there are different types of student roles depending on the objective we have. Within each group, students must assume a different role and responsibility.

Below, the roles of each member of the group are detailed, according to (Zariquey ,2015)

- **The moderator:** is the one who controls the time, directs the activities and revised that speaking turns are respected.
- **The spokesperson or secretary:** is the student in charge of writing down the agreements and decisions made by the group and communicates them to the teacher or to other groups.
- **The supervisor:** controls the tone of voice of the group members, motivates and encourages everyone and avoids conflicts.
- **The coordinator:** he is in charge of the material and supervises that the established work plan is being followed, he also reviews the homework.
- **The observer:** this member is in charge of recording the behaviour of the group members.

After analysing the role of students in a cooperative work, we will consider the different types of groups that can be formed in Cooperative Learning, and the strategies that can be used.

As (Johnson and Johnson & Holubec ,1999) propose, we can differentiate three different groups, depending on the type of takes, objective or content that we would like to work on, explained below:

-Formal cooperative group:

This grouping format could be used for any activity, subject or topic where students are the active participants of their work. They organise the material, integrate it and summarize, thus, the cooperative technique is developed. It is important that the teacher

bears in mind and organizes the activity that will be carried out, before its implementation, establishing clear objectives, providing explanations of the task, supervising and monitoring the group work during the developing of the activity. After that, an evaluation is carried out, giving students feedback about their performance and advising them about what they have to improve.

-Informal cooperative group:

This type of cooperative group is taken with a specific exercise such as a discussing, a brainstorming, a video, a game...In consequence, the teacher verifies if students are focusing in the exercise while they assimilate the contents and subject matter that are being worked.

-Cooperative groups with long-term functioning

This type of cooperative group is carried out during a long time, for example during the course year. The groups should be heterogeneous and the members of are the same all the time. In this type of cooperative group, all the features previously mentioned are also developed, motivating students to work and being responsible of their progress, fulfilling the goal that the group has, at the same time that their common goals.

3.2.2. Cooperative Learning Techniques

Depending on the moment or the phase that we are in a Communicative Learning session, there are different techniques that we are going to follow based on the ones proposed by (Zariquiey, 2015).

These techniques can be divided into formal and informal techniques (Zariquiey, 2015). Formal techniques are structured activities and elaborated with very complex methods demanding a high level of cooperative skill. These take place over several sessions. Examples of complex techniques are: group research, learning together, accelerated teaching by teams, etc.

Informal or simple techniques require a lower level of cooperative dexterity than in the previous technique, the groups are smaller and the duration is shorter, and the students know what they are going to do at all times.

In the following table we describe some of the simple techniques that we can develop at the moment according to the objective we want to work on: activate knowledge, guide the task or motivate students.

Table 2: Simple techniques that we can use at moment according to the objective to be worked on. Based on (Zariquey ,2015).

Objective: Activate previous knowledge	
Technique	Explanation
1,2,4	A problem or question is posed to the group and each student individually thinks and responds. The answer is first shared with the couple next door and a consensual response from the couple is given, and then the groups are put together to give a consensual answer among all.
heads together numbered	The members of the group are numbered. One questions is asked and they have time to think about the answer. After that, the teacher say a random number and the child who has this number has to give the answer.
One for all	There is an exercise and all the members of the group have to understand it, otherwise they will not go to the next exercise. In this way, the role of teacher is assumed by the students helping each other.
Word play	Depending on the topic that is going to be worked on, a word is written on the board by the teacher. Each group has to form a sentence with that word, which will later be exposed to the rest of the class.

Objective: Motivate	
Technique	Explanation
Dramatization	According to the contents that are being worked on, a common dramatization is proposed. The students distribute and prepare the dialogues.

Simultaneous interview	The teacher asks what they think they will work on in the session, in pairs they should ask each other to see their opinion and take notes on their answers. Afterwards, the answers are shared with the whole group.
Rotating paper	The teacher proposes a topic, and each group has to write the ideas that have about it. When they finish, the papers are changed with other groups and they can add something interesting in it.

Objective: Processing of new information	
Technique	Explanation
Giving answers and questions	Once the teacher has explained a topic, he gives a sheet to each group so that they write their doubts or questions, behind them they must write a doubt or ask that they themselves are capable of answering. All the groups choose the question they need to solve and the question they can answer. Afterwards, the teacher collects the doubts and poses them to another group for them to answer.
Be my teacher	Individually, students work on some proposed exercises. If they need help, they say "be my teacher" and a partner helps them.
The substance	In each group the students formulate a sentence individually about the main idea of a text. Afterwards, the sentences are exposed as a group and it is discussed if they are correct or if they should be rewritten. The sentences are ordered and each member writes them down in their notebook, finally obtaining a summary of the topic.
Pencils to the Centre	It consists of giving each member of the group an activity, and each one is responsible for one. Pencils should be left in the centre when it is time to talk to each other about the exercise. First, the person in charge of exercise 1 will read it and together they decide the answer. Everyone should write it individually, taking the pencil in silence. When they all finish, they put it back in the centre and they

	will continue with the second activity, until they finish all of them.
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4. TEACHING PROPOSAL DEVELOPMENT

4.1. Justification

This didactic proposal will be developed for the Natural Science subject in the 5th grade of Primary Education.

The topic that will be worked on this didactic proposal will be “the human beings and health”. There are two main reasons for what I have chosen this topic to be worked on:

- it is included in curriculum, mainly in the Order of 17 March 2015.

- Secondly, due to I consider this topic one of the most important of this subject. Thus, knowing how our body is composed and how it works is a necessity. Students may know the parts of the body, bones, muscles, organs, etc. Furthermore, the health is an important topic also, because they should bear in mind the importance of it and how to carry out and have a healthy life.

4.2. Contextualization

The didactic proposal is aimed to be carried out in the CEIP Emilio Prados, located in the city of Sevilla. This is the centre where I am working during this course year of 2020/2021 and I have contextualized it because I would like to carry out this didactic unit in this centre with my students in the future.

The school is located between the neighbourhoods of Rochelambert and Cerro del Águila, in the Cerro-Amate district of Seville, an urban environment surrounded by Amate, Guadaíra and Estoril. It is communicated with the rest of Seville by metro, urban bus, bike lane and communicated with other neighbourhoods of Seville through the S-30. According to INE data, it is the poorest district in the country and with a shorter life expectancy than in other neighbourhoods in the city. Historically it is a workers' neighbourhood formed largely by migration from other towns in Andalusia and Estremadura.

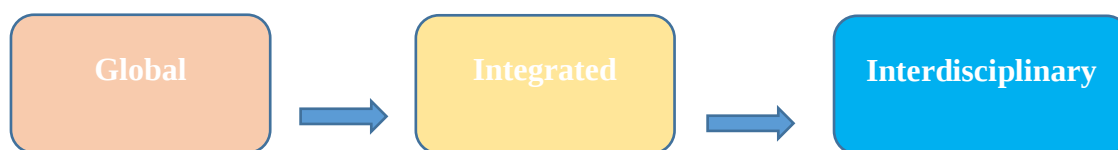
The neighbourhood has a fairly low socio-cultural level. Most of the families of our centre only have primary education without high school degree. Must show that education is a way out of situations unstable work. There is a minority of families with higher education. All this affects a low professional qualification of the population that reverts to a high unemployment rate, and precarious employment. There is an increase in Migrant families and the family structure is changing like the rest of society. The families are represented in our Centre on the School Council and by the Parents Association and SURCO Mothers.

Our Centre has three lines although from the course 19/20 the level of 3 has been reduced to two lines years and 4 years of Infant. It is a fairly large Centre and the very spacious classrooms with large windows that they make them very bright. In each class, there are between 23 and 25 students.

The Educational Project of our centre attends to diversity in a transversal way, defining all resources and measures of attention to diversity. This is important in order to be successful and meet the needs, abilities and competencies of all our students. The Guidance Team is in charge of implementing, planning, monitoring and evaluating it. He is also in charge of advising on the preparation and development of the Tutorial Action Plan and collaborating with the cycle teams in its development.

Regional and national regulations have been taken into account to develop this didactic proposal. Specifically, the Order of 1 August 2016 modified by the Order of 28 June 2011 regulating bilingual education in educational establishments in the Autonomous Community of Andalusia (BOJA 07-12-2011). In addition, it is taken into account the Decree 97/2015 of 3 March modified by the Decree 181/2020 of November 10th, 2020 (BOJA, 2020) which establishes the organization and teaching of primary education in Andalusia and within the framework of which, in its article 5.3, the objectives, contents, competencies, standards, evaluation criteria and methodology are established.

This didactic proposal has the following features:



Including all the aspects that take place in the teaching- learning process.

4.3. Curricular Elements

Following, the curricular elements addressed in this didactic proposal are going to be proposed.

4.3.1. Learning Standards, Performance Indicators and Evaluation Criteria

Taking into consideration the Order of 4 November 2015 and Royal Decree 126/2014 of 28 February establish, we are going to bear in mind the evaluation criteria, learning standards and performance indicators and standards proposed in them.

-Learning Standards: are based on what students should know and do in each subject. Thus, learning standards and the evaluation criteria are related. They are formed by several statements expressing what students can do, know or are able to perform in their learning process. Learning Standards are set for the whole of Primary Education by the Royal Decree 126/2014 of 28 February.

-Evaluation Criteria: The achievement of the intended objectives is assessed in the Evaluation Criteria. The Evaluation Criteria of the different areas will be the main reference to value the degree of acquisition of the Key Competences. It is the description of what you want to evaluate and what students should do.

-Performance Indicators: are essential instruments for monitoring and evaluating and are even more specific, observable and measurable. They complete Learning Standards with procedures and application contexts. They refers to means by which a Learning Standard can be judged to have been achieved or not.

Next, the Evaluation Criteria and Learning Standards and their relationship with the Natural Science taught with CLIL methodology, are shown. They are extracted from the Order of January 15th (BOJA, 2021) by which the curriculum is developed corresponding to Primary Education in Andalusia and translated by me:

NATURAL SCIENCES	
EVALUATION CRITERIA	INDICATORS
C.E.3.2. Know the location, shape, structure and functions of some cells and tissues, of the main organs, apparatus and systems that intervene in	CN.3.2.2.

vital functions, establishing a relationship between them and assessing the importance of acquiring and practicing healthy habits (personal hygiene, food balanced, physical exercise and rest) giving associated examples of possible consequences for health, personal development and other repercussions on our way of life.	CN.3.2.3 CN.3.2.4.
C.E.3.9. Recognize and value the advances and contributions of scientists and make a report on a discovery or advance, documenting it on paper and digital.	CN.3.9.1 CN.3.9.2

4.3.2. Primary Education General Objectives of Area, Didactics and Stage.

For the planning of a didactic unit it is necessary to guide you through the objectives. These are the knowledge, skills, competencies and abilities that students are expected to achieve as a result of the teaching-learning process.

Adhering to the European Union guidelines regarding education, the Europe 2020 Strategy and the need for improvement in education in this country, one of the General Objective of LOMCE is to improve the learning of foreign languages (objective f).

As mentioned in the Royal Decree 126/2014 of February 28th, the general objectives at Primary Education stage refer to the capacities pupils have to develop in all subjects. All subject areas combined to contribute to the acquisition of stage Objectives. Furthermore, these objectives are to be achieved by the end of the Primary Education stage. They are inextricably linked to Evaluation Criteria.

The didactic objectives are the expected results of the students in the teaching-learning process. They should be taken into consideration in all the teaching and learning activities, exercises, tasks, materials provided...they are specific items and goals that students should fulfil.

The following Didactic Objectives have been extracted from the Order of January 15th 2021 (BOJA, 2021) and these have been modified to convert them in our teaching goals of this didactic unit:

1. Learning healthy habits to maintain good body function, well-being and health.
2. Knowing healthy habits to prevent possible diseases and be aware of them.
3. Giving examples of negative consequences of not having a healthy life.
4. Learning about the different systems and organs in our body, their main functions, characteristics and parts.
5. Developing with increasing autonomy the final task proposed.
6. Expressing orally and written texts about the contents worked.
7. Understanding oral and written text about specific contents worked in the unit.
8. Increasing their creativity through the artistic creations.
9. Use the information and communication technology as a tool to facilitate the learning process.

4.3.3. Contents

The contents are the skills, knowledge, competencies and attitudes that students must acquire in order to contribute to the previously proposed objectives being developed. The contents are related to knowledge.

To achieve meaningful learning, the contents must be worked in an intradisciplinary and interdisciplinary way in the different areas. Also, formal and informal learning must be connected.

The content blocks for each of the Primary Education areas are established in Order of January 15th 2021, divided into four content blocks. The contents covered in this didactic proposal shown below, they are extracted from the Order of January 15th 2021 (BOJA, 2021) by which the curriculum is developed corresponding to Primary Education in Andalusia. However, we only mention our proposal's contents that we are going to work in this didactic unit related to the 4's C based on Coyle's work. 6

Cognition

In this part, regarding theoretical content, reference is made below to the learning that students have to learn by referring to content and cognition. The contents are divided, on the one hand, the Higher Order Thinking Skills (HOTS), which require higher cognitive skills, and on the other hand, Lower Order Thinking Skills (LOTS), requiring lower cognitive skills. Furthermore, Bloom's taxonomy is taken into consideration.

HOTS	CREATE	Production of organs and project about illnesses Writing descriptive texts about different human systems. Watching and analysing different videos about the systems of the human body.
	ANALYZE	Classification of different parts of the human systems. Identification of organs.
	EVALUATE	Knowledge previously acquired in other subjects such as second language. Adequate use of the second language in oral and written expression and production.
LOTS	COMPREHEND	Identifying different organs and systems of living things. Explaining the circulatory, respiratory, digestive and nervous systems and their parts. The importance of health and its prevention.
	REMEMBER	Healthy habits to have a healthy life. The different types of systems in the human body. The parts of the nervous, respiratory, circulatory and digestive system. Different types of illnesses.
	APPLY	Classifying organs into the different systems of the human body. Creating a schedule of food to keep healthy and some indications to have a healthy life.

COMMUNICATION

On the other hand, the contents related to communication and the language diagram are shown below. This diagram is given by Coyle, Hood and Marsh (2010) and that will be worked on throughout the didactic unit and will be worked on in this didactic proposal.

LANGUAGE OF LEARNING	Key vocabulary - Respiratory, circulatory, digestive and nervous system. - Illness. - Viruses - Organs: lungs, heart, stomach, brain... - Healthy and unhealthy habits and life.
LANGUAGE FOR LEARNING	Use of new grammatical structures and expressions. Question and answer.

CULTURE

Finally, in this section, we are going to deal with content related to culture of which we find the following:

CULTURE	Keeping healthy: Food Pyramid, healthy habits. Different illnesses, their prevention, symptoms, treatment and diagnosis. Artistic creation and creativity. Information and Communication Technologies (ICTs)
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4.4. Teaching proposal

In this section we will deal with the didactic transposition that is the transformation of the English language into teachable units by the teacher. Here, all the activities, exercises, tasks, resources, different learning scenarios and timings are included.

4.4.1. Methodology

One of the general objectives of Primary Education Stage within Royal Decree 126/2014 (MEC, 2014) is to improve foreign languages learning (article 7, objective f). Thus, with regard to Foreign Language Learning, this law emphasizes oral skills for students to be able to communicate in a second foreign language, while developing key competencies. For this, LOMLOE proposes a greater number of hours where the foreign language is worked and an increase in content. So, Communicative Competence is the Final Goal in the teaching of English as a First Foreign Language. As Royal Decree 126/2014 of February 28th, which establishes the Core Curriculum in Primary Education states “the curriculum purpose of this area is not just teaching a foreign language, but teaching on the acquisition of communicative competence”. Bearing in mind this, our methodology is based on developing the Communicative Competence of our students carrying out the CLIL methodology, that is the study of the language throughout specific contents, in this case of Natural Science.

Adhering to the development of the Communicative Competence, we also have focused on the Student Centred Approach as it is directly related to motivation and this will foster participation like the author, Collin Campbell (1992), states in his book “Learner centred teaching”. This approach establishes that if we want to teach students effectively, it is essential to put them at the centre of their own learning. We, as teachers, should provide meaningful contexts to promote the development of the communicative competence in a motivating way. The legislation in force establishes that our planning, teaching and evaluation will be centred on their characteristics, needs and interests. Something important is to maintain our students’ motivation, as Jeremy Harmer (2007) affirms. Besides, students will have higher motivation to learn and participate if they feel they play a role in their own learning.

In addition, Scaffold instruction is also worked along this didactic proposal that is a language technique to develop Communicative Competence. It is recognized as a

successful technique that changes classroom instruction from teacher-centered, whole-group delivery to student-centered collaboration and independent practice.

This model is also called "I do, we do, you do it", since it includes demonstration by the teacher, prompt and students practice. At the beginning, the teacher has the role of facilitator of the contents to introduce new material (I do phase) .Afterwards, when the content has been introduced by the teacher, the teacher continues asking questions, providing models and prompting students (We do) .Finally, in the "You do" stage, the students complete the learning task by themselves.

EFL learners have to take a responsible role in their own learning. In this context, the language teacher becomes a helper who assists with a choice of materials and guides learners in the teaching-learning process. With this, he/she should be able to give meaning to the input they have received with the help of the extra linguistic information and the context, being considered as a processor of comprehensible input.

Communicative teachers have three crucial roles. On the one hand, the teacher is the primary source of input that is understandable to the learner. Secondly, the teacher must create a friendly, pleasant classroom atmosphere. On the other hand, the most effective and comprehensible materials should be chosen and employ a rich mix of acquisition task and learning activities.

Wood, Bruner and Ross (1976), developed the concept of "Scaffolding". This concept refers to the process by which a student achieves a goal or solves a task that is above his present level of performance, without help. Scaffolding is seem as an effective way to promote learning in a Zone of Proximal Development (ZDP, Vigotsky). Scaffolding is the help teachers offer to learners so that they can learn by themselves. Scaffold are related to the role of guide and provider of help and resources that the teacher plays in the Communicative Approach.

Also, the Communicative Language Teaching is developed. Following, four underlying characteristics described by Brown (1994) that define CLT in a second language classroom are mentioned:

1. All the components of communicative competence must be taken into account in the classroom, and not only linguistic or grammatical competence.

2. Students must be involved in activities using language in a functional and real way in meaningful contexts.
3. Fluency and accuracy in the learning of a foreign language must also be worked on in the classroom.
4. With proper guidance, students should use the target language in proper context.

Brown (1994) lists six key words of CLT to better understand what it aims at and these six key words are explained relating them with our teaching proposal:

- Learner-centered: this is related in my teaching proposal since the students are the real protagonists of this didactic proposal.
- Cooperative: since students collaborate to carry out some activities and the final task.
- Interactive: students interact to develop the Communicative Competence.
- Integrated: since the teaching unit integrates the learning of specific contents of Natural Science while they are learning a foreign language.
- Content-centered: it is centered in the learning of the contents of Natural Science.
- Task based: since at the end of the unit a final task will be developed to assess students' comprehension and learning.

In Primary Education errors are tolerated. The communicative methodology is a learner – centered approach to language learning

4.4.2. Teaching Resources and Materials

Resources are any instruments that help us to achieve any goal. The simplest didactic resources are real objects (realia). Another common resource is the blackboard. Also, the use of visual materials in the classroom is a great resource to shorten the gap between the real world and the classroom, as well as help in the understanding of foreign language content. Also, textual materials such as worksheets, handouts and other materials which include written texts are also suitable for working with content in the classroom.

The 2013 Organic Act on Education Quality Improvement (LOMCE), emphasizes, the importance of digital literacy and the appropriate use of technology to assist learning.

- Audiovisual resources, such as videotapes, laser discs, audiocassettes and other multimedia type instructional materials are really motivating in language teaching. The audiovisual materials are quite useful to develop oral communication, while working on the four skills (writing, speaking, listening and reading). These materials are close to reality and actively involve students.
- Computers are really useful as enhance autonomous learning. Students can work actively, searching information, assimilating contents and developing their motivation .The use of blogs, webquests, and podcasts will enhance the acquisition of the L2.
- The interactive whiteboard or smart – board, provides a whole new interactive learning environment to share information, video, images, or ideas. The smart – board supports several different learning styles.
- Digital voice recorders and other equivalent devices are a very versatile and cost – effective tool which could be utilized in many different ways in many different L2 classroom settings.

4.4.3. Classroom Management

The most effective action a teacher takes, is the creation of a climate for learning. These are the actions and attitudes proposed by Howard Miller cited in the Education World web by Starr, L (2017) that we should take at the beginning of the year to promote effective classroom management:

- Being consistent and patient with our students.
- Making parents our allies.
- There is no need to talk too much, it is better to support our lesson with materials such as presentations, videos, flashcards, realia, etc.
- We have to break the class period into two or three different activities.
- It is essential to discipline individual students quietly and privately.

The classroom isn't always the best place to learn a foreign language due to some limitations such as space and time. The teacher must try to create the best conditions for learning, despite the drawbacks.

In every lesson, some minutes will be saved for doing these routines:

- The first 5 minutes (classroom routines). Greetings the students and asking and writing the date on English and the weather on the blackboard.
- 10 minutes for correcting homework.
- Last few minutes to start the homework.

As regards to space management. The physical aspects of the classroom (general room arrangement, sitting, display, boards, etc.) should be carefully consider. Some guidelines to take into consideration could be:

- Every student should be able to see the teacher and the board.
- The teacher must be able to see all students and reach them with ease.
- Order is an important factor. If a class feels disorganized and cluttered, learning will be compromised.

Teachers could encourage children to have an active role in decorating their classroom to provide language input or information to reinforce language learning, and to help the students' self-esteem and foster feelings of pride in their work.

When talking about student groupings, organizing the room to suit the activity can influence the interaction and the success of the activity in a very significant way. So, we should aim at altering the seating in the classroom in order to suit particular tasks.

- If the students normally sit in rows we could try forming a circle.
- Learners can be seated in pairs. It favors communication and cooperation,
- Another can be very useful is by sitting learners on a U – shape form (also known as “horseshoe”).
- Learners can be divided into several little groups and one member changes her / his position with other classmate from other group, in such a way that every student visits all groups, “buzz groups”.



Furthermore, the type that pupils are going to be arranged could be different and flexible, bearing in mind the objective of the activity. We can differentiate the following:

- **Large group:** this implies the common participation of all the class in activities such as collective reading, listening, brainstorming, debates...
- **Small group:** the groups will be in heterogeneous and small groups in order to encourage participation and lower students 'anxiety. For example, they are aimed to activities such as final tasks, investigations, interviews...
- **Pair group:** students are able to talk about their opinions and interests, encouraging autonomy and cooperation. They also can tutor each other.
- **Individualized work.** The individual work generally is carried out in evaluations or activities that are aimed to assess students' skills, knowledge, opinions, interests etc.

Specifically, our didactic unit called "human body" will be developed for two weeks and will have the following sessions:

- Natural Science: developed into 7 sessions.
- Art: 1 sessions.

It is important to consider that we have two sessions per week of Natural Science and a session per week of Art.

4.4.4 Catering for diversity

One of the most important elements for LOMCE is attention to diversity. Depending on the intellectual capacities, previous knowledge, multiple intelligences, motivation and interests, an educational method will have different results in each student. All educational centers must provide measures of attention to diversity, providing personalized and flexible attention for each student, taking into account their needs, according to the (Order of July 25th 2008), which Regulates Attention to Diversity in Primary Education in Andalusia (revised and consolidated in 2016).

To design a teaching proposal it is necessary to bear in mind the different interest and necessities of our students since they learn at different paces and have different learning styles. Also, the cultural backgrounds of them should be taken into account. All teachers must adapt their teaching approaches and adapt to the different needs, learning styles and interests of their students. Thus, ***Reinforcement and Extension activities*** have been designed for every lesson plan included in this syllabus. These activities that have been explained in the activities section, are not planned to be worked on at any particular

moment in the lessons. **Reinforcement activities** aim to consolidate the contents that have been working before. They feature topic- based material designed to motivate learners to communicate about matters that genuinely concern them. **Extension activities** to fast-finishers students by providing new projects to consolidate the contents worked related to their interests and motivation, and also increase those knowledge and capacities.

According to (Royal Decree 126 / 2014,) we should “provide measures and alternative methodologies in teaching and assessment foreign languages with students with special needs or learning disabilities, especially those who has difficulties in speaking”. An **Individualized Education Plan (IEP)** is based on the child’s unique needs, level of performance, educational needs, goals and measurable objectives. It can be classified into:

- **Non-significant curricular adaptations** (adjustments that do not substantially modify the programming of regular education).
- **Significant curricular adaptations** (modification or elimination of contents or objectives of the planning and resulting in repercussion in the evaluation criteria).
- **Access adjustments** (modification or provision of special material or communication resources in order to facilitate access to the regular curriculum for students who presents motor, visual or hearing deficiencies).

The purpose of this practical case is to be adjusted to the whole group, to fit to students ‘capacities, interests and motivation, always bearing in mind the specifications in Organic Law 2/2006 of May 3rd 2006, modified by Organic Law 3/2020 of December 29th, 2020 (MEC, 2020).

According to the current legislation, in our classroom there is a student with has a Non-significant Curricular Adaptation as it is specified in Instructions of March 8th 2017 (Junta de Andalucía, 2017) and in the article 14 of the Royal Decree 126/2014 (MEC, 2014).

4.4.5. Sessions of the didactic unit

In this section we will show the sessions with their corresponding activities that we will carry out in each one of them during the teaching-learning process.

Before describing the sessions that will be carried out during the didactic unit, we should know that all the unit are aimed to prepare students to acquire specific contents and language that they would need to develop the final task proposed for this unit. At the end,

of this didactic unit there is a final task aimed to assess students' learning and progress and put in an active practice all the contents and language working during the unit.

The final task proposes is called "we know our body". We will have a big drawing of the body, and the organs that they have created in the transversal session of Art. Each students will be asked to match an organ in the correct part of the body and give a feature, part or function of this organ, previously worked and learned. By this way, we will complete the body system and also, we will give the functions, parts and characteristics of each organ and their system that we have learned in the previous sessions.

SESSIONS	
SESSION 1	Name: "KEEPING HEALTHY" Timing: 60' Classroom Arrangements: whole and cooperative groups. Materials: school's computers, flashcards, worksheet and red and green hands to play the game. Objectives: • Knowing healthy habits and developing. • Developing the desire to follow a healthy life in students. • Working the oral and written production skills. Skills: analysing, applying, comprehending Key competences: LC/ LLC/ SCC Development of activities: Initial: In the first part of the unit, we are going to work the transversal element that is the health. So, to star, we will elaborate a brainstorming about what is the health for them. Each students should provide an idea of what is being healthy or not for them. Development: After that, they will have to complete a table, writing healthy habits and in other column, unhealthy habits. (They will have a list with habits

	to help them). Their ideas will be shared with the rest of the class, and a table in the whiteboard will be completed. Then, in group they will have to create a mural to put in the school's corridors. The mural will be using the ICT, mainly the Canva web that is a web where presentations, murals, schemes, flashcards, etc, can be digitally created. So, in their mural they have to include healthy habits and advices in order to being healthy. Final: To conclude with the topic of health, we will play a game. Students will have a red hand for unhealthy habits and a green hand for healthy habits. Teacher will say and show with flashcards some habits for example doing exercise...and they have to stand up the correct hand depending on if it is a healthy or unhealthy habit. See annex 1.
SESSION 2	Name: "THINKING" Timing: 60' Classroom arrangements: Individual and cooperative group. Materials: projector, worksheet and notebook. Objectives: • Learning about the nervous system and the brain, how does it work, its parts and functions. • Developing students' oral and written production and interaction (speaking, listening, writing and reading). Skills: Analysing, applying, comprehending and remembering. Key competences: LC/ / DC/ LLC / SCC/ MBSTC Development of activities: In this session, we are going to work the brain system. So, to start with, this video will be showed https://www.youtube.com/watch?v=c9HK59FaoMI&t=51s.

	• Activity before watching the video, the teacher is going to ask some questions that students should think about before watching the video (the questions are provided in a worksheet): what is the most important organ of the nervous system?, How many parts is the brain divided into? Which are?, What they control?, what are the hemispheres of the brain?, What is each one in charge of?, with what are they associated?. See annex 2. • While watching the video: here students will be divided into group of 5, and each member will be in charge of answering some questions. After that, they will put in common the questions and all of them have to complete their worksheet with the answers. The video can be watched several times, and being paused to facilitate students' understanding and giving time to write the questions. • After watching the video: after that, individually they will have to create a mind map using the information that they have compiled in the worksheet. This will be a tool for assessing students.
SESSION 3	Name: “BREATHING” Timing: 60’ Classroom arrangements: Individual, pair and group. Materials: projector, worksheet and notebook. Objectives: • Learning the parts of the respiratory system and its functions. • Developing students' oral and written production and interaction (speaking, listening, writing and reading). Skills: applying, comprehending and remembering. Key competences: LC/ / DC/ LLC / SCC/ MBSTC Development of activities:

	Initial: We will start watching the following video with specific information of the respiratory system https://www.youtube.com/watch?v=X2YVt16Kxak Development: while and after watching the video the technique “One for all” is going to be carried out. Students will be divided into group of four, and all the members will have to draw the respiratory system in a sheet. To ensure, that all of them have drawn it, when the teacher says stop all of them have to stand up their drawing. Then, the teacher correct the drawing, showing a drawing of the respiratory system’ parts in the projector. See annex 3. Final: To conclude, we will follow the 1-2-4” technique. Each member will have a worksheet with the parts of the respiratory system and the drawing of them. And thy will have to match each part with its drawing. See annex 4. First, they think it individually, them in pair and finally, they have to share with their group establishing what is the correct classification.
SESS ION 4	Name: “EATING” Timing: 60’ Arrangements: Individual, cooperative and whole class group. Materials: whiteboard, computers and worksheet. Objectives: • Learning about the digestive system. • Knowing and identifying its parts. • Developing students’ oral and written production and interaction (speaking, listening, writing and reading). Skills: Comprehending, creating and analysing. Key competences: LC/ / DC/ LLC / SCC/ MBSTC Development of activities: Initial: Firstly, students are going to be shown with a scheme of the parts of the digestive system. To make students think and introduce the content, the teacher will going to ask if they know how this system work, and What does

	is each part in charge of? They are going to do an oral debate, but the teacher is not going to answer and provide the information immediately. Development: To answer the previous questions, students will have to work in group of 5 and make an investigation to provide the answer. They will have the computers and they can watch the following video https://www.youtube.com/watch?v=v3E1txcKPe8 , also they can look for information in these pages https://kidshealth.org/en/kids/digestive-system.html https://www.britannica.com/science/human-digestive-system This activity is going to carry out with the “Pencils to the centre” technique. Each member will have to look for a specific information, for example: What is the esophagus in charge of? Final: Finally, we will put in common our information and we will create a common mind map with specific information and the drawing of the digestive system. See annex 5. Assessment: to assess students, the teacher is going to correct and assess their investigation (each group and member will give a table with the information obtained of each parts and its functions). Then, they will have to complete the following interactive worksheet See annex 6: https://es.liveworksheets.com/lf1225277vl S
SESSION 5	Name: “WE LOVE” Timing: 60’ Arrangements: Individual, cooperative and whole class group. Materials: projector, computers, notebook and worksheet. Objectives: • Learning about the circulatory system and its parts. • Learning about the heart and its function. • Developing students’ oral and written production and interaction (speaking, listening, writing and reading).

Skills: Analysing, applying, comprehending and remembering.

Key competences: LC/ / DC/ LLC / SCC/ MBSTC

Development of activities:

Initial: Firstly, to know what students know about the circulatory system and above all the heart, we ask them to draw a heart. It is interesting to know if they draw the typical heart ❤️ related with love, senses... or conversely, they know the true form of the heart. Also, the teacher will ask them if they know its functions and in what system of the body is it.

After putting the drawing in common, we will watch a picture of a heart. See annex 7.

Development: these following videos, will be watched:
<https://www.youtube.com/watch?v=aUOQqoPsaBg> and
https://www.youtube.com/watch?v=tg_ObDJEaGo . After watching the videos, they will have to complete using the computer, in pair group this interactive worksheet:
https://es.liveworksheets.com/worksheets/en/Science/Circulatory_system/Circulatory_system_ts258571rr See annex 8.

Following the technique “**Rotation paper**” (previously explained) learners will have to complete the previous drawing that appears in the interactive worksheet with its parts and with its functions. They will be divided in group of 4, meaning that all of them will have to write. Then, also they will have to complete with the same technique the following worksheet that will be printed
https://es.liveworksheets.com/worksheets/en/Natural_Science/Circulatory_system/The_parts_of_the_Heart_gb1280483pm . See annex 9.

Final: Finally, after we have learned the organs, we will play the “who is who game”. This game consists on that a child is a part of the circulatory system, and he/she has to give clues and information related with it and the rest of the class have to guess what part is it.

SESSION 6	Name: “ PREVENTION OF ILLNESS” Timing: 60’ Arrangements: small group. Materials: computers, murals and notebook. Objectives: • Increasing and developing healthy life in students. • Knowing and investigating about illnesses and how to prevent them. • Developing students’ oral and written production and interaction (speaking, listening, writing and reading). Skills: Creating, analysing, evaluating, applying and comprehending. Key competences: LC/ / DC/ LLC / SCC/ MBSTC Development of activities: This activity consists on the creation of a project about illnesses. In small group of five, they will have to choose an illness and write the following information of it: what is this illness, its symptoms, how is it detected, how it cured and its prevention is. Each member will be in charge of one of the questions. They can use the computer to search the information, and they have to put all the information in common in a mural. Finally, the mural is going to be presented to the rest of the class and all the members of the group have to participate in its oral presentation. See annex 10
SESSION 7	Name: “WE ARE ARTISTS” Timing: 60’ Arrangements: Cooperative group. Materials: projector, recycled materials, cardboards, colours, glue and scissors. Objectives:

	• Creating the organs of the human body. • Developing the artistic a taste for art and the creative and artistic abilities of students. • Developing students’ oral interaction (speaking, listening. Skills: Applying, analysing and creating. Key competences: LC/ / DC/ LLC / SCC/ MBSTC Development: to carry out the final task of the unit, this session will be dedicate to work the Art subject. So that, students in groups of 5, will have to create an artistic creation of an organ. In total, we will have four organs and each group will create one (the heart, the lungs, the stomach and the brain). To create them, they can use all the materials that they want. See annex 11.
SESSION 8	Name: “WHAT WE HAVE LEARNED” Timing: 60’ Arrangements: Individual and small group. Materials: giant drawing of the body, artistic creations of organs and pictures of the organs. Objectives: • Assessing students’ knowledge of the contents worked in the unit. • Assessing students ‘language skills. Skills: Applying, understanding, remembering and evaluating. Key competences: LC/ / DC/ LLC / SCC/ MBSTC Development of the Final task: To develop the final task and assess what students have learned during all the sessions of this unit. We will have a big drawing of the body, and the organs that they have created in the previous session. Each students will be asked to match an organ in the correct part of the body and give a feature, part or function of this organ. By this way, we will complete the body system and

	also, we will give the functions, parts and characteristics of each organ and their system that we have learned in the previous sessions. See annex 12. Furthermore, students 'learning of the contents will be evaluated using the Kahoot application. Pupils with their computers have to answer the questions that appear in the Kahoot. The teacher will evaluate them individually bearing in mind their answers and the time they last in the questions answering. See annex 13. Finally, we will play the "who is who game". This game consists on that a child is an organ, and he/she has to give clues and information related with it and the rest of the class have to guess what organ is, for example: I am in charge of the movement. This evaluation will be taken into account together with the activities that have been carried out in each session to asses students' learning of the contents at the same time that the language skills: oral and written production and interaction.
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4.4.6. Evaluation

The learning of our students must be evaluated regularly and in a systematic way, to introduce the changes that are necessary and adapt to their needs, as well as to measure the skills and knowledge acquired. To check if our students have acquired the key competences, which implies that they are capable of applying the learned knowledge and skills in a real and practical way, we must create real situations where they can apply what they have learned in a practical and real way. In this way, we are evaluating procedures and attitudes, relating them to the more attitudinal and procedural evaluation criteria. Competence-based Evaluation assesses both the level of knowledge of the key competences of the students and the achievement of the proposed objectives.

The work of the teacher is also important to be evaluated, evaluating the methods carried out, the teaching process and the didactic proposal (used materials, content sequencing, planning, etc.) through the achievement indicators in order to improve and adapt the proposal to your students .According to the Order of November 4th 2015, which

establishes the Ordination of the Evaluation of the Primary Education Learning Process in the Autonomous Community of Andalusia, Evaluation should be:

- Global: all the elements that are involved in the teaching-learning process must be evaluated.
- Formative: so that it can be used to improve the teaching process. See annex 14.
- Continuous: the evaluation must be carried out during all the teaching-learning process,
- Criteria-based: using rubrics to assess the outcome of the students' learning process. The rubric, is used to evaluate a student's learning on the basis of a range of criteria, not just a single numeric score.

Every stage and every element in the teaching-learning process should be assessed:

-Initial Evaluation: in order to plan and establish the objectives, an evaluation is carried out at the beginning of the process, to set the previous knowledge and starting level of students.

-Process Evaluation (Assessment): it is aimed to redirect and improve the teacher process and performance to enhance the learning process. It is carried out during the teaching-learning activities. Additionally, It provides information about the how the development process.

-Final Evaluation: it is carried out at the end of the process to value the results and set the level reached by students during the teaching-learning process.

A proper Competence-based Evaluation needs measuring and observation tools. They are combined to provide an assessment of the evaluation process and information about the students. As part of this process, we need to take into consideration the development of the Key Competences and the pupils' own self-evaluation.

Achievement Levels can be used to show progress towards achieving an Indicator. Each Indicator must be directly related to measures of success. There should be at least one Indicator for each Standard and the Achievement Level should represent progress towards what we wish to accomplish. Achievement Levels are usually expressed as a rate, ratio or percentage. We have identified four Achievement Levels, and to record them we will use the following Qualitative Scale, ordered from low to high:

- **Beginning Learners** - below 50% (limited knowledge and understanding of contents; limited application of related skills; may need academic support),
- **Developing Learners** – between 50% and 69% (may have gaps in knowledge and skills, demonstrating partial proficiency), Proficient Learners – between 70% and 89% (demonstrate proficiency and prepared for the next level), and
- **Distinguished Learners** – between 90% and 100% (in-depth knowledge and understanding of contents, able to extend the application of skills). These levels must be applied to Standards and Indicators in every Rubric.

We propose three types of evaluation instruments for the classroom:

-Formative Evaluation Grids (Rubrics). These can be used to record the progress of each pupil, both in relation to the linguistic objectives of learning a foreign language and the non-linguistic objectives, such as classroom behaviour and development of the Key Competences.

-Final Tasks. In terms of summative evaluation, there is an extensive range of tasks, along with answers, transcripts and marking schemes.

-Self-evaluation Activities. These contribute to the creation of a ‘portfolio’ by pupils, based on the guidelines of the European Language Portfolio (ELP). It will be used as a method of self-evaluation and a source of motivation for the pupils.

Teachers can also use both the activities and tasks that pupils carry out in the classroom or at home, and other techniques such as tests or final projects:

-Learners’ Activities: oral and written production, tasks and projects, answering questions, completing learners’ diaries, pair work...

-Teachers’ Evaluation Techniques:

- *Direct observation:* learners’ performance in ordinary classrooms for evaluation (participation, attitude...)
- *Direct questions:* to answer about any particular aspect of learners’ interests.
- *Task analysis:* this consists of analysing how learners carry out tasks and activities.

In addition to the student's assessment, it is essential to evaluate teacher performance in order to improve and analyse the limitations and the things that have been really good taught. See annex 16.

5. FINAL COMMENTS AND CONCLUSION

After completing the writing of this MA Thesis, the stated objectives and conclusions can be drawn and answered. These are the objectives that have been aimed at the beginning of the thesis:

- To provide a definition and study of what is CLIL.
- To provide a definition and study of what is Cooperative Learning.
- To develop an integrated didactic proposal aimed to students of fifth grade of Primary Education.
- To carry out Cooperative Learning as an active approach to foster meaningful learning.

And we can affirm that the objectives have been fulfilled because during this work, we have addressed the issues that as a teacher generated interest for me. In the first place, we have answered the question what is CLIL and given instructions on how to plan in our classroom following this methodology. For her, cooperative learning and the use of ICT and the importance they have for a meaningful teaching-learning process.

Furthermore, I have decided to focus on cooperative learning as an active methodology, since in my opinion it has many advantages to promote meaningful learning in our students, students can participate actively and freely in activities allowing their inclusion in work groups. In addition, with this methodology, social skills are promoted and developed. Any student with different ability, ability, level, educational need or interests can belong to a work group and achieve a common goal.

On the other hand, we have continued with the programming of a didactic unit integrating the second foreign language and the contents of the Natural Science and Arts subjects. This has been developed taking into account the CLIL methodology and the inclusion of cooperative learning techniques that had previously been explained. In this way, we have tried to actively involve students in their learning process and encourage their motivation and participation in the classroom.

As a personal reflection, I believe that the CLIL methodology and Cooperative Learning are very interesting and their results can be very positive, but it must be implemented together throughout the centre, seeking that all infant, primary and secondary courses work with the same methodology. I believe that we must all make an effort to change, while the world changes, this implies going beyond literacy and that students achieve knowledge, seeking to acquire values such as justice, solidarity and equity. Our role in society as teachers is very important: we are educators of future adults who require our maximum effort and responsibility.

In this project I have learned a lot about CLIL and AC and how to apply these methodologies in the classroom: basic concepts, groupings, types of techniques ... I have put myself in the role of Primary Education teacher, thinking about how to organize a classroom, the students, the rules and techniques, to ensure that students learn the content in a motivating and meaningful way. And I have felt very motivated knowing the amount of resources we have to be able to train students.

Despite the objectives proposed have been fulfilled, there have been some limitations since the didactic unit that have been proposed could not be carried out due to insufficient time. In addition, other limitation has been that I have not been able to carry out surveys or interviews with teachers who carry out the CLIL methodology to find out what their needs, limitations and how they could improve, I consider this really important to better understand how to implement the CLIL methodology and improve my educational practice in this field.

In the future, I would like to carry out these two objectives. Firstly, at least introducing this didactic unit in my teaching practice for one year to analyse and evaluate it. And on the other hand, I would like to continue studying the CLIL methodology and how it is carried out in Andalusia, so that, I consider the necessity to obtain bilingual teachers' surveys and interviews. Furthermore, the families' opinions should be bearing in mind about the advantages and disadvantages that they think about CLIL methodology in order to improve our teaching practice as bilingual teachers.

To conclude in a personal way, comment that as teachers we must not only seek to develop educational content, but we must achieve in students the motivation to learn, the desire to answer the first and the enthusiasm for knowing.

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7. ATTACHMENTS

Annex 1. Game healthy habits



Source: my own elaboration



Source: <https://en.islcollective.com/english-esl-worksheets/search/healthy+habits>

ANNEX 2. Worksheet nervous system.

NERVOUS SYSTEM

What is the most important organ of the nervous system?

How many parts is the brain divided into? Which are?

What they control?

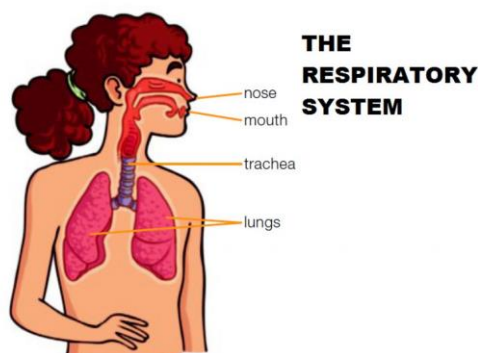
What are the hemispheres of the brain?

What is each one in charge of?

With what are they associated?

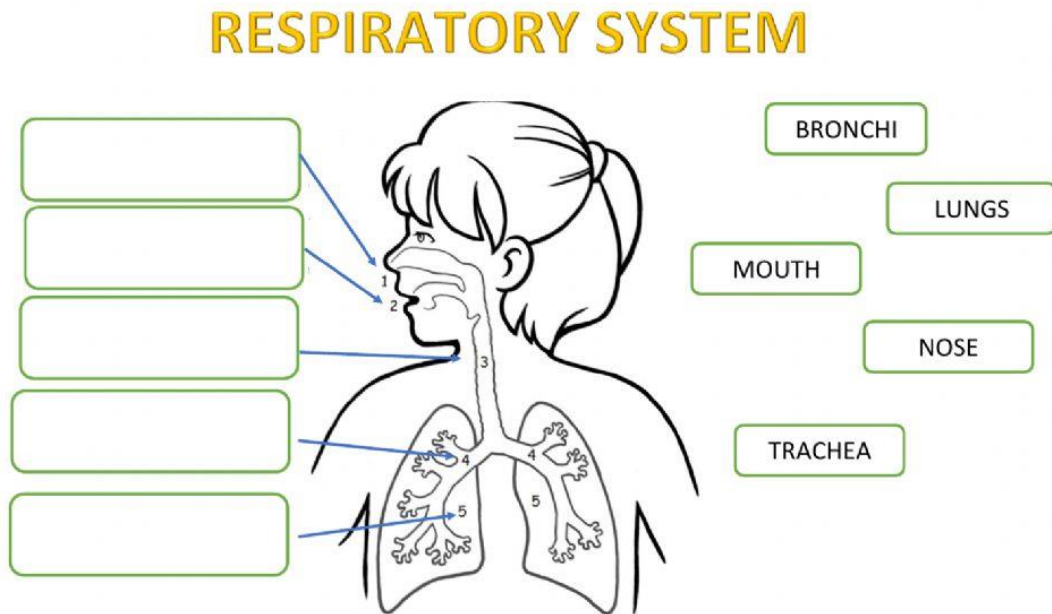
Source: my own elaboration

ANNEX 3. Respiratory System drawing



Source: https://es.liveworksheets.com/worksheets/en/NATURAL_SCIENCE/Respiratory_system/Respiratory_system_poster_ks554689xk

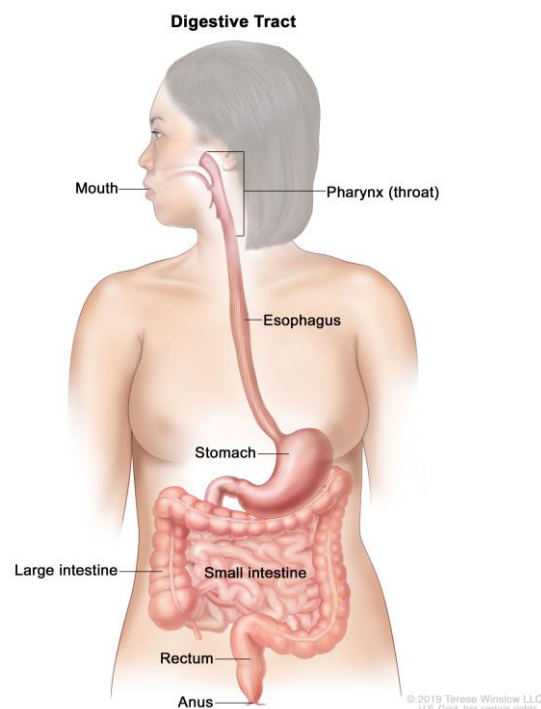
ANNEX 4. Matching respiratory system parts



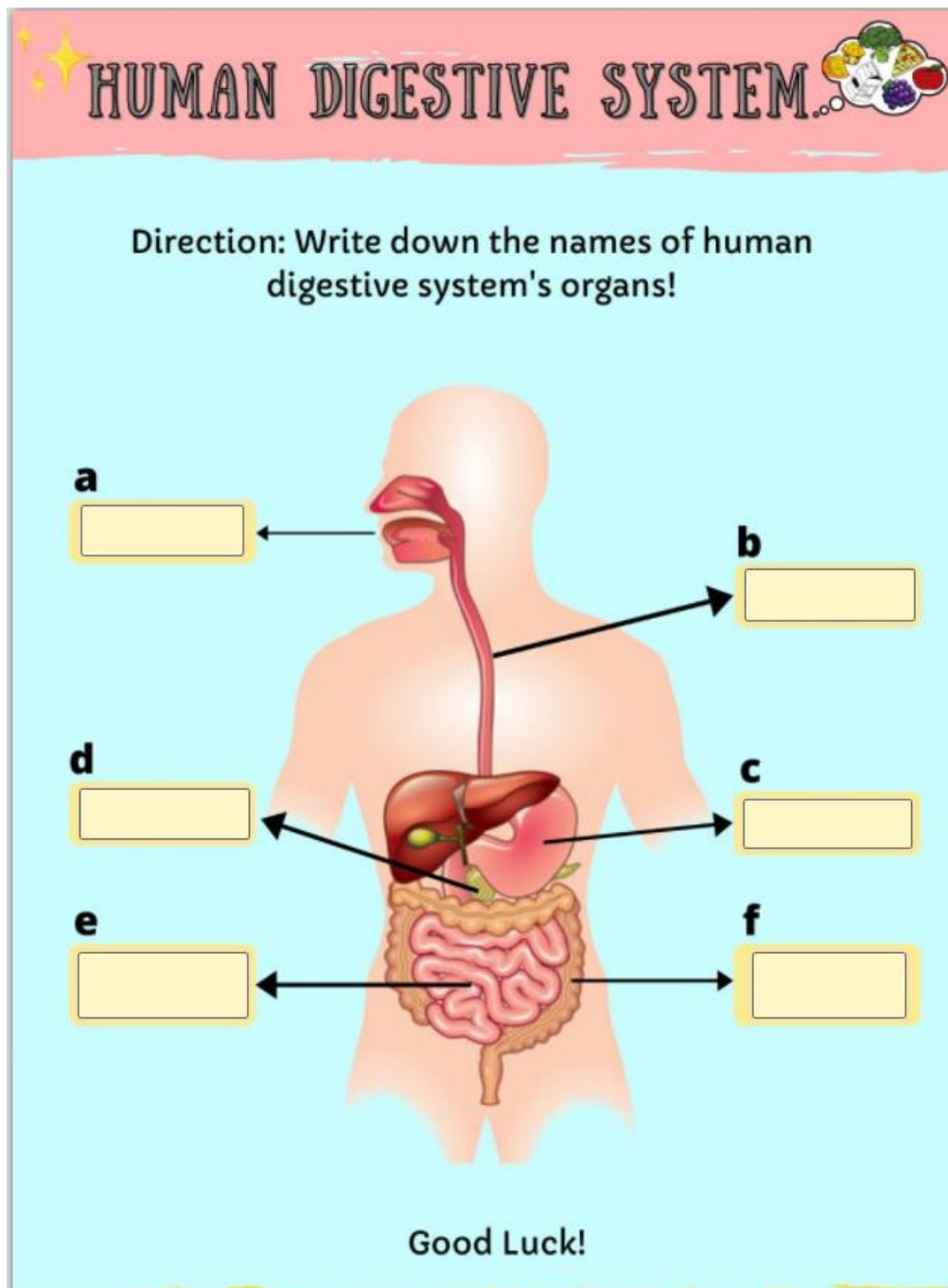
Source: <https://es.liveworksheets.com/search.asp?content=respiratory+system+parts>

ANNEX 5. Digestive system scheme

Source: <https://www.cancer.gov/publications/dictionaries/cancer-terms/def/digestive-system>

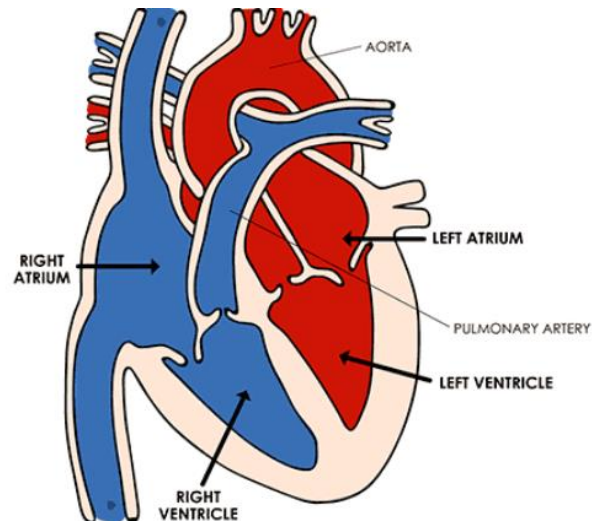


ANNEX 6. Digestive system interactive worksheet



Source: <https://es.liveworksheets.com/lf1225277vl>

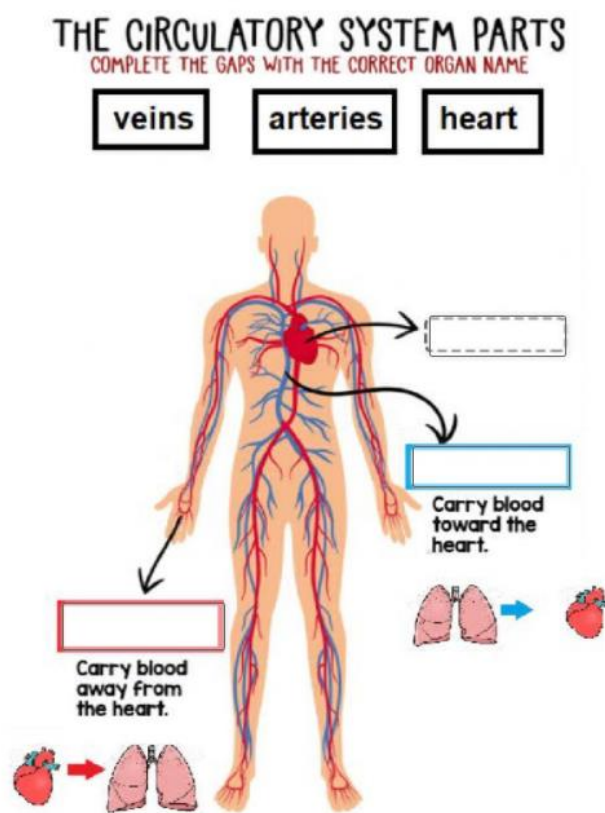
ANNEX 7. The heart



Source:

<https://m.kidshealth.org/Nemours/en/parents/heart-slideshow.html?WT.ac=ctg>

ANNEX 8: Circulatory system interactive worksheet



Source:

https://es.liveworksheets.com/worksheets/en/Science/Circulatory_system/Circulatory_system_ts258571rr

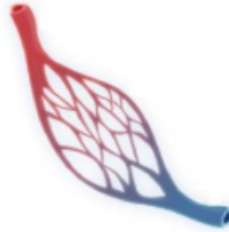
ANNEX 9: Circulatory system interactive worksheet

NAME: List No.

1. Name the three parts of the circulatory system.



A)



B)



C)

2. Write the terms to complete the definitions.

a) They carry blood **from the rest** of the body to the heart.

b) They carry the blood **to and from individual** cells in the the body.

c) They carry blood **from the heart** to the rest of the body.

3. Write the correct term to complete the text.

The heart never stops, this movement is called a (1) .

There are two types of movement:

- When the heart (2) , it fills with blood received from the veins.

- When the (3) , it pushes the blood into the arteries.

They carry the blood to the rest of the body.

Source:

https://es.liveworksheets.com/worksheets/en/Natural_Science/Circulatory_system/Circulatory_system_co47925sc

ANNEX 10. Project about illnesses



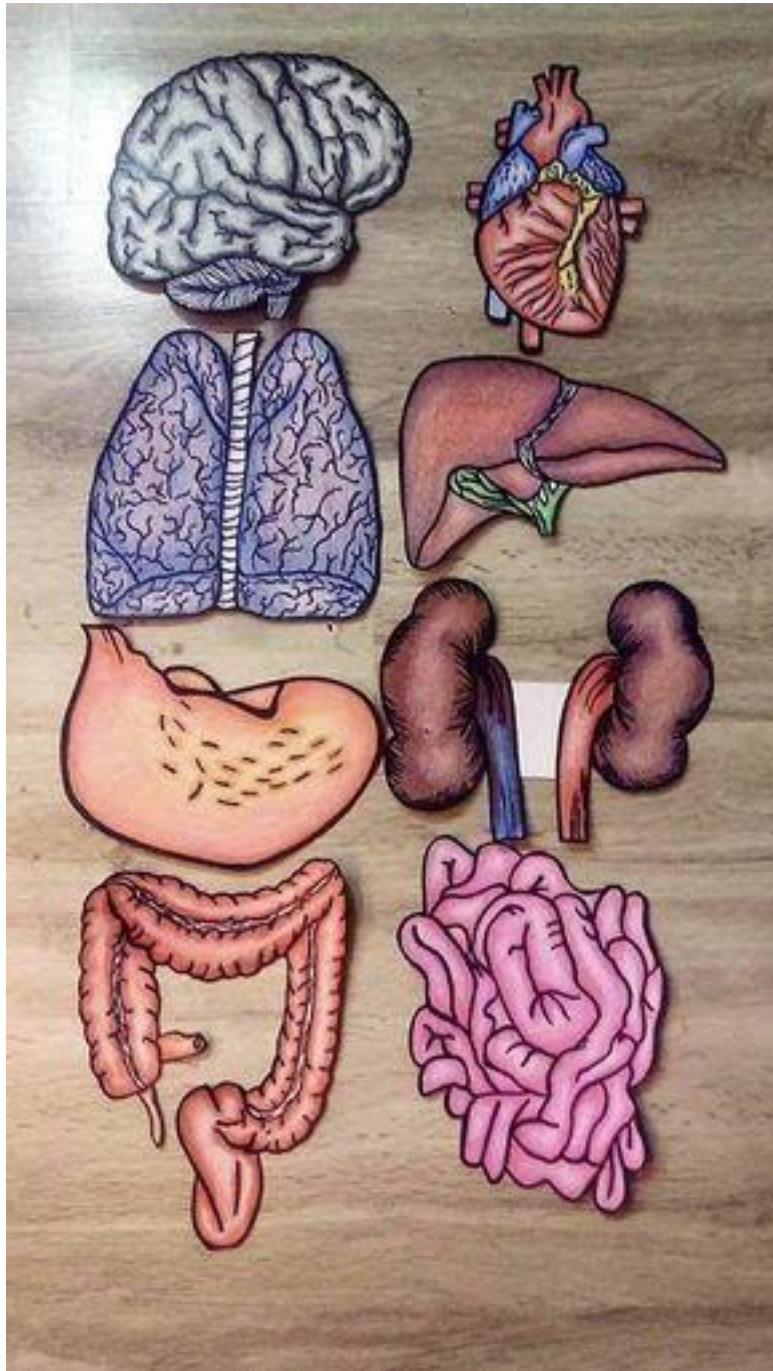
Source: <http://www.amuslimhomeschool.com/2013/03/germs-lapbook.html>



ANNEX 11. Examples of artistic creations of organs

Source:

<https://www.imageneseducativas.com/maquetas-y-modelos-escolares-para-trabajar-el-cuerpo-humano/>



Source: <https://www.pinterest.es/pin/753438212663147570/>



Source: <https://www.imageneseducativas.com/maquetas-y-modelos-escolares-para-trabajar-el-cuerpo-humano/>

ANNEX 12: Final task



Source: <https://www.imageneseducativas.com/maquetas-y-modelos-escolares-para-trabajar-el-cuerpo-humano/>

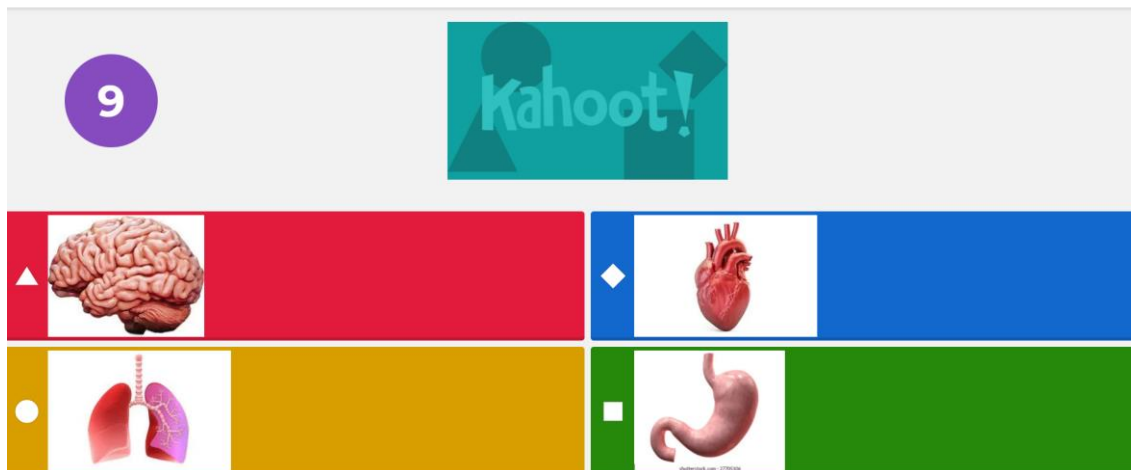


Source: Source: <https://www.imageneseducativas.com/maquetas-y-modelos-escolares-para-trabajar-el-cuerpo-humano/>

Source: <https://elguatequedesegundo.blogspot.com/search/label/SCIENCE>

ANNEX 13. KAHOOT!

What is the organ of the nervous system?



What is the organ of the circulatory system?



Source: my own elaboration in the app https://kahoot.it/challenge/b517fc5f-768c-417a-bcb1-e6065bcc21e5_1625573553734

ANNEX 14. Formative evaluation rubrics.

Rubric of observation of the individual control list.

ITEMS	ALWAYS	SOMETIMES	NEVER	OBSERVATIONS
Takes care of the materials				
Pays attention to the explanations				
Daily effort and has good behaviour				
Autonomous learning				
Collaborates with your colleagues				

Rubric of formative observation checklist.

	Carries out the proposed activities				Structures and sequences of ideas in a logical way				Uses language and understands messages (both written and oral) correctly				Makes proper use of ICT				Respects group working standards				Shows interest and actively participates in the subject			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
STUDENT A																								
STUDENT B...																								

Source: own elaboration

ANNEX 15. Summative evaluation rubrics

Rubric to assess peer-work.

PEER-ASSESSMENT			
Name:			
Partner name:			
Topic:			Date:
	Totally agree (3)	Agree (2)	Disagree (1)
We have had many difficulties in carrying out the activity			
We have shared ideas			
It has been easy to agree on decisions			
We have actively collaborated in the activity			
Working in groups has been enriching			

Rubric to assess the oral expression and interaction of students, and the evaluation throughout the Kahoot application.

Student's name:				
Topic:				
Categories	Excellent (4)	Good (3)	Sufficient (2)	Needs to improve (1)
Communication	Speak clearly, pronounce and intone properly	Speak with clarity, good intonation and pronunciation is adequate	Speak clearly but his/her intonation and pronunciation are not always correct	Speak with little clarity, does not sing well and his/her pronunciation is inadequate
Vocabulary	Use a suitable vocabulary making use of own and novel contributions	Use an appropriate vocabulary	Uses appropriate vocabulary but with doubts	Do not use the right vocabulary and has gaps
Body expression	Appropriate body expression. Express the meaning of the message clearly	His/her posture and gesture are appropriate although it does not clearly express the meaning of the message	His/her body expression is inexpressive although he/she accepts well the suggestions for improvement	No body expression in the video
Content	Demonstrate a complete comprehending of the unit	Demonstrate a good comprehending of the unit	Demonstrate, with help, a good comprehending of parts of the unit	Seems not to comprehend very well the contents that should work
Kahoot	Adequately answers between 100%-90% of questions	Adequately answers between 80%-70% of questions	Adequately answers between 60%-50% of questions	Adequately answers less than 50% of questions

Source: own elaboration.

Annex 16. Teacher assessment

Indicators of achievement	4	3	2	1
The tasks selected are relevant for the learning of different key competences				
The objectives include the contents necessary to carry out the activities.				
The evaluation tools for obtaining information on acquired learning are adapted and varied.				
The teaching methods used to facilitate learning were appropriate.				
The planned activities are inclusive (cater to the diversity of the students)				

Source: own elaboration.