

Master's Dissertation/
Trabajo Fin de Máster

CLIL IN THE CLASSROOM: AN ICT DIDACTIC PROPOSAL FOR NATURAL SCIENCE

Student: Molina López, Valentín

Supervisor: Dr. Piotr Romanowski
Department: English Philology

November, 2022

INDEX OF CONTENTS

1. INTRODUCTION	3
2. THEORETICAL BACKGROUND	4
2.1. Definition and origins of CLIL	4
2.2. Key concepts	6
2.3. Methodology	10
2.4. Benefits and drawbacks	12
3. LEGAL FRAMEWORK	15
3.1. CEFR	15
3.2. CLIL in Spain	16
3.3. CLIL in Andalusia	17
4. DIDACTIC PROPOSAL	19
4.1. Legal framework and guidelines	19
4.2. Didactic proposal	21
5. CONCLUSIONS	27
6. REFERENCES	29
7. ANNEXES	35

1. INTRODUCTION

Mastering a second language has become a necessity for most people in recent years. Consequently, the importance of language studies has increased significantly. One of the main reasons behind this relatively recent change is Globalization, which shapes and structures today's society in many different ways. Its widespread influence causes a big impact in a variety of fields, that are forced to adapt in order to meet the new demands. Thus, we are witnessing the "creation of a new social organization in an increasingly interconnected and interdependent world" (Marsh, 2006).

In order to be an active part of this society, as Marsh (2006) shows, it is important to create a common language environment that allows for communication among the various members of this global organization. In this way, English becomes the reference language, the *lingua franca*, and takes on a significance that makes it a fundamental tool for any individual. Consequently, teaching it as a second language to all people from an early age is a basic requirement. Furthermore, "multilingualism is part of cultural diversity" (Council of the European Union, 2008). In order to meet the requirements of this "integrated world" where we live in, we must accomplish the desired objective of teaching and learning the second language by itself (usually English, but it can be any other), but also through academic content. In this regard, CLIL (Integrated Content and Language Learning, in Spanish AICLE "Aprendizaje Integrado de Contenidos y Lenguas Extranjeras") can be seen as a suitable alternative. However, it is important to emphasize that the suggestions developed through this methodology must be realistic in order to be applicable in the classroom. For this reason, during this didactic proposal emphasis will be placed on the use of new technologies. In the era in which we find ourselves, it is a fact that these are part of the daily life and leisure of our students. Therefore, it makes sense that they also become part of their educational experience and learn to use them in a beneficial way. The extra motivational element of using ICTs makes them especially recommended for any educational environment and they fit perfectly with the CLIL philosophy.

2. THEORETICAL BACKGROUND

2.1. Definition and origins of CLIL

The term CLIL (Content and Language Integrated Learning) was introduced in Europe in 1994 by David Marsh and Anne Maljers (Coyle et al., 2010; Martínez Adrián, 2011; Pérez Cañado, 2012, 2016; Pokrivčáková et al., 2015). Following Coyle et al. (2010, p. 3), it can be defined as "an educational approach that uses different language support techniques, resulting in a dual focus of learning, where attention is paid to both language and content."

Since the concept of CLIL was adopted, many proposed different definitions. The term itself is so complex, which has inevitably led to a consensus on a definition that summarizes the spirit of the idea. Marsh and Lange (2000) were seminal with their contributions in this regard, laying the groundwork to develop the current definition (Wolff, 2012). Consequently, the European Framework describes CLIL as: "A dual approach to education in which an additional language is used to learn and teach content and language in order to promote content and language acquisition at predetermined levels" (Marsh et al., 2010).

Content and Language Integrated Learning is a methodology that stands out for its flexibility and dynamism. Thanks to these features teachers can teach content in a foreign language, so that students benefit twice. Therefore, it is a dual methodology because "it focuses on both content and second language in the teaching and learning process" (Coyle, Hood and Marsh, 2010). This approach also implies that the context of learning is enriched. In addition, the second language is introduced in a natural way and provokes students to develop language that they would not have mastered in conventional classes in that language (Casal, 2016). CLIL can be applied from early elementary school to adults because it is a broad concept that allows this technique to be implemented from a variety of approaches (Coyle, 2006).

Due to globalization and the linguistic needs of today, the interest in language acquisition has grown enormously as so has the search for more effective methodologies, which has led to its emergence. However, although the term CLIL is relatively recent, "it encompasses a variety of educational approaches that focus on both content acquisition and language learning" (Marsh, 2006).

Within the spectrum of those previously emerged methodologies, the immersion programs carried out in Quebec, Canada, in 1965 stand out: the St. Lambert Early Full Immersion Program (Lambert, Tucker, 1972), was designed to address the demands of the English-speaking population living in a French-speaking area. Taking into account the social and political climate at the moment, some families decided it was important to take action to address their children's French language deficiencies and the disadvantageous situation in which they were. In order to achieve this goal, they sought the assistance of specialists Wallace Lambert and Wilder Penfield, who created an immersion program that would give this group of students the chance to grasp academic subjects in a second language, starting in the early years of schooling (Gennese, Lambert, Holobow, 1986). Initially, efforts were focused on developing competencies that allowed for basic communication, and then the focus was expanded to include all skills. In a similar way, as students advanced through the educational system, they would be taught some subjects in English (Mehisto, Marsh, Frigols, 2008). The program was successful, as shown by the outcomes of it (see Gennese, Lambert, and Holobow, 1972:28-31), and set the precedent for the following spread of this kind of experiences not only in the nation, but also in the rest of the world.

However, not everything is as beautiful as it seems and some authors have highlighted the drawbacks of these kind of programs. For example, Muñoz (2007) states that although a person demonstrates an excellent comprehension, their speech is neither precise nor appropriate in many situations. Going back to the evolution of these programs in Canada, we could find the explanation in the fact that teachers place a high value on communication rather than other areas, "so that the person focuses on meaning rather than on correcting errors" (Muñoz, 2007).

In a similar way, bilingual education took on a brand new size and broadened its perspectives. In spite of the fact that until then second language learning had been a privilege restricted to the elites, it was not until 1970 that bilingual education became a more accessible reality for all segments of the population. As a consequence, the essential concept of teaching and learning language and content at the same time began to broaden extensively (Mehisto, Marsh, Frigols, 2008).

Given all of the above and this idea, CLIL is beginning to gain importance and establish itself as a substitute to previous approaches. In contrast to them, the term CLIL (1994) implies “a fusion that integrates language and content instruction, giving unprecedented authenticity to learning” (Frigols, Marsh, 2007). According to Coyle (2006), flexibility and adaptability are the main differences between CLIL and other immersion programs, as well as its separation from the traditional concept of a bilingual program. Similarly, Lasagabaster and Sierra (2010) note that while there are some resemblances between CLIL and immersion programs, drawing analogies between the two is misleading and will negatively impact the understanding of CLIL.

Because of all of the above, CLIL is known to be an integrative and innovative approach that arose in response to the necessities and requirements at that time, and is able to proffer a chance “to acquire and learn second languages in a meaningful way regardless of the socioeconomic context of the group” (Marsh, Langé, 2000).

2.2. Key concepts

As I previously mentioned, CLIL is an approach that focuses on language and content instruction simultaneously. This dual focus involves learning both components simultaneously and implies that content goals are supported by language goals: the individual in his or her quest to comprehend and manage the content finds stimulus to learn the language. According to Mehisto, Marsh, and Frigols (2008), “content goals are supported by language goals.” Thus, CLIL appears to be a term with an eminently integrating essence.

Besides, it emphasizes the crucial importance of a third element: learning skills. The progress in these skills is an important objective in the application of this method because they allow the student to construct his or her own learning. The goal of CLIL is to instill in the learner the necessary skills for learning to be as effective as possible (Meyer, 2010).

Mehisto, Marsh, and Frigols (2008) developed a triangular model based on the three target elements (content, language, and learning skills) that reflects the relationship between these three concepts.

Another feature of CLIL is its amplitude. It has already been noted that the application of this approach evolved even before the term was adopted, it should be noticed that the reason for this is that we think of CLIL as an umbrella term because of the multiple educational approaches that it includes. Hence, immersion programs, bilingual education, or multilingual education, to cite a few examples, have their meaning and place within its scope.

At this moment we must ask ourselves what are the implications of what has been said before, and what is the reason why CLIL protrudes from the various approaches. As mentioned earlier, flexibility would be the answer: CLIL incorporates a wide range of methodologies, offers a flexible strategy of communicating the knowledge provided by all of them, and allows the practice to be adapted to the context, demands and the settled objectives. Therefore, it offers a range of alternatives for its development.

To really understand how methodology approaches teaching in terms of content, two aspects need to be analyzed. On one hand, it is important to draw attention to the instructional topic, i.e., *what is being taught*. Also, the context in which learning occurs determines the content in CLIL. This implies that various design strategies will be suggested based on the features of the environment and its components. Thus, the options are diverse and unlimited, from adopting a national curriculum to developing one's own project.

The study of content, or in other words *how it is taught*, is the subject of the second component. What this methodology seeks to achieve is that, by interacting with the environment, the individual is encouraged to actively engage in the developing of his or her own knowledge. Therefore, it is important to strengthen students' cognitive growth by addressing both metacognitive and life skills in order for them to be prepared "to apply what they have learned in the real world" (Coyle, Marsh, Hood, 2010).

Similarly, in line with what has been said before, learning is a collection of dimensions and procedures. With this in mind, Bloom (1956) created a taxonomy through which he suggested categorizing the 10 objectives of every educational action. It included the cognitive, emotional, and psychomotor dimensions. With a focus on the cognitive domain, he involved the progress of six different attitudes and thinking abilities, which were further separated into groups based on how difficult they

were to master. According to Bloom's view, "it is essential that all students develop the described skills, both lower and higher level" (Mehisto, Marsh, Frigols, 2008:154).

In accordance with this way of reasoning, Anderson and Krathwohl (2002) later released an updated version of Bloom's works, incorporating certain adjustments (Figure 1):

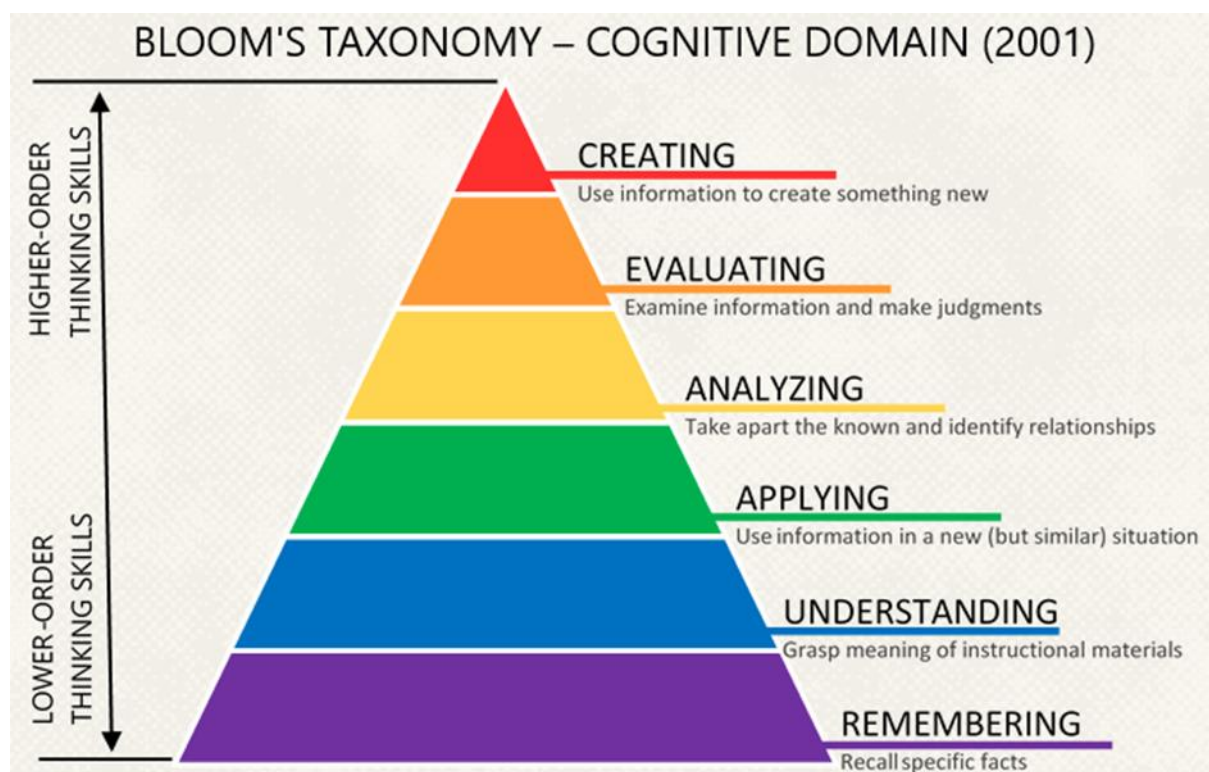


Figure 1: Bloom's Taxonomy revised

Source: <https://citt.ufl.edu/resources/the-learning-process/designing-the-learning-experience/blooms-taxonomy/>

Thus, we can see that one of the core tenets of CLIL is the development of critical thinking in students: one of the goals of this methodology is to empower them to actively reason and evaluate their learning, rather than merely assimilating/remembering content.

The importance of language in CLIL should be stressed since classroom communication serves as the central axis for the advancement of learning. The issue with CLIL is that individuals use a host language to implement it, in contrast to other strategies where communication is also a crucial component (Coyle, Marsh, and Hood, 2010). The relationship between content and language objectives needs to be

clearly established, since this fact may sometimes indicate that the learner lacks the language competency required for the setting in which he or she is learning. In order to achieve this end, Coyle, Marsh, and Hood (2010) created a different strategy that they named "The Language Triptych," in which they identified three interrelated aspects of language that need to be addressed: Language of Learning, Language for Learning, and Language Through Learning.

- Language for Learning is understood as the language a person needs to access concepts and skills related to the subject matter.
- Language for learning is the language the learner needs to function in a foreign language context and is therefore key to making learning happen. The development of basic skills and abilities, such as collaborative work or critical thinking, are necessary to achieve quality learning.
- Language through Learning, based on the principle that language and thinking must maintain an active relationship to achieve effective learning: "learners need language to support and develop their thought processes as they acquire new knowledge, and to progress in language learning" (Coyle, Marsh, Hood 2010:37-38).

Finally, it is important to discuss how culture functions inside the approach and how it is related to language. According to Brown (1994), who provided proof of the connection between the two ideas, language both reflects and expresses culture, resulting in ongoing interaction between the two. Based on the notion that culture shapes how we see the world (Coyle, Hood, Marsh, 2010), CLIL seeks to establish itself in the classroom as a conduit for interculturality, providing chances that would not be present in monolingual educational settings and therefore enhancing learning.

Authors Coyle, Hood and Marsh (2010) created The 4Cs Framework, a theoretical structure in which they integrated all these concepts and reflected, under a holistic vision, the fundamental principles that control the methodology: content, communication, culture and cognition. They did this by taking into consideration the concepts described thus far and their role in the methodology.

- Content relates to the subject matter, is cross-curricular, and is adapted to language.

- Communication implies meaningful interaction and mastery of the relevant language in order to guide the individual to build quality learning.
- Culture involves the development of the learner in intercultural communication with the goal of becoming a citizen in the real world.
- Cognition brings together all the types of learning and reasoning involved in this process.

It should be noted that Attard, Walter, Theodore, and Chrysanthus (2016) added one more "C" named "Competence." This is understood as "effective intervention in different areas of life through actions in which attitudinal, procedural, and conceptual components are mobilized simultaneously and interconnected" (Zabala and Arnau, 2007; 40).

2.3. Methodology

In this methodology, the idea of "scaffolding" is particularly noteworthy because of its consequences. One of the objectives of CLIL, as has been previously said, is for each student to design his or her own learning, with the instructor serving as a facilitator. As a consequence, acknowledging this word is crucial to the success of the approach.

Despite being a relatively recent idea in education, "scaffolding" is identified as giving the learner a framework that makes the process' broad components clear, while directing and inspiring them to optimize their instruction and effectiveness. According to McKenzie (2000), these scaffolds exhibit these features:

- ✓ Offers clear and concise guidance.
- ✓ Clarifies purpose, checks lessons before implementing them in the classroom.
- ✓ Keeps the student on task.
- ✓ Provides models to clarify expectations.
- ✓ Provides the best sources of information.
- ✓ Reduces uncertainty, surprise, and frustration: awareness of expectations.

- ✓ Directs the student to learn effectively.
- ✓ Optimizes effort.

The fundamental principle of this scaffolding is that the learner must acquire the necessary information at each stage in order to proceed. The pupil will have assimilated what was planned at the last phase of the procedure in the most effective way possible. The challenge, therefore, is to design a structure that does not stifle an individual's motivation and creativity (McKenzie, 2000).

Another important aspect of the CLIL methodology is collaborative work. In it, activities are completed by students in small groups using interaction as a teaching strategy. The exercises are organized in such a way that students may enhance their positive interdependence, strengthen their interpersonal and group abilities, and increase their fluency in a second language (Pujolàs, 2009). Meanwhile the teacher accompanies the student and serves as a guide throughout this procedure while adjusting the context to the student's comfort level.

The use of PBL (Project Based Learning) and TBL (Task Based Learning) is an educational approach that emphasizes the interdisciplinary, collaborative and functional nature of learning, adapted to the context and related to difficulties and issues. By putting the teacher in a new situation, it reconceptualizes the instructor's functions, guiding, stimulating, providing criteria, organizing knowledge, in short, accompanying students on their formative routes. It also facilitates the understanding of new knowledge, which is necessary to achieve meaningful learning (Coll, 1988), and contributes to the affective disposition and motivation of students (Ausubel, 1976). It is worth noting the role that attention to diversity plays within this educational methodology, which focuses on enhancing learning success and individual attention to the student. Thus, a new approach is proposed that gathers new perspectives, resources, and strategies for attention to students with learning difficulties.

Classroom interaction is a key component of the CLIL methodology. The learners construct their own thinking and learning by relating the world around them and the forces that shape it, using language and communication. To achieve consensus at the conclusion of the process, students reason and evaluate the course materials in a critical way, in order to follow the model of exploratory conversations (Mercer,

2000). Working in groups invites students to engage in a setting where all opinions are welcomed and actively debated. Therefore, a collaborative environment where individuals may explore concepts, debate their contributions, and negotiate new information, is created by introducing exploratory conversations into the classroom (Moate, 2010).

One objective of educational practice is the development of the digital competence. Given that ICT tools are a necessary skill that enables group collaboration, its entrance into a CLIL classroom suggests a continuation of the path of essential and cross-curricular student growth. The employment of such auxiliary tools supports both language improvement and the connection of learning to the individual's reality, because English is the *lingua franca* in technology environments. Moreover, in the technological age in which we find ourselves, the use of new technology increases the predisposition and motivation of students and rockets the chances that learning will be more meaningful.

The use of ICT will go a long way in this didactic proposal, as will be shown in the following sections.

2.4. Benefits and drawbacks

When introducing bilingual programs, like any other education approach, a number of initial problems arise. The first one, according to Hofmannova, Novotny, and Pipalova (2008), is that students have to work on specific content of some complexity in a foreign language. In this case, students risk not gaining the same level of proficiency as they do when learning outside their mother tongue. Nevertheless, Hellekjaer and Wilkinson (2009: 1) draw attention to research from the University of Maastricht which demonstrates that learners who participate in educational programs that involve a second language perform just as well as their counterparts in their native language programs in terms of academic achievements. Therefore, it appears to be a controversial topic requiring further research.

The CLIL approach increases students' contact with a foreign language, so there is a greater likelihood that students will be exposed to more relevant and authentic material (Meyer, 2010; Šulistová, 2013; Pérez Cañado, 2013, 2016, 2018a;

Pokrivčáková et al., 2015; Darn, 2006). In addition, students work on their language competence, including communicative skills that will improve students' foreign-language competence in English, which is often forgotten by teachers in non-bilingual contexts. Thus, according to Perez Cañado (2013, 2016), students can be empowered to become protagonists in the learning process and work collaboratively.

However, some argue that this exposure to a foreign language negatively affects students' native language development. Pérez Cañado (2013, 2016, 2018a) and Meyer (2010) respond to this based on empirical research that CLIL has no negative impact on the development of L1 students. Consequently, bilingual students may perform better or the same as non-bilingual students. Other concerns regarding content acquisition can also be negated because CLIL teaches content through a foreign language, so it is a dual-oriented education (Meyer, 2010; Intapat, 2016; Pérez Cañado, 2013).

Despite many people's view that CLIL programs are elitist and segregated, Pérez Cañado (2020a, p. 15) affirmed that "they work even in the most disenfranchised settings," so CLIL is an opportunity for foreign language development for all students, regardless of their position in society.

Another challenge we face concerns teachers, as they too can experience significant stress when they realize that they do not possess the demanded abilities and tools to deal with a diversity of classroom circumstances.

Teaching CLIL can be a problem because of the lack of skills of some teachers. This means that they are either not experienced enough in the target language, there is not enough support from the educational authorities, or there are not enough teacher training programs. This favors the failing CLIL methodology because some teachers have no other chance but to prepare their own materials, resulting in the loss of valuable time that could have been used for students in other ways, especially when there are already enough high-quality materials available.

In contrast, the CLIL approach is a great opportunity for teachers because they can work at all levels of education and continue to grow professionally by learning new skills or improving existing ones (Meyer, 2010; Maza, 2012; Pérez Cañado, 2013, 2016, 2018b; Pokrivčáková et al., 2015; Intapat, 2016; Darn, 2006).

Among other benefits, they also get the opportunity to develop creative, original, and useful materials and to become familiar with and use multiple methodologies, strategies, and techniques, such as project-based work (PBL) or assignment-based work (TBL) (Meyer, 2010; Maza, 2012; Pérez Cañado, 2013, 2016, 2018b; Pokrivčáková et al., 2015; Intapat, 2016; Darn, 2006).

A third problem, related to the previous one, concerns the preparation of teachers in regards to CLIL methodology. In relation to this, it is widely accepted that the most important requirement for teachers to participate in a bilingual program is having a noteworthy level of proficiency in the target language. In fact, overcoming this challenge is amongst the biggest obstacles for educators wishing to participate in a bilingual program (Pavón and Rubio, 2010). In addition to this, it is extremely important to have a good understanding of certain tactics, methods, and procedures for conveying instructional materials in a language other than the mother tongue.

From the students' perspective, when implementing the CLIL approach, students may feel frustrated, disoriented, or stressed as a result of learning difficult content that they must also learn in a foreign language. This is because some students have not achieved sufficient L2 proficiency, so they cannot adequately understand the content. Thus, students will not enjoy learning the content in a foreign language, which may provoke an increased affective filter, low motivation, and misperception of the content being studied.

Let us now turn to the legal framework for CLIL in Europe, in Spain and in our autonomous community.

3. LEGAL FRAMEWORK

3.1. CEFR

The Common European Framework of Reference for Languages (CEFR) was created to provide a single foundation for learning and teaching foreign languages across all of Europe (Council of Europe, 1992).

Over the years, the Council of Europe has put up a number of ideas on how to achieve this goal, but it wasn't until 1995 that CLIL began to acquire importance as a technique combining language and subject matter. From that point on this methodology started to extend to every nation, therefore the educational community is interested in learning how CLIL is doing in Europe.

To this end, the organization Eurydice prepared a study entitled "Basic Data on Language Teaching in Schools in Europe" in 2012, that gathered data on the use of this approach in various European nations' educational systems.

In first place, it is worth noting that CLIL is widely implemented in most countries, to a greater or lesser extent and with different methods of implementation. This is due to the fact that only Belgium, Luxembourg and Malta have integrated CLIL into the whole educational system, while the other countries are developing projects or specific actions. Denmark, Greece, Iceland and Turkey are the exceptions, since they do not advocate the implementation of this approach in their schools.

On the other hand, we must note the existence in some countries of different admission criteria for this methodology. According to what can be observed in the document most of them, including Spain, do not impose any requirements. To choose those pupils who match the minimum requirements, countries like Romania, Poland or Liechtenstein, however, administer examinations on language or other skills.

In general, CLIL is seen as an approach with an enormous influence and steady evolution throughout the European continent, so its integration into foreign language teaching and learning classrooms is becoming increasingly significant.

3.2. CLIL in Spain

Taking into account what has been previously explained, Spain advocates the implementation of bilingual programs in education as a policy that responds to the necessities of the globalized world in which we live nowadays.

At this point we should mention the MECD/British Council Bilingual Program: a cooperative understanding between these two institutions which was reached in order to provide an integrated Spanish-British curriculum. Although this agreement was concluded in 1996, as reported in information published by the Ministry of Education, Culture and Sports (<http://www.mecd.gob.es/portada-mecd/>), it was extended in 2013 with the involvement of 84 public schools in elementary and children's education.

Thus, the implementation of the CLIL approach in the instructional sphere becomes pertinent as bilingualism grows. Even though it has already been noted earlier that Spain has not yet fully incorporated this approach into its educational system as a whole, it can be considered that in terms of the CLIL methodology, Spain is a model to follow in promoting foreign language learning (Lasagabaster, Ruiz de Zarobe, 2010).

The objective is to slowly eliminate the country's weaknesses in the study of other languages by implementing the CLIL methodology in the educational system. Spain has one of the largest numbers of persons confessing their inability to hold a dialogue in a language (56%) or several languages (83%) other than their own, as stated in tests conducted by the European Commission in 2006 (Lasagabaster, Ruiz de Zarobe, 2010).

Regarding the legal framework, the education system in Spain is regulated by Organic Law 3/2020 of December 29, which amends Organic Law 2/2006 of May 3 on Education (LOMLOE). Based on the proposed framework, the Autonomous Communities regulate their adaptation, resulting in substantial regional variations in CLIL programs across the nation.

Considering the above, in Spain we can distinguish between monolingual and bilingual communities, by which we mean those in which Spanish coexists with another official language, as in the case of the Basque Country, Catalonia or Galicia.

For obvious reasons, they have a longer history in terms of bilingual education. Thus, the implementation of programs differs in two ways, depending on the features of the environment in which it is created.

Below is an analysis of the situation of bilingual education and the CLIL methodology in the Autonomous Community of Andalusia.

3.3. CLIL in Andalusia

The APPP (Andalusian Plan for Multilingualism), approved on March 22, 2005, introduced bilingual education and CLIL in Andalusia despite the lack of experience in this foreign language (Pérez Cañado, 2011, 2020b). Since then, however, bilingual education has steadily improved, with more and more schools contributing to it.

It is important to stress that Andalusia is the monolingual community in Spain with the largest number of bilingual educational centers, so a large number of teachers and students participate in these kinds of programs (Pérez Cañado, 2011, 2020b).

The APPP is a document that outlines a general framework for bilingualism in Andalusia in accordance with European educational initiatives in language teaching and learning. The goals described in the APPP are to ensure the multilingual and multicultural competence of students, as well as to make progress in native language competence (Law Agreement of March 22, 2005; Pérez Cañado, 2011). Two main measures were crucial for the implementation of this initiative: increasing the number of hours of foreign language instruction and introducing the teaching of linguistic subjects in 400 bilingual centers (Law of Agreement of March 22, 2005).

The APPP includes 74 general and specific actions, including changes in bilingual centers, in official language schools, for multilingualism and teachers, for multilingualism and society, for multilingualism and interculturalism, in organization and in evaluation in detail (Law Agreement of March 22, 2005).

In February 2017, the APPP was updated by PEDLA (in Spanish “Plan Estratégico de Desarrollo de las Lenguas en Andalucía”) Strategic Plan for Language Development in Andalusia, which brought new changes. Among them is the improvement of the development of communicative competence in native and foreign languages (Law Agreement of January 24, 2017; Pérez Cañado, 2020b). It aims to

strengthen the achievements of the APPP and to modify and adjust the goals proposed by the APPP to the current reality of the Andalusian people (Law of January 24, 2017). Some general goals of this initiative are to increase the level of students according to the CEFR in at least one foreign language, to develop communicative competence in Andalusian students (in L1 and FL), to improve and modernize language teaching and learning methods, and to increase the number of teachers with C1 level in FL (Law of January 24, 2017).

In addition, PEDLA has six specific goals, including at the same time action lines for each of them. Thus, the specific goals aim to consolidate the achievements of the bilingual program, improve and develop teacher training, optimize the implementation of I+D+i (Spanish acronym for “research, development and innovation”), increase students' exposure to foreign languages outside the classroom, promote intercultural education, and improve language learning outcomes and student achievement (Law of January 24, 2017; Martínez Serrano, 2017).

PEDLA also intends to guarantee equal opportunities for students regardless of their geographic or economic location, increase the number of bilingual schools, and invest in methodological and linguistic training for teachers (Legislative Agreement of January 24, 2017; Martínez Serrano, 2017; Pérez Cañado, 2020b). It also attempts to encourage participation in Erasmus+ programs and that “at least 50% of students achieve A2 in primary education, B1 in compulsory secondary education (CSE), and B2 in baccalaureate at the conclusion of each period” (Law of January 24, 2017; Pérez Cañado, 2020b).

Although much information about CLIL can be found in the APPP, PEDLA, instructions and orders, the Department of Education of Junta de Andalucía and the Spanish Ministry of Education have provided instructional booklets for teachers to get all the information about the program. As noted on the Portal of Multilingualism, the Junta de Andalucía provides us with interesting materials with different examples of learning units and communicative activities in three foreign languages (English, French and German), targeting different educational stages (pre-school education, primary education, compulsory secondary education, vocational training and art teaching). They also correspond to the different CEFR levels (A1-B1) and contain ELP assessments (including self-assessments for students).

4. DIDACTIC PROPOSAL

4.1. Legal framework and guidelines

The didactic proposal presented below has been developed based on the parameters proposed by Law 17/2007 of 10 December 2007 on education in Andalusia (BOJA 26-12-2007), Decree 181/2020 of 10 November, which amends Decree 97/2015 of 3 March, establishing the organization and curriculum of primary education in the Autonomous Community of Andalusia (BOJA 16-11-2020). In addition, due to the specificities of the proposal, we will take into account the Decree of June 28, 2011, which administrates bilingual education in the educational centers of our Community (BOJA 12-07-2011).

The aim of this didactic proposal is to reflect the CLIL methodology and the elements described in the document and to propose a model for its implementation throughout the elementary education stage. Given that new technologies will be the protagonists in each and every one of the proposed activities, special emphasis will be paid to their utilization.

Considering the aforementioned, the proposal was developed in accordance with a series of recommendations made by Coyle, Marsh, and Hood (2010), that define the planning process in CLIL:

SIX STAGES FOR REFLECTION		
	Stage 1: General overview	Identify overall goals to be achieved with the implementation of the CLIL approach in our lessons.
	Stage 2: Setting	Adapting the CLIL methodology to the environment: school, learners, neighborhood... Involving agents in the community.
	Stage 3: Unit design (4Cs Framework)	❖ Subject matter: • Thematic-Knowledge area. • Learning goals.

PLANNING		• Curriculum adaptation. ❖ Connection Content-Cognitive Skills: • Bloom's Taxonomy. ❖ Communication: Language use. • Language <i>of</i> learning. • Language <i>for</i> learning. • Language <i>through</i> learning. ❖ Culture: relation to subject matter.
	Stage 4: Preparation	Development of resources and tasks to implement the didactic proposal.
DOING	Stage 5: Observing and evaluating	Monitor the educational process and evaluate how well the practice is working.
REVIEWING	Stage 6: Reflection	Analyze the degree of achievement of the proposed objectives and the aspects to be improved in the future.

Figure 2: Six stages for reflection (Coyle, Hood & Marsh, 2010)

The choice of instructional materials is vital in any educational context, and even more so in a CLIL program. They can determine the success or failure of our pedagogical practice, reflected in the impact they have on our students. As Noonan (1992:22) said, "instructional materials are often the most significant and visible component of pedagogy. They determine the quality of the language being introduced." Mehisto (2012:15) defined them "as information and knowledge that [...] support the achievement of intended learning outcomes.

Language material must also be comprehensible. According to Krashen (1985), "comprehensible material is a prerequisite for language acquisition," and "the complexity of the material should be slightly above the students' current level of knowledge [...] but accessible."

The development or selection of these materials should be supported by pedagogical principles and teaching approaches. In doing so, I intended to follow certain criteria, such as familiarity with the language in authentic use, giving my students

opportunities to communicate and interact, engaging them affectively and cognitively through a topic of interest, or using age-appropriate levels of competence and achievement in both L1, L2, and non-language subjects.

Due to the fact that my first graders are still weak in second language, my priority is to give them as much access to the language as possible and to use "scaffolding" as one of the main procedures for making this material understandable (as well as for differentiated instruction). That way, they can begin to use it in a meaningful context.

For this very reason I am usually working with my students on their Basic Interpersonal Communication Skills of the language or BICS (Cummins 1979; 1981a; 1981b) in every situation that occurs in class. In terms of their Cognitive Academic Language Proficiency (CALP), this topic will provide them with new specific vocabulary and structures that will be useful for them in the future.

4.2. Didactic proposal

The lessons I have prepared covers the topic "Animals", in which my students will learn different parts of animals' bodies and what they eat. This topic corresponds to the Nature Sciences curriculum for first grade and this is usually one of the subjects following a bilingual model, together with Social Sciences and Physical Education. Following the "content comes first" motto of CLIL, the choice of these materials seeks to ensure that, especially those students who usually have more difficulties in understanding (either because of learning difficulties, poor work capacity or lack of attention), find the motivation to participate in them, while they are acquiring the contents and the proposed language. Moreover, I designed/chose different types of activities that can cover the multiple intelligences (Gardner, 1993) and learning styles that my students may exhibit (e.g. there are visual, auditory, memory or TPR activities).

Topic: Animals	Time: 2 hrs./sessions	Subject area: Natural Sciences.
Sessions: 2	Grade: 1st Primary Ed	Methodology: CLIL: active, TPR, ICTs
Connection with FL and other subjects: • Natural Science. • FL1: English. • Spanish Language and Literature. • Artistic Education: Music.		
LEARNING OBJECTIVES		
CONTENT		LANGUAGE
• To know the meaning and difference between viviparous and oviparous. • To know the meaning and difference between carnivore, herbivore and omnivore.		• Describe the elements and their characteristics. • Express ideas in an adequate way and respect the group's speeches. • Reflect, discuss, and reach consensus. • Develop strategies to keep the conversation going and improve teamwork.
Relationship to Culture/Community		Fostering cognition (critical thinking)
I will present these subject lines in order to connect the didactic proposal with the students' lives: -Typical animals of the area. -Visit to the nearest zoo. Use of ICT.		• Provide students with opportunities to apply what they have grasped in a variety of situations. • Encourage verbal expressions and class discussions. • Consistently learning and using new frames, vocabulary, and concepts. • Collaborative groups. • Exploratory talk. • Rethinking content.

Contribution to Key Competencies	Attention to diversity
1. Linguistic Competence. 2. Digital Competence. 3. Learning to learn. 4. Social and civic competences. 5. Cultural awareness and expressions.	Different work groups will be set up in accordance with these criteria and with the goal of encouraging assistance and commonwealth of learning, taking into account the variety of abilities and levels of the students. The level and requirements of the group participants will also be taken into consideration when adapting materials and activities.
Language of learning	
Key vocabulary: Wild/domestic/farm animals, oviparous/viviparous, herbivores/carnivores/omnivores. Beak, tail, paws, wings, scales, feathers, fins, claws...	
Language for learning	
Description of the characteristics of animals: adjectives. Comparing different features by means of comparison structures: "than". Present simple: "To be, To have". Asking-offering impressions to classmates: "What do you think about...? What animal do you like?"	
Materials and resources	
ICTs: computers, tablets, digital board. EdPuzzle, Quizlet, Kahoot, Liveworksheets Worksheets.	
Evaluation	
The evaluation of the proposal will be carried out at different times. First, I will use the results of the students in the EdPuzzle video as a sort of pre-assessment. This way I will be able to check what my students remember about this topic from previous years. During the lesson students will complete a worksheet on Liveworksheets.com as a self-evaluation, but at the same time it will serve me as an indicator of whether or not my students are getting the contents properly.	

With the final Kahoot at the end of the unit, I will be able to check the degree of achievement of the proposed objectives that the didactic unit encompasses.

Session 1

Activity 1:

Resource: <https://edpuzzle.com/media/60dc13539fb82541421d40d0>

To start with this lesson, I am going to propose to my students to watch a video in EdPuzzle (this one has not been created by me, but by Arjean Arsenal). During the video, which I will play with subtitles to make it more accessible to my students, questions will come up for them to answer. In this case and given the low level of comprehension that most students still have, we will do it in a large group by raising their hands, and I will even translate the questions and possible answers if necessary. Through this video we will review the concepts of wild, domestic or farm animals with some examples, as well as some products we obtain from the latter. We will also introduce the names of the different parts of the animals' bodies in comparison with those of the human body (which they already know, so it serves as a review). My idea at this point is to acquire a general idea of the previous knowledge that my students have about the topic, as an initial evaluation, so it is alright if they do not know the answers to these questions yet, and I will let them know about this.

Activity 2:

Resource: <https://www.youtube.com/watch?v=szEzGwsdwmg>

To continue with the introduction of this topic I have selected a video-song on Youtube (created by Elicabu Teaching-Education) in which we will continue to strengthen the vocabulary related to the different parts of the body of animals. In this way I intend to expose them to this vocabulary in a fun and entertaining way, as they will be singing and dancing in the meantime.

Activity 3:

Resource:

<https://es.liveworksheets.com/myworkbooks/preview.asp?workbookid=2326344&clave=lyd6c1jn>

The following activity is a worksheet that I found on [Liveworksheets.com](https://www.liveworksheets.com) that is very appropriate to check my students' level of acquisition of the vocabulary worked on previously. In it they will see pictures of the body parts of different animals and must choose the word that corresponds to that body part. When they complete the worksheet, they themselves will be able to see the result they have obtained and their own mistakes so they can correct and learn from them.

Session 2

Activity 1:

Resource: <https://quizlet.com/es/710174956/herbivores-carnivores-omnivores-flash-cards/>

This activity corresponds to the next part of the unit in which we will talk about animal feeding. After a brief explanation from me, my students will review the concepts of carnivore, herbivore, and omnivore on Quizlet where I have created a pack of cards with the definitions of these concepts and examples of animals belonging to each category. What I like most about this tool is that it not only has these cards for them to read and learn, but it also has other modalities that allow students to listen and write the words, quiz games or other games using the vocabulary learned. Another advantage is that this activity can be done individually, in pairs or small groups and even in large group (if we do not have computers or tablets for students in class). Another advantage is that they can continue reviewing at home at any time.

Activity 2:

Resource: <https://es.liveworksheets.com/lq1366803yv>

After reviewing and playing with the vocabulary in Quizlet, the students will have to complete a worksheet on [Liveworksheets.com](https://www.liveworksheets.com). This time they are presented with images of fifteen different animals and they simply have to drag each image and place it in the appropriate column: carnivores, herbivores or omnivores. At the end of the worksheet students will be able to check whether their answers were correct or not and where they made mistakes.

Activity 3:

Resource: <https://quickworksheets.net/ws/45fa217f>

Similar to the previous one, the following activity that I have created using Quickworksheets.net consists of a word search in which students must find the names of twelve different animals. In this way I intend to reinforce and internalize the writing of this vocabulary. Once they have found all the names, they must classify them into carnivores, herbivores and omnivores. In this case the students will complete the worksheets individually and I will collect them as part of the evaluation process to check if they have understood what has been taught or if they still need reinforcement.

Activity 4:

Resource: <https://create.kahoot.it/details/5d585574-26ab-4c8f-ba3d-1425a2d8a7b4>

To end this lesson, I have created a Kahoot quiz. Both me and my students love this tool. From their part they see it as a game that is a lot of fun and that they take very seriously because they want to get the highest score possible. For me, once finished and looking at the table of results, I can see if my students have acquired the knowledge that I set out at the beginning of the unit, where or who needs more reinforcement. It really is like giving them a test of the unit in a pleasant way without them realizing it.

5. CONCLUSIONS

The teaching and learning of other languages is currently one of the main directions in the area of education, as has been revealed in this paper and in accordance with the various factors that have been evaluated. English has become a fundamental language due to the significance of developing a shared foundation for international communication, making its inclusion in the educational process necessary. The search for an appropriate methodology for developing bilingual programs in education is still ongoing, despite the advocacy of such programs.

At this stage, it is imperative to note that CLIL has emerged as one of the best methods for accomplishing the aforementioned objective. Its features and its effective application throughout the European continent, have demonstrated its benefits and position it as a desirable option for language learning. Similarly, it has been promoted in Spain, especially in the last decades, and the outcomes seen in various Autonomous Communities demonstrate that this methodology is a strong one for personal learning thanks to the different aspects it addresses.

As far as primary education is concerned, we must emphasize the importance of what CLIL has to proffer at this level. An extensive range of abilities necessary for personal growth, including critical thinking, interactive and collaborative work, implementation of ICT in the classroom, etc., evolve alongside language and content development. In contrast to other proposed methodologies now in use, combining the different components guides educational activities towards a holistic process of teaching and learning.

Regarding Natural Science, the area on which this paper focuses, it is important to emphasize the benefits that can be derived from the application of CLIL. Because of the structure of the subject, it can be seen as an area that lends itself to re-development and adaptation to changes that are made. This refers to learning objectives, both linguistic and content, that can be set in parallel with relative ease and that can be accomplished through the development of different proposals. Similarly, collaboration and group work play an important role, and the topics being worked on are of high interest to students.

Finally, in keeping with the didactic suggestion developed, it is important to emphasize the teacher's role in planning and developing the science approach.

Although the predisposition of the field has been described, the responsibility of the teacher is fundamental to achieving the goals and effective development of the methodology.

Thus, to speak of CLIL is to describe an approach adapted to the demands of the moment and to the reality of the context, and the key to its success is the commitment of all members of the educational community.

6. REFERENCES

- Attard, S., Walter, L., Theodorou, M. y Chrysanthou, K. (2016). Guía CLIL. Clil4U
www.languages.dk Recuperado de:
<http://www.languages.dk/archive/clil4u/book/CLIL%20Book%20ES.pdf>
- Ausubel, D. (1976). Psicología Educativa, un punto de vista cognoscitivo. México:
Ed. Trillas.
- Brown, H. D. (1994). Principles of language learning and teaching (3rd ed.).
Englewood Cliffs, N.J: Prentice Hall Regents.
- Casal, S. (2016). Cooperative Assessment for Learning in CLIL Contexts. Estudios
Sobre Educación, 31, 139-157. Recuperado de
<https://dadun.unav.edu/bitstream/10171/41893/1/08.pdf>
- Coll, C. (1988). Significado y sentido en el aprendizaje escolar. Reflexiones en torno
al concepto de aprendizaje significativo. Infancia y Aprendizaje, 41, 131-142.
- Council of Europe (1992), Transparency and coherence in language learning in
Europe: objectives, evaluation, certification, (informe editado por B. North
basado en el simposio celebrado en Rüschlikon en 1991), Estrasburgo,
Consejo de Europa. Recuperado de:
https://www.coe.int/t/dg4/linguistic/Ruschlikon1991_en.pdf
- Council of Europe (2001). Common European Framework of Reference for
Languages: Learning, teaching, assessment. Cambridge: Cambridge
University Press.
- Coyle, D. (2006). Content and Language Integrated Learning. Motivating Learners
and Teachers. Recuperado de
<https://blocs.xtec.cat/clilpractiques1/files/2008/11/slrcogle.pdf>
- Coyle, D., Marsh, D., & Hood, P. (2010). CLIL: Content and language integrated
learning (1º ed.). Madrid: Cambridge University Press.

- Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism* 19: 121-129.
- Cummins, J. (1981a). The role of primary language development in promoting educational success for language minority students. In *Schooling and Language Minority Students: A Theoretical Framework*. California State Department of Education (ed.). Los Angeles: Evaluation, Dissemination and Assessment Center California State University.
- Cummins, J. (1981b). Age on arrival and immigrant second language learning in Canada: A reassessment. *Applied Linguistics* 1: 132-149.
- Darn, S. (2006). Content and Language Integrated Learning. British Council Teaching English. Retrieved from <https://www.teachingenglish.org.uk/article/content-language-integrated-learning>
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.
- Genesee, F., Lambert, W. E., & Holobow, N. E. (1986). Adquisición de la segunda lengua mediante inmersión: el enfoque canadiense. *Infancia y Aprendizaje: Journal for the Study of Education and Development*, 33, 27-36. Recuperado de: <https://dialnet.unirioja.es/descarga/articulo/2926352.pdf>
- Hellekjaer, G. O. and Wilkinson, R. (2009). CLIL in higher education, *EuroCLIL, Bulletin* 7. Recuperado de: <http://www.euroclil.net/index.php?inhoud=inhoud/bulletins/bulletin7/8.htm>
- Hofmannová, M., Novotná, J., y Pípalová, R. (2008). Assessment Approches to Teaching Mathematics in English as a Foreign Language (Czech Experience). *International CLIL Research Journal*, 1 (1), 20-34.
- Intapat, C. (2016). Using Content and Language Integrated Learning (CLIL) in Teaching How to Cook in English. *FEU Academic Review*, 10(4), 7-17.
- Jefatura del Estado (2013). Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE) (Texto consolidado, 23-03-2018).

- Jefatura del Estado (2020). Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE).
- Jefatura del Estado (2014). Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de Educación Primaria.
- Junta de Andalucía (2005). Acuerdo de 22 de marzo de 2005, del Consejo de Gobierno, por el que se aprueba el Plan de Fomento del Plurilingüismo en Andalucía. Boletín Oficial de la Junta de Andalucía. Sevilla, 5 de abril de 2005, núm. 65, pp. 8-39.
- Junta de Andalucía (2007). Ley 17/2007, de 10 de diciembre, de Educación de Andalucía. Boletín Oficial de la Junta de Andalucía, 26-12-2007.
- Junta de Andalucía (2011). Orden de 28 de junio de 2011, por la que se regula la enseñanza bilingüe en los centros docentes de la Comunidad Autónoma de Andalucía. Boletín Oficial de la Junta de Andalucía, 12-07-2011.
- Junta de Andalucía (2017). Acuerdo de 24 de enero de 2017, del Consejo de Gobierno, por el que se aprueba el Plan Estratégico de Desarrollo de las Lenguas en Andalucía Horizonte 2020. Boletín Oficial de la Junta de Andalucía. Sevilla, 6 de febrero de 2017, núm. 24, pp. 10-57.
- Junta de Andalucía (2020). Decreto 181/2020, de 10 de noviembre, por el que se modifica el Decreto 97/2015, de 3 de marzo, por el que se establece la ordenación y el currículo de la Educación Primaria en la Comunidad Autónoma de Andalucía. Boletín Oficial de la Junta de Andalucía, 13-03-2015.
- Krashen, S. 1985. *The Input Hypothesis: Issues and Implications*. New York: Longman.
- Krathwohl, D. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*, 41(4), 212-218. Recuperado de: <http://www.jstor.org/stable/1477405>
- Lasagabaster, D., & Ruiz de Zarobe, Y. (2010). *CLIL in Spain: Implementation, Results and Teacher Training*. Newcastle upon Tyne (UK): Cambridge Scholars.

- Lasagabaster, D., & Sierra, J. M. (2010). Immersion and CLIL in English: more differences than similarities. *ELT Journal*, 64, 367. DOI: 10.1093/elt/ccp082
- Marsh, D. (2006). English as a medium of instruction in the new global linguistic order: Global characteristics, Local Consequences. *METSMAc*, 29-38. Recuperado de: https://www.researchgate.net/profile/Sean_Stewart2/publication/261000648_Proceedings_of_the_Second_Annual_Conference_for_Middle_East_Teachers_of_Science_Mathematics_and_Computing/links/00463532ff0931d2a4000000.pdf#page=37
- Marsh, D. & Langé, G. (2000). Using languages to learn and learning to use languages. *TIE-CLIL*. Recuperado de: <http://www.tieclil.org/html/products/pdf/%201%20UK.pdf>
- Marsh, D., & Frigols, M.J. (2007). CLIL as a Catalyst for Change in Languages Education. *Babylonia*, 3(07), 33-37. Recuperado de: http://babylonia.ch/fileadmin/user_upload/documents/2007-3/marsh_frigols.pdf
- Marsh, D., Mehisto, P., Wolff, D., & Frigols Martin, M. J. (2010). European Framework for CLIL Teacher Education: A framework for the professional development of CLIL teachers. Recuperado de: http://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/european_framework_for_clil_teacher_education.pdf
- Martínez Adrián, M. (2011). An overview of Content and Language Integrated Learning: origins, features and research outcomes. *Huarte de San Juan. Filología y Didáctica de la Lengua*. Pamplona: Universidad Pública de Navarra, 11, 93-101.
- Martínez Serrano, L. M. (2017). In-Service Teacher Professional Development and Bilingual Education: Towards a Comprehensive Teacher Training Curriculum. In M. E. Gómez-Parra & R. Johnstone (Eds.), *Bilingual Education: Educational Trends and Key Concepts* (pp. 197-208). Madrid: Ministerio de Educación, Cultura y Deporte.
- Maza, M. A. (2012). Content and Language Integrated Learning. *Tlatemoani: Revista académica de investigación*, 9, 1-12.

- McKenzie, J. (2000). *Beyond Technology: Questioning, Research and the Information Literate School*. Bellingham, WA. Recuperado de ERIC. (ED450686)
- Mehisto, P. (2012). *Criteria for Producing CLIL Learning Material*. Encuentro.
- Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and language integrated learning and multilingual education*. Oxford: Macmillan Education.
- Mercer, N. (2000). *The guided construction of knowledge: talks amongst teachers and learners*. Clevedon: Multilingual Matters.
- Meyer, O. (2010). *Towards quality CLIL: successful planning and teaching strategies*. Pulso, 33, 11-29. Recuperado de: http://dspace.uah.es/dspace/bitstream/handle/10017/7204/Towards_Meyer_PULSO_2010.pdf?sequence=1&isAllowed=y
- Moate, J. (2010). *The integrated nature of CLIL: A sociocultural perspective*. *International CLIL Research Journal*, 1(3), 38-45. Recuperado de: http://www.unifg.it/sites/default/files/allegatiparagrafo/21-01-2014/moate_the_integrated_nature_of_clil.pdf
- Muñoz, C. (2007). *CLIL: Some thoughts on its psycholinguistic principles*. *Revista española de lingüística aplicada*, (1), 17-26. Recuperado de: <https://dialnet.unirioja.es/descarga/articulo/2575488.pdf>
- Pavón, V. and Rubio, F. (2010). *Teacher's concerns and uncertainties about the introduction of CLIL programs*, *Porta Linguarum* 14, 45-48.
- Pérez Cañado, M. L. (2011). *The effects of CLIL within the APPE: Lessons learned and ways forward*. In R. Crespo & M. García de Sola (Eds.), *ESP teaching and methodology: English studies in honor of Ángeles Linde López* (pp. 389–406). Granada: Uni-versidad de Granada.
- Pérez Cañado, M. L. (2012). *CLIL research in Europe: past, present, and future*. *International Journal of Bilingual Education and Bilingualism*, 15(3), 315-341.

- Pérez Cañado, M. L. (2013). Introduction to the Special Issue: Content and language integrated learning (CLIL) and the teaching of languages for specific purposes. *Revista de Lenguas para Fines Específicos*, 19, 12-27.
- Pérez Cañado, M. L. (2016). Unit 1: What is CLIL? Bilingualism and CLIL [Master course]. Jaén: University of Jaén.
- Pérez Cañado, M. L. (2018a). The effects of CLIL on L1 and content learning: Updated empirical evidence from monolingual contexts. *Learning and Instruction*, 57, 18-33.
- Pérez Cañado, M. L. (2018b). CLIL and pedagogical innovation: Fact or fiction? *International Journal of Applied Linguistics*, 28(3), 369-390.
- Pérez Cañado, M. L. (2020a). CLIL and elitism: myth or reality? *The Language Learning Journal*, 48(1), 4-17.
- Pérez Cañado, M. L. (2020b). Unit 3: How is CLIL being practically implemented? Bilingualism and CLIL [Master course]. Jaén: University of Jaén.
- Pokrivčáková, S., Babocká, M., Bereczky, K., Bodorík, M., Bozdoğan, D., Dombeva, L., ... Zavalari, K. (2015). CLIL in Foreign Language Education: E-textbook for foreign language teachers. Nitra: Constantine the Philosopher University.
- Pujolàs, M (2009). Aprendizaje Cooperativo y Educación Inclusiva: Una forma práctica de aprender juntos alumnos diferentes. VI Jornadas de Cooperación Educativa con Iberoamérica sobre Educación Especial e Inclusión Educativa. Recuperado de: <http://www.mecd.gob.es/>
- Šulistová, J. (2013). The Content and Language Integrated Learning Approach in Use. *Acta Educationis Generalis*, 3(2), 47-54.
- Wolff, D. (2012). The European framework for CLIL teacher education. *Synergies Italie*, 8, 105-116. Recuperado de: http://www.gerflint.fr/Base/Italie8/dieter_wolff.pdf
- Zabala, A. y Arnau, L. (2007). La enseñanza de las competencias. *Aula de innovación educativa*, 161, 40-46.

7. ANNEXES

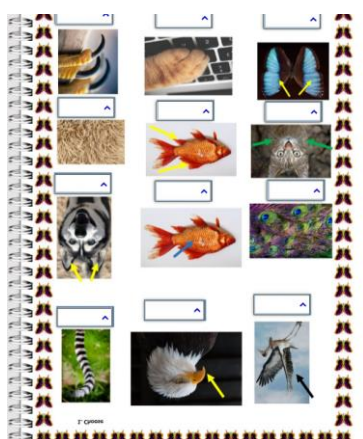
EdPuzzle video-quiz



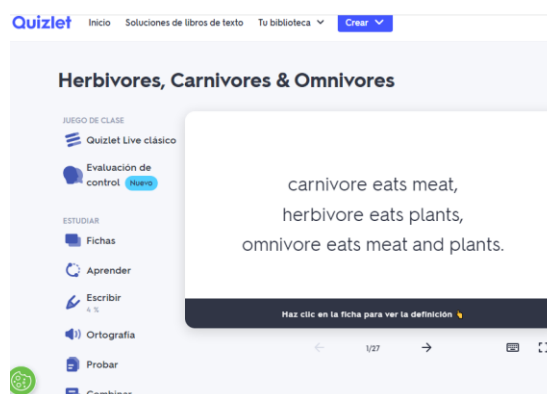
Youtube video



Liveworksheet (choose the word)

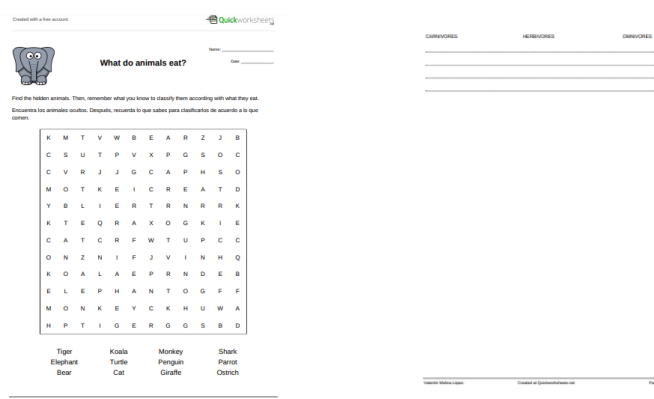


Quizlet



Liveworksheet (drag and drop)

Quickworksheet



Kahoot

