

Master's Dissertation/
Trabajo Fin de Máster

“OUR HUMAN BODY”

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Abstract:

Nowadays, the requirement of a bilingual education is a shared imperative. Our society is evolving rapidly and with it the media of communication and information. These changes require innovation in educational programs with the aim of fostering competencies in line with globalizing trends, among which intercultural communication stands out, and constitutes the basis of bilingual education. CLIL (Content and Language Integrated Learning), is a revolutionary approach that provides a different perspective through a dual purpose, teaching languages and curricular content, synchronously. The aim of this Master Dissertation is to present the main characteristics of the CLIL approach, and to provide examples of activities and CLIL resources, aimed at a second year of primary education whose topic is the human body.

Key words: Primary Education, bilingual education, CLIL approach, human body.

Resumen:

Hoy en día, el requisito de una educación bilingüe es un imperativo compartido. Nuestra sociedad evoluciona vertiginosamente y con ella los medios de comunicación e información. Estos cambios exigen innovación en los programas educativos con el objetivo de que se fomenten competencias acordes a las tendencias globalizadoras, entre las que se destaca la comunicación intercultural, que constituye la base de la educación bilingüe. CLIL (Content and Language Integrated Learning), es un enfoque pedagógico novedoso y revolucionario que brinda una perspectiva diferente a través de un doble propósito, el de enseñar lenguas y contenidos curriculares, y hacerlo de forma sincrónica. El presente trabajo de fin de máster tiene como propósito exponer las características primordiales de la metodología CLIL, y aportar ejemplos de actividades y recursos CLIL de diseño propio, dirigido a un curso de segundo de educación primaria cuyo tópico es el cuerpo humano

Palabras clave: Educación primaria, educación bilingüe, enfoque CLIL, cuerpo humano.

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1. JUSTIFICATION: INTRODUCTION

Nowadays, the command of second languages is a necessity, as allows people to take an active part not just in European society, but in venues around the world. Because of this, the teaching of second languages from infancy is presented as an essential requirement in many countries. Likewise, multilingualism is part of cultural diversity (Council of the European Union, 2008). Consequently, Content and Language Integrated Learning, (hereinafter CLIL) can be seen as an alternative to achieve this objective. Although, it is necessary to emphasize that any proposal designed following this approach must be realistic so that they can be implemented in a classroom.

This work is organized into two large blocks. On the one hand, the theoretical framework on CLIL approach will be addressed. A brief introduction on the history and background of CLIL history will be presented to give context to the origin of this approach. Its implementation and principles, driving forces and its importance in contemporary education will also be highlighted. In turn, the reasons for implementing cooperative learning will be addressed together with the seven keys for success in cooperative learning, and the methodologies of cooperative learning projects (PBL) and specifically phenomenon-based learning will be addressed more generally. Finally, this will be framed within the legal framework.

the didactic proposal of this work is aimed at students enrolled in the second year of Primary Education and is focused in the area of Natural Sciences, “The parts of the body” that uses English as the vehicular language. After a brief justification, the school and profile of students involved is contextualized, enabling the reader to know the type of students to whom the proposal is directed, as well as the type of educational center, the curricular and linguistic contents that are going to be addressed. Both the timing and a detailed description of the development of the different activities, structured by sessions, have been prepared. Once the activities have been detailed, the types of assessments are demonstrated, as these takes on a certain importance in the CLIL approach. Likewise, a section of the document is devoted to transversal elements, that is, aspects of other areas that are highlighted in this didactic proposal.

2. THEORETICAL BACKGROUND

2.1. CLIL history – background

The term CLIL was introduced in Europe in 1994. However, this type of practice began to be promoted 5000 years ago in countries such as Iraq. The inhabitants of the Archaic Empire, who had conquered the southern part of ancient Mesopotamia, wanted to learn the language that was spoken in this region by learning it through religious or animal-related themes. Another example that shows that the principles of this approach have been applied for hundreds of years is the use of Latin to teach medicine, philosophy or law content in universities.

Starting in 1970, bilingual education was gaining relevance and many children could already take part in these programs. Today, in Europe, many young people participate in this type of approach, in addition, the possibility of both physical and virtual mobility is increasing, which allows them to be more competent in a second language. Currently, we live in an integrated world and the CLIL approach is successful because it seeks to integrate the content with a foreign language (Mehisto, Marsh and Frigols, 2008).

The objective of this approach is not only to improve the language, but also to advance the content of other subjects (Gallardo and Lacabex, 2013).

The CLIL approach is increasingly present due to a series of factors (Madrid Manrique and Madrid Fernández, 2014).

- Historically, students reached a low level in foreign linguistic competences because language was taught taking into account only linguistic aspects.
- There was no little correlation with the language teaching and subjects.
- It has become vital to promote bilingualism and multilingualism in language lessons in order to achieve recommendations set by the European Union.
- Natural learning contexts are necessary when acquiring second languages.

Likewise, the increasingly evident inclination to include this approach in the teaching-learning process may be due to the importance of responding to the demands of society (Coyle, Hood and Marsh, 2010). Therefore, this approach is carried out in various contexts at the European level, although the approach varies depending on the country in which it is applied (Ioannou-Georgiou and Paclou, 2011).

The Ministries of Education in Europe persevere in the introduction of the CLIL approach in educational centers so that learning through the foreign language is

strengthened. However, for this approach to be taught effectively, teachers must have a good command not only of the CLIL approach, but also of the second language and the content (Hillyard, 2011).

2.2. What is CLIL?

CLIL is considered a flexible and dynamic approach through which students learn content that is taught in a foreign language. This approach is defined as a dual approach since during the teaching-learning process, the focus is on both the content and the second language (Coyle, Hood and Marsh, 2010). This approach means that learning contexts are enriching. Likewise, the second language emerges naturally (Casal, 2016) and can be applied from the first years of primary education to adulthood, since it is a broad concept that allows this approach to be carried out from different approaches (Coyle, 2006).

It has been observed that students who are part of CLIL programs are more motivated than those who take more traditional language classes. For this reason, it can be affirmed that CLIL experiences, where the content and foreign language are presented synchronously, motivate students more (Pladevall-Ballester, 2018).

The main objective of the CLIL approach is to provide students with learning experiences in which the second language is put into context. In Spain the obligation of teaching in a second language (usually English) is normally pinpointed in areas such as physical education, music, art and natural science. In these classes, all contents are part of the CLIL approach. Generally, English is the language used to deliver the content. However, there are educational centers that use French to teach the content (Gómez, 2017) or a variety of other languages. In any case, regardless of the subject or the language, the main goal is to establish a relationship between the content, the foreign language and the learning context (Figure 1).



Figure 1. CLIL objectives. Source: Mehisto, Marsh and Frigols (2008).

Although CLIL approach can be applied from different approaches, there are four elements that are present in each of the variations of this approach. These four elements are fundamental in any CLIL program and are called the Coyle 4Cs model (Madrid Manrique and Madrid Fernández, 2014). This model suggests that in order to make CLIL experiences effective, an understanding of knowledge must be produced, associated with the learning process, as well as developing skills in the foreign language that will involve promoting cultural awareness (Coyle, 1999)

- Content: the achievement of knowledge and skills is sought (Coyle, Hood and Marsh, 2010), these contents being familiar to students and having a correlation with what happens both inside and outside the educational environment. The content is integrated, combining aspects of the different subjects (Mehisto, Marsh and Frigols, 2008)
- Communication: the foreign language is used both for teaching-learning content and for becoming more and more competent in that language. The L2 is very important in CLIL sessions since it is the means through which communication occurs between the different educational agents (Coyle, Hood and Marsh, 2010)
- Cognition: students will create their own learning while reflecting on this process. This should become a challenge for the students (Coyle, Hood and Marsh, 2010). In addition, students will have to analyze the achievements they achieve in the teaching-learning process (Mehisto, Marsh and Frigols, 2008)
- Culture: studying different contents using the foreign language as a vehicular language makes its cultural traits present in CLIL experiences (Coyle, Hood and Marsh, 2010). In addition, the CLIL approach takes into account the diversity of the students and they are included in this process (Ioannou-Georgiou and Pavlov, 2011)
- Community: David Marsh added a 5th C to the model in later years. Since one of the principle goals of the CLIL approach is to create more globally conscious and integrated students, the 5th C reminds teachers to include real events from the students life in their lessons, and to help students to connect to the local, national and international communities and events around them.

These elements need to be included in CLIL practices for lessons to truly be of quality. To do this, however, the commitment and collaboration is needed from and amongst the administration, teachers, families and students.

To sum up, CLIL is a flexible approach that tries to respond to educational needs (Ioannou-Georgiou and Pavlou, 2011). It is relevant to note that this approach is associated with positive results in the foreign language, and, in addition, the students show significant differences with respect to their classmates who receive teacher-centred language classes in grammar, vocabulary and fluency (Gallardo and Lacabez, 2013).

2.3. Methodological principles of CLIL

In order to meet the cognitive and linguistic demand that the CLIL approach implies, some methodological principles are required that must be present in all teaching programming. These principles should serve as references for the development of CLIL teaching and learning strategies, designed by each teacher and for each context.

The methodological principles that have been considered essential to carry out quality CLIL programming are described below.

- The didactic programming model must include the four basic elements defined by Coyle (1999): content, knowledge, communication and culture since the anticipated reflection of these four basic elements of the teaching-learning process enables the teacher to create strategies, resources, activities, ... necessary for efficient content learning and balanced development of language, learning strategies and intercultural competence of students.
- Language must be approached from two different areas: on the one hand, the content and cognitive processes and, on the other hand, the interaction and communicative use of language (CALPS and BICS) (Cummins, 1999).
- The content decrees the linguistic demands that the teacher has to analyze and support based on the level of linguistic competence of the students. In this context, language teaching must respect the balanced development of the four basic language skills (reading, writing, speaking and listening). The CEFR is considered an essential tool to decree levels and configure language assessment strategies adapted to them (Council of Europe, 2001)

- The study of linguistic demands must support the development of strategies to support interaction, adapted to the level of linguistic competence of the students (Coyle, 1999; 2007; Coyle et al., 2010). This study allows the development of strategies, which are called scaffolding.
- The attention to diversity. In this work, Bloom's taxonomy (1956) is a very useful tool since this tool allows to go from the activity presented to one of a lower or higher cognitive order according to the needs of the student (Custodio Espinar, 2013)
- The development of activities following the following basic principles (Pérez Torres, 2015)
 - Activities must be open and flexible
 - The activities must be interrelated with the curricular objectives
 - The activities must start from an approach to the content and the meaning
 - Activities must evaluate both processes and results
 - The activities must connect with the students' own interests
 - The activities must be oriented towards the completion of tasks and final products
 - Activities focused on the approximation of oral and written texts must always start from some specific aspect of the text
- CLIL activities must be designed under an open, eclectic and integrating vision of the different L2 teaching-learning models developed to date.
- The different methodological strategies that are consistent with the theoretical models on linguistic development and L2 learning that underlie CLIL must be included:
 - Interactive teaching-learning strategies
 - Student-centered teaching-learning strategies, learning by doing.
 - Teaching-learning strategies that favor autonomous learning
 - Teaching-learning strategies that favor the development of key competences
 - Flexible teaching-learning strategies, adapted to the needs and levels of the students.

- TIC can contribute to the development of activities and tasks that promote the integration of Coyle's 4cs (1999)
- The classroom must be organized in a way that manifests a positive affective environment, through the use of visual resources, the organization of furniture or any other element that promotes interaction, motivation and trust and reduces anxiety and the affective filter threshold of the student body (Krashen, 1985)
- The organization of the schedule must respect the following principles (Custodio Espinar, 2014)
 - Intensity: that the number of hours in which students study under the CLIL approach is not less than 30% of the total
 - Reiteration: that the number of hours in which students receive the areas taught in a foreign language is balanced throughout the five days of the week
 - One-face-one-language
- The assessment must focus on the progress achieved both in the language area and in the content area. For this, different assessment strategies have to be combined: individual and group, oral and written, co-assessment and self-assessment. Formative assessment strategies must also be included, to optimize the processes and, summatively, at the end, to measure the quality of the learning that these processes have promoted in the students.

2.4. CLIL driving forces

Nowadays, today's society is increasingly realizing the importance of learning a variety of languages and this is due to globalization and the forces of economic and social convergence. The driving forces for language learning differ by country and region, and the stage at which that language is learned, as well as in what way. However, the driving forces, despite differing in certain aspects, share the goal of achieving the best possible results in the shortest period of time.

Likewise, there are two main reasons that maintain interest in CLIL within a country or region, these are reactive responses and proactive responses to challenging or problematic situations, understanding the former as how to respond to situations and the latter as how to create situations.

2.5. Importance of CLIL in Contemporary Education

Nowadays, educational practice has to adapt to the demands of the environment in which we live, and this is possible through the CLIL approach since it is more effective learning both languages, content synchronously. It is also more effective to present students with learning methods as this increases performance and are essential in helping them to develop 21st century skills.

2.6. Advantages of CLIL

According to Fernández Agüero, (2009) the defenders of the CLIL approach consider this a more efficient approach than teacher-centred language teaching and which, in turn, has multiple advantages, including:

- The material is structured by themes, which implies greater ease when it comes to remembering and learning
- Information is presented in a coherent and meaningful way, which contributes to deeper processing.
- Motivation in students is intrinsic, which favors the processing of complicated materials, as well as remembering information and preparing it
- Mastery of a topic is achieved when students reinvest their knowledge in progressively more complex tasks (Stoller, 2002, p.108)

In addition, this approach has certain benefits, including:

- The construction of multicultural knowledge
- The development of intercultural communication skills
- Increase in oral and written communication in another language
- Increase in student motivation
- Greater contact with the language being learned
- Learning the language in a meaningful context
- Spontaneity in the use of the language
- The development of thought and concentration

Likewise, authors such as Coyle, Hood and Marsh (2010), affirm that CLIL approach not only promotes linguistic competence, but also stimulates cognitive flexibility.

2.7. Assessment in CLIL

The assessment proposals in CLIL approach are aimed at measuring and quantifying the level of learning progression, both the curricular contents and the L2. Therefore, it could be said that a CLIL assessment includes: 1. Continuous: since it encompasses the set of activities of the teaching-learning process. 2. Summative: since it quantifies the degree of success of the apprentice in the execution of the partial and final tasks. 3: feedback: since teachers and students give each other feedback through knowledge of the successes and errors detected (known as "teacher's feedback"). 4. Formative: since it helps to improve the achievement of the learning objectives. It promotes reflection for the improvement of both the teacher and the student. 5. By rubrics: since it uses rubrics as a measurement instrument that has established criteria and performance standards by levels and scales. These characteristics outline an evaluative pattern as a set of actions whose object is the self-regulation of learning by the student, while measuring their ability to carry out realistic and relevant tasks (Monereo, 2003)

2.8. CLIL and cooperative learning

One of the key factors influencing students' ability to learn through CLIL is the ability to enjoy the highest level of interaction possible. One of the ways of organizing student interaction in the classroom is cooperative learning, some of its main characteristics are, according to Johnson & Johnson (1994):

- Positive interdependence: term used to refer to the double responsibility faced by the components of a cooperative group: carry out the assigned task and make sure that everyone in the group does it. In this type of learning each member performs an essential contribution where everyone's effort is essential.
- Individual personal responsibility: term used to refer to the responsibility that each one has for their work, where the contributions of each one are relevant to achieve the final objective
- Face-to-face interactions of mutual support: term used to refer to the interactions of students when consulting, exchanging materials and information, sharing resources, ... where they support each other in order to complete tasks and produce assigned work to achieve the planned objectives in a climate of responsibility, interest, respect and trust.

- Interpersonal skills and social skills: term used to refer to the need for students to know and trust other people, so that they communicate correctly and without ambiguity, accepting the help of others and offering their own when necessary. They should also be able to resolve conflicts constructively.
- Frequent self-assessment of group work: a term used to refer to the reflection of the students so that they assess group collaboration and / or participation with the class as a whole, including how they have felt doing the work and which contributions were useful and which ones not; the behaviors that should be reinforced and those that could be abandoned, ...

In order to develop group work strategies in the classroom, it is important to maintain a flexible schedule and involve students in the design of the project or task whenever possible. It is vital to prepare students by giving them the opportunity to think about the project in advance, use negotiation strategies and understand and co-create the objectives set, to help them understand the rationale for this type of work. This will help promote the development of metacognitive skills that are essential in CLIL.

In addition, moments should be provided for comments, recaps or assessment of what has been learned so far. It is recommended to let students initially make their own decisions as this can strengthen the development of their time management skills and the competence of learning to learn.

From the point of view of the participation of group members, roles in cooperative learning are previously determined and well defined.

From the point of view of assessment, this must be both group and individual and must include both formative and summative evaluation tools.

Finally, reflection strategies must be sought for both the process and the final product. This process of reflection and self-evaluation also contributes to the competence of learning to learn and the development of metacognitive skills. This way of working favors a flexible and relaxed context, more prone to creative thinking, all of which is necessary for an effective development of the CLIL approach.

2.9. Reasons to implement cooperative learning

Cooperative learning is arguably the best documented educational paradigm and the one that has been researched to the greatest extent. Some of the virtues of this type of learning are that it:

- promotes active involvement of the student in the learning process
- facilitates the development of the ability to write clearly
- capitalizes on the ability of groups to increase the level of learning through peer interaction
- allows to develop leadership skill
- facilitates the development of oral communication skills
- reduces dropout rates
- allows the preparation of students as citizens
- increases student satisfaction with the learning experience and promotes more positive attitudes towards study material
- allows to achieve the objectives of liberal education and general education
- prepares students for today's world of work
- allows to accommodate the different learning styles of today's students
- promotes independent and self-directed learning
- promotes the development of the ability to reason critically
- facilitates higher academic performance

2.10. Seven keys for success in cooperative learning

Kagan's (2009) cooperative learning model seeks to ensure that all students are involved in the task and teaching becomes easier and more fun. In this way, according to Kagan, there are seven keys for success:

- Structure: which implies organizing cooperative work in an organized way through structures that allow complex curricular topics to be worked on in a generic way, with dynamics that adapt to any content.
- Teams: which implies that the conformation of the groups, taking into account the intellectual level of the students, as well as their social level and gender, is an important factor to take into account when learning any subject. (For this reason, the groups will be made up between two to three students (three being ideal number of students per group), of different genders and

personal preferences and affinities. Whenever possible the groups need to represent the diversity of the class).

- Management: which implies the use of energies that optimize teamwork, such as 1. Time management: where students are given a specific time; 2. The management of questions: where few questions are asked while the teacher explains, for this they can write down and reserve doubts or try to be resolved in a group; 3. The management of silence: where absolute silence is kept when so indicated; 4. Managing the rhythm of the explanations: where the students let the teacher know that they are going too fast without interrupting the class; 5. Management of the level of explanations.
- Class building: which implies that, in class, with individuals from different origins and experiences, an affective community of active learning is formed where the activities that are promoted involve getting up, moving around and working with everyone
- Team building: which implies that the students become a cooperative team that supports each other on the condition that this is something fun, that it does not involve academic content, that it becomes a successful activity and that it is carried out twice a week.
- Social skills: what teamwork implies, problem solving, communication (listening to others, expressing and defending an idea, ...) or knowing how to apologize, among others
- Basic principles or PIES: according to Kagan, by answering these key questions, it is known whether the students cooperate or not
 - If one "wins", does the other "win" too?: positive interdependence.
 - Is individual work required to carry out the group task?: individual responsibility.
 - Is there equal participation?: simultaneous interaction.
 - What percentage of students is active at the same time?: equal participation

It is necessary to ask these four questions to know if what is being applied in the classroom is cooperative learning or not.

2.11. Cooperative learning: projects

Cooperative project-based learning finds its methodological foundation in problem-based learning or PBL. The learning acquired jointly transcends individual and rote learning and facilitate the development of competencies for collaboration and coordination of work teams. However, as in any methodological principle this implies the improvement of education, and requires adequate organization and methodology for its planning in the classrooms.

PBL achieves that the work carried out in the group is directed towards reaching a common goal for all the members that make up the team. In fact, this approach is described as a systematic strategy where students plan, manage and evaluate solutions to problems.

PBL makes the student become the center of the educational process, since it provides an active role in the teaching-learning process and full capacity for participation in decision-making on the way forward in achieving knowledge. The development of this approach involves posing a problem related to what is to be taught, and through cooperative groups the work is distributed to answer the proposed question.

The work must be autonomous, under the supervision of the teacher, who performs a guiding role throughout the process. The students have to find the methods and sources through which to obtain answers to the proposed problems. This requires them to develop organizational and coordination skills, in order to provide an effective and adequate response to the demands of the activity. Cooperative work for the development of projects implies that students help each other, share ideas and develop their skills from a joint point of view, learning from each other. Finally, they must assess the project carried out and determine the level of learning they've acquired.

Consequently, the learning process is an action linked to a social factor. That, in addition, is part of a community. Therefore, students cannot be considered as isolated subjects, but as entities that constantly interact within a learning group. Thus, the need to educate cooperatively becomes evident.

2.12. Phenomenon-based learning

Phenomenon Based Learning (PhenoBL) is a system implemented in 2016 in Finland, although it is believed that it began earlier in schools such as the Jesuitas. Through this system, traditional subjects were eliminated and the curriculum was taught

entirely and exclusively through projects. This modifies the planning of the acquisition of knowledge, as well as the competences and abilities, fostering an active position of the students in front of their own learning.

An integral project like PhenoBL must be a global commitment of the education system or, at least, of the school in which it is adopted, since it also permits interdisciplinary work between students of different ages.

Work through phenomena or projects is a clear educational opportunity insofar as it involves working from reality-based events, placing students at the center of the teaching-learning methodology, learning through practice and intermingling concepts from different subjects without watertight compartments, but always with real-life perspective and events as the core.

In this way, students become planners, explorers, researchers, executors and evaluators of the entire process; and work collaboratively with all the educational agents.

Perhaps one of the greatest advantages of this type of teaching is that meaningful learning methods are used, which makes it possible to take advantage of the students' previous knowledge to build on new ones.

3. LEGAL FRAMEWORK

This programming, like bilingual teaching in the educational centers of the Autonomous Community of Andalusia, is governed in accordance with extensive regulations, of which the following stand out:

- COMUNICACIÓN of 22 September 2020 from the General Directorate of Educational Planning and Assessment, on the execution of the Conversation Assistants Program during the 2020-2021 academic year.
- INSTRUCCIÓN 15/2020, of July 6, from the Directorate General for Educational Planning and Assessment, on conversation aids for the 2020/2021 school year.
- INSTRUCCIÓN 7/2020 of June 8, from the General Directorate of Educational Planning and Assessment, on the organization and operation of bilingual education in Andalusian educational centers for the 2020/2021 academic year.

- ACUERDO of 24 January 2017, of the Governing Council, by which the Strategic Plan for the Development of Languages in Andalusia Horizon 2020 is approved (BOJA 06-02-2017).
- ORDEN of 28 June 2011, which regulates bilingual education in educational centers of the Autonomous Community of Andalusia (Consolidated text, 2016).
- ORDEN of 1 August 2016, which modifies the Order of June 28, 2011, which regulates bilingual education in the educational centers of the Autonomous Community of Andalusia (BOJA 08-05-2016).
- ORDEN of 28 June 2011, which regulates bilingual education in educational centers of the Autonomous Community of Andalusia (BOJA 07-12-2011).

4. DIDACTIC UNIT

4.1. Justification

According to Alcalá and Lirola (2012, p. 143) “Spain has one of the lowest rates in Europe in the number of English speakers who can carry on a daily conversation”. Despite the fact that the study of English is compulsory from Pre-school, the teacher-centred way of teaching the language does not seem to obtain good results.

Therefore, a more effective method is using the CLIL approach. Through this perspective students spend more time exposed to L2, as it the channel through which they will acquire content and not the sole object of study.

As presented in the theoretical framework, this approach is flexible and allows different types of grouping of students. Therefore, the organization of the students will vary depending on the activity carried out.

Likewise, throughout the activities, the diversity of skills regarding language and the content will be addressed,

To sum up, English has become an essential language in the global environment, generating the need to introduce an approach that favors the acquisition of this language in educational centers. CLIL is the method that can give students more opportunities to become proficient in this second language.

4.2. Contextualization

This didactic proposal is designed to be carried out in a public center. It has been designed for students in the second year of primary education, specifically students aged 6 to 7 years old. Hypothetically, the group-class will be made up of a total of 20 students who will have been educated in the CLIL approach from Early Childhood Education, so they already have a basis when learning content in another language. Consequently, an attempt will be made to present explanations in English, using Spanish only in those cases in which the teacher considers that the content has a certain degree of difficulty to do so in L2.

The content of this proposal is collected in the area of natural sciences. Specifically, the subject of "the parts of the body" which is reflected in the Official Gazette of the Junta de Andalucía (BOJA) and, more specifically, in the first cycle of this stage, the curricular development of the science area nature comprises the following aspects: **the assessment criterion** CE1.2. "Identify and locate the main parts of the body, establishing a relationship with the vital functions in which they are involved, to promote basic healthy habits, giving examples associated with hygiene, a balanced diet, physical exercise and rest as ways to maintain the health, well-being and proper functioning of the body" (p.89); **the objectives of the area for stage** O.CN.3. "Recognize and understand basic aspects of the functioning of the human body, establishing a relationship with the possible consequences for individual and collective health, assessing the benefits of acquiring healthy daily habits such as physical exercise, personal hygiene and a balanced diet for an improvement in quality of life, showing an attitude of acceptance and respect for individual differences "(p. 89) and O.CN.6" Participate in work groups putting into practice values and attitudes typical of scientific thought, fostering an entrepreneurial spirit, developing one's own sensitivity and responsibility to individual and collective experiences "(p.89); **the contents: block 2 "the human being and health"** "Identification of the parts of the human body and their functioning" (p.89), "Identification of the vital functions in the human being. Breathing and the sense organs "(p.89), "Development of knowledge of oneself and of others. Acceptance and non-acceptance of one's own body with its possibilities and limitations "(p.89) and "Curiosity to value their own identity and personal autonomy "(p.89); and, **the indicators** CN.1.2.1. "Identify and locate the main parts of the body, establishing a

relationship with vital functions" (p.89) and CN.1.2.3. "Knows and respects individual differences and accepting their possibilities and limitations." In this sense, **the competencies** that are shown are "learning to learn", "social and civic competence" and "mathematical competence and basic competences in science and technology".

Since it is a subject that is taught in English, it is necessary not only to specify curricular objectives of the subject itself, but also linguistic objectives (typical of L2, although this is the medium with which the subject is taught). In this sense, the following specific aspects of the didactic proposal must be taken into account:

- Linguistic content:
 - Vocabulary (nouns):
 - Name the parts of the body (head, neck, shoulders, arms, hands, legs, ...)
 - Name of the muscles of the body (biceps, triceps, quadriceps, calves ...)
 - Name of the bones of the body (ulna, radius, humerus, ...)
 - Name of the senses (sight, hearing, smell, ...)
 - Vocabulary (verbs): to be, to have, see, hear, smell, touch, taste, ...
 - Vocabulary (adjectives): Brown, black, big, small, long, ...
 - Grammar:
 - I have / I don't have...
 - They have / they don't have...
 - It is / they are...
 - How many senses do we have ?; Can you tell me the name of this muscle / organ / bone ?; We use this organ to...;
- Linguistic objectives:
 - Verbalize the name of body parts (including bones and muscles)
 - Point out the different parts of the body (bones and muscles)
 - State the characteristics of parts of the body (bones and muscles)
 - List the senses
 - Identify the organs that correspond to each sense

Once the learning contents of both linguistic and of the chosen subject have been addressed, the other three aspects of the curriculum collected by Coyle (1999) will be named below, these are: communication, cognition and culture.

On the one hand, in terms of communication, what they are trying to achieve is:

- Language of learning:
 - Key vocabulary: parts of the human body, bones of the human body, muscles of the human body, sense organs.
 - Descriptions: prepositions and adjectives
 - Comparatives
 - Ordinal numbers
 - Give instructions
- Language for learning:
 - New vocabulary
 - New expressions
 - Ask / answer
- Language through learning:
 - Present simple
 - Negotiation
 - Imperatives

On the other hand, in terms of cognition, according to the taxonomy of Bloom (1956), the content is reflected below, differentiating tasks with low linguistic and cognitive demand (LOTS) from tasks with high linguistic and cognitive demand (HOTS):

L O T S	Remembering	- Sing songs - Memorize the parts of the body, its muscles and bones - Name the senses
	Understanding	- Identify the parts of the body, its muscles and bones - Explain the functions of the senses - Describe the parts of the body - Relate the muscles with the bones

H O T S	Applying	- Order the parts of the body, its muscles and bones - Experience the functions of the senses - Do a manual job
	Analyzing	- Compare the parts of the body between students - Differentiate bones from muscles - Songs and rhymes of organs and senses
	Evaluating	- Knowledge through manual work and games - Justification of the relationship of the organs and the senses
	Creating	- Make predictions on the topic - Design of handicrafts - Write a description of a body

This program is proposed for the last term of the school year. The students will have two weekly sessions of natural sciences with a duration of 45 minutes per lesson (BOJA, p.55)

4.3. Task, activities and exercises

During the development of the activities, the vocabulary will be introduced through scaffolding activities as giving more protagonism to the students and helping them to learn to learn is the foundation of the CLIL approach.

As for the sessions, the first will consist of activities that allow the teacher to assess the level of knowledge of students in order to adjust the planning of the activities. Below is a schedule starting from the initial base and, with a duration of 8 sessions.

Sessions 2, 3, 4 and 6 will introduce new vocabulary about muscles, bones, organs and senses.

The 5th session will incorporate the knowledge acquired so far, carrying out more dynamic activities where students will put their knowledge into practice.

The 7th session will be made up of interactive activities where the teacher will act as an observer and, only if necessary, will guide the interactions of the students towards the most appropriate form of response.

The session on the last day will consist of small group presentations and a game where they put into action all the vocabulary learned.

DAY 1

1. A series of images will be shown (see annex 1) referring to different parts of the human body. The purpose is for the students to be able to guess the topic that is going to be discussed by visualizing as few images as possible.
2. What do I know about the human body? What would I like to learn?
 - What I know is....
 - What I know is...
 - What I would like to learn is...
 - What I would like to learn is....

3. Warm-up activity. Taking into account the vocabulary that will be introduced in the next sessions, a humor game will be played.

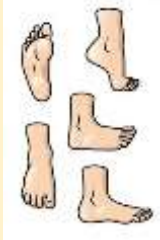
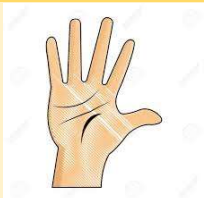
The activity will consist of a series of questions with multiple choice answers. One answer will be correct, the rest of the answers will be absurd and meaningless.

Students will take a questionnaire in order to demonstrate their previous knowledge about the topic they are about to begin.

For the development of this activity they will form small groups. The spokesperson will read the questions and the three possible answers. The rest of the group members will identify the correct answer and explain why the rest of the options are not appropriate. They will rotate roles as the activity proceeds.

Once the questionnaire is completed, the answers from the different groups will be shared aloud. The spokesperson for each group will read a question and the answer that their group has considered appropriate. The rest of the groups will give their point of view by answering, for example: "Yes, we agree with the answer because the other two options were not correct" or "No, we do not agree with the answer. We believe that the answer is " _____.")

○ What is this?	
	• A blue triceps • A strong quadriceps • A purple tibia
○ What is this?	
	• A mouth with red lips • A green nose • A strawberry ice-cream
○ What is this?	
	• A father upset • A skull • A yellow flower
○ What is this?	
	• A chocolate tablet • Abdominals • A brown square

○ What is this?	
	• A keyring • A butterfly • An ear
○ What is this?	
	• Many foot • My favourite food • My sister's face
○ What is this?	
	• A camera • Two eyes • A big black dog
○ What is this?	
	• A hand • A balloon • A turtle lost in my garden

4. Watch a video about Human Body Parts <https://www.youtube.com/watch?v=sKNZbTfmC5k> and answer the questions (yes-no questions will be given to students with learning difficulties)
- In what three parts is the human body divided?
 - What are the extremities of the body?
 - What is between the head and the chest?
 - In the back of our body, what is there between the back and the buttocks?
 - Match the following words with the part that corresponds to them:



DAY 2

1. Before watching the video, please answer

- The body is divided into _____ parts
- The upper part is called _____
- The middle part is called _____
- The third part is named _____

2. Write the name of each of the three parts of the body where appropriate



3. Add at least two words to each of the images

- | | |
|-----------|------------|
| - Foot | - Elbow |
| - Fingers | - Knee |
| - Chest | - Ears |
| - Neck | - Abdomen |
| - Hair | - Upperarm |
| - Eyes | - Toes |
| - Hip | - Mouth |

4. Watch the video.

<https://www.youtube.com/watch?v=b2jTEHQgNi4>

The video transcript will be divided into 5 parts, each part will be assigned to a pair of students.

Four copies of each part will be made, however, these will be different, each one will be missing some words, different words in each copy and, by comparing them, they must be completed. For example:

Parts of the body

Hi i am crystal and

My boddy has _____ main parts

These parts are the head the trunk and the _____

Here are the main parts of our body:

Head

- **Parts of the head:** hair, eyebrow, _____, mouth, chin, forehead, ear, cheek, nose and _____

Trunk

- **Parts of the trunk:** chest, belly, belly, _____, back and waist

Upper limbs: shoulder, elbow, wrist, arm, hand and fingers

Lower limbs: hip, thigh, _____, leg, foot, toes

Different parts of our body

Eyes, eyebrow, _____, nose, hair, chest, hands, fingers, neck, shoulders, arm, elbow, thigh, knee, leg, feet

Parts of the body

Hi i am crystal and

My boddy has three main parts

These parts are the head the _____ and the limbs

Here are the main parts of our body:

- **Parts of the head:** hair, eyebrow, eye, mouth, _____, forehead, ear, cheek, nose
and neck

Trunk

- **Parts of the _____:** chest, belly, belly button, _____ and waist
_____ limbs: shoulder, elbow, wrist, arm, hand and fingers

Lower limbs: hip, thigh, knee, _____, foot, toes

Different parts of our _____

_____, eyebrow, ears, nose, hair, chest, hands, fingers, neck, shoulders, arm, elbow,
thigh knee, leg, feet

Students will be exposed to academic language and concepts before viewing the video again.

The video will be displayed. Then, students will answer open questions such as: Do you wonder why....? Is there a reason why....? Did you expect....? Is this similar to...?

5. Pictograms will be made (see annex 2) with the parts of the body seen.

In first place, the group-class will be divided into 3 groups, each group will have a part of the body (head, trunk or limbs) with the different parts they have seen (for example, of the head: hair, head, eyes, ears, mouth, nose, neck). They must match them through the "memory" game. Once they finish with the assigned body part, they will be given another one. When they have completed the three parts they will play with all the images and words.

6. To check the acquisition of vocabulary, they will play "Simon says". Being the beginning and having little command of the vocabulary, only the teacher will give the instructions

DAY 3

1. Watch the video and check your answers.

<https://www.youtube.com/watch?v=SiBzCpg6vu8>

The video transcript will be divided into five parts, each part assigned to a pair of students.

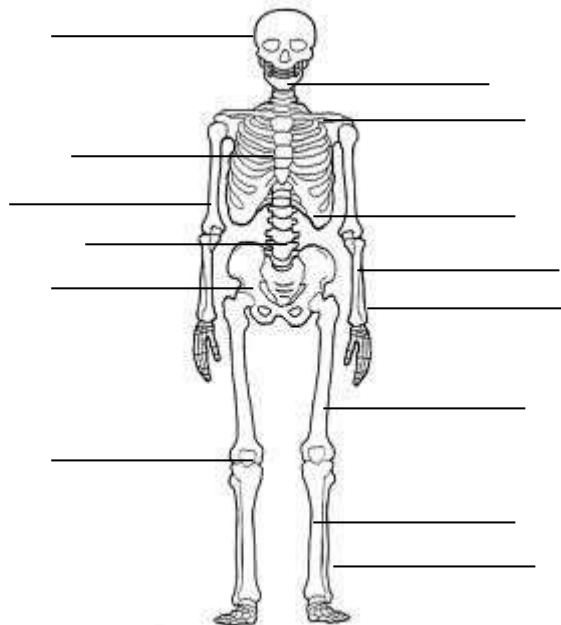
Four copies of each part will be made, however, these will be different, each one missing some words, different words in each copy and, by comparing them, they must be completed.

Students will be exposed to academic language and concepts before viewing the video again.

The video will be displayed. Then, students will answer open questions such as: Do you wonder why....? Is there a reason why....? Did you expect....? Is this similar to...?

2. Match each word with the part of the body that corresponds to it

- Humerus
- Sternum
- Ribs
- Skull
- Femur bones
- Jawbone
- Clavicle
- Ulna
- Radius
- Spinal column
- Pelvis
- Kneecap
- Tibia
- Fibula



3. Pictograms will be made (see annex 3) with the parts of the skeleton.

The group-class will be divided into 3 groups, each group will have all the vocabulary and images according to it. They must match them through the "memory" game.

4. To check the acquisition of vocabulary, they will play "Simon says". At the beginning the teacher will give the instructions, then the students will give them

DAY 4

1. Watch the video.

https://www.youtube.com/watch?v=UGSi_HwgX0k

The video transcript will be divided into five parts, each part will be assigned to a couple of students.

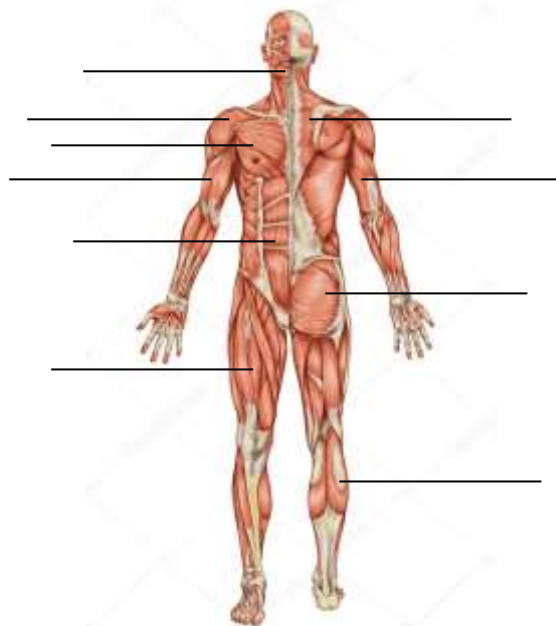
Four copies of each part will be made, however, these will be different, each one will be missing some words, different words in each copy and, by comparing them, they must be completed.

Students will be exposed to academic language and concepts before viewing the video again.

The video will be displayed. Then, students will answer open questions such as: Do you wonder why....? Is there a reason why....? Did you expect....? Is this similar to...?

2. Match each word with the part of the body that corresponds to it

- Biceps
- Pectorals
- Abdominals
- Quadriceps
- Deltoids
- Glutes
- Trapezius
- Masseter
- Triceps
- Calves



3. Pictograms will be made (see annex 4) with the parts of the muscular system.

The group-class will be divided into 3 groups, each group will have all the vocabulary and images according to it. They must match them through the "memory" game.

4. To check the acquisition of vocabulary, they will play “Simon says”. At the beginning the teacher will give the instructions, then the students will give them

DAY 5

1. Organize the parts of the body: bones or muscles.

Radius	Shoulder	Quadriceps
Knee	Shark	Bag
Bird	Sweets	Ribs
Ice-cram	Deltoid	Potatoes
Triceps	Abdominals	Biceps
Skull	Key	Elephant
Ring	Hip	Spinal columna

Muscles	Bones

2. First of all, locate the bones and muscles previously seen and write them down. Next, check if you have them.



3. Find a partner and start playing. You should ask questions to see if you both have the same targeted bones and muscles or you should add some more. To do this, you will ask the following questions:
 - "Can you tell me the name of this _____ (bone-muscle)?" pointing, at the same time, the part indicated.

After 5 questions you must change your partner. The objective is to complete the names that correspond to each part of the drawing.
4. Each student will be in their place, with their respective i-pad, through it they will play kahoot, where they will put into practice the vocabulary learned.

DAY 6

1. We need our senses to understand our surroundings. Each sense goes with an organ in the body:

Ears	Tongue	Skin	Eyes	Nose
-------------	---------------	-------------	-------------	-------------

- Our sense of hearing is in our _____. We use our ears to hear
- Our sense of touch is in our _____. We use our skin to feel

- Our sense of taste is in our _____. We use our tongue to taste
 - Our sense of sight is in our _____. We use our eyes to see
 - Our sense of smell is in our _____. We use our nose to smell
2. Look at the pictures. Match each thing with the sense we use to recognise it.



3. Complete the sentences and match them with the images

We touch with our _____



We smell with our _____



We see with our _____



We hear with our _____



We taste with our _____



4. Make sentences according to the previous activities. Change the underline words.

- We use our eyes to see
- We use our _____ to _____
- We use _____
- _____

5. Listen to the teacher example. Then ask your classmate. Practice with all the senses and organs we have.

Where is our sense of sight? (Partner A)

It is in our eyes (partner B)

Yes, it is. Your turn! (partner A)

6. Watch the video

<https://www.youtube.com/watch?v=EXQjhbtE0EY>

The video transcript will be divided into five parts, each part will be assigned to a couple of students.

Four copies of each part will be made, however, these will be different, each one will be missing some words, different words in each copy and, by comparing them, they must be completed.

Students will be exposed to academic language and concepts before viewing the video again.

The video will be displayed. Then, students will answer open questions such as: Do you wonder why....? Is there a reason why....? Did you expect....? Is this similar to...?

7. Pictograms will be made (see annex 5) with the parts organs and senses and its names.

The group-class will be divided into 3 groups, each group will have the senses and its names or the organs and its names. When they have completed both parts they will play with all the images and words. They must match them through the "memory" game.

8. To check the acquisition of vocabulary, they will play "Simon says". At the beginning the teacher will give the instructions, then the students will give them

The last 10 minutes of the session will be devoted to choosing groups and topics. The class will be subdivided into 3 groups, each group will have a topic: bones, muscles or senses and organs. On the last day of class, a 3D representation (physical, digital ...) must be presented where, through an exhibition, they provide relevant information since they will be the "experts" in the field.

DAY 7

1. The students will present, one by one, an organ, muscle or bone of their body, it will be chosen by them. And they must point it out while they name it, after that, they will name another part of the body from another classmate who will repeat it pointing it out.

For example, Peter says "I have an arm (while pointing) and Mark has a finger", Mark should get up and say "I have a finger (while pointing) and Sam has two knees", Sam should get up and say "I have two knees (while pointing) and Laura has a nose" ... and so on, until everyone participates. They should do it without repeating the previously mentioned parts and the way that they do not only say the vocabulary they know is by having to point out the part assigned to them by the previous partner. They may also use the negation "I have an elbow and Mary doesn't have three eyes."

2. "Heads up".

This game will be played in small group (4 students). Each student will have the image of an organ, bone or muscle placed on their forehead and they will have to guess what it is by asking questions that their classmates will only be able to answer with a "yes" or a "no"

For example “Am I located in the trunk?”, “Am I located in the head?”, “Am I located in the limbs?”,....., “Am I a bone?”, “Am I a muscle?” , "Am I an organ?", ...

3. The class will be subdivided into rotating groups. These will be divided with different assignments. There will be a group of people with only the following drawing:



And students with the vocabulary seen in this regard.

They should ask people with the vocabulary "Can you tell me the name of ...?" At the same time they indicate the part to which they refer. If they guess the name, they paste it where it belongs. The goal is to run out of vocabulary words. Then the groups are exchanged.

4. They will play “Simon says”. It will be the students who take the lead, one by one, several times each one.

DAY 8

As it is the last day, class time will be allocated, first of all, to student presentations.

Second, kahoot will be played, where all the vocabulary seen throughout the sessions will appear, in a disorderly way and having to indicate only the appropriate word or having to complete a sentence

4.4. Resources

The resources used to implement the Didactic Unit proposal are detailed below:

- Human resources: this subject will be taught by the tutor or specialist teacher. The teachers who teach this subject must have a good command of both the methodology and the second language. The different teachers who teach the subject at the center will be part of the Science department. Meetings will be scheduled every two weeks to exchange experiences, design activities, assess the operation of the different courses and provide proposals for improvement.
- Material resources: various resources will be used, including: illustrations with labels and captions to present topics or define key terms; content area texts to prepare students to understand authentic materials and ICT applications for students to learn through participation and interactivity.
- Space resources: the proposed activities will be carried out in the classroom, unless otherwise indicated.

4.5. Schedule

This Didactic Unit will take place in the third quarter, which begins on April 18th, 2022 and ends on June 24th, 2022.

CALENDARIO ESCOLAR PROVINCIAL. CURSO 2021-2022. GRANADA.

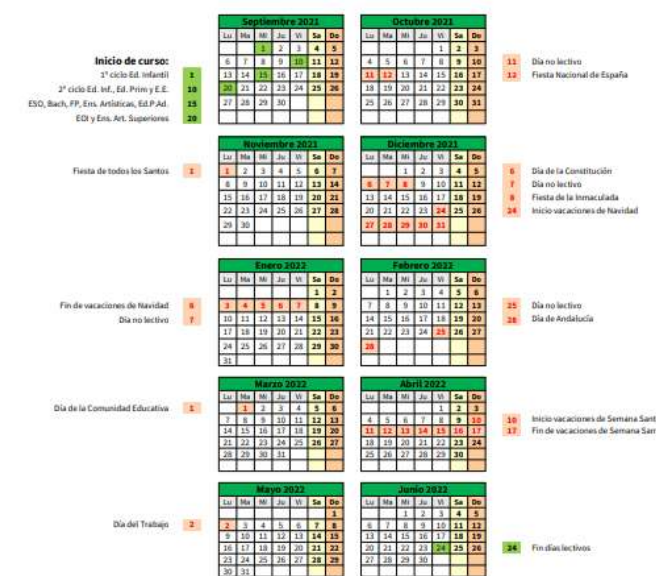


Figure 2: calendar school year 2021-2022

The student body will have a total of two weekly sessions, on Mondays and Wednesdays from 9:45 a.m. at 10:30 a.m., 45 minutes long. The total duration of this Didactic Unit is 4 weeks.

4.6. Assessment and tools

The assessments will be carried out throughout the entire didactic unit since they are competence, formative and continuous assessments. The students will perceive the error as a natural element of the teaching-learning process. For this, it is important that teachers do not penalize errors, but rather use them as tools for improvement. In this way, the corrections will be made through positive reinforcement, inviting the student to improve, never judging their actions and avoiding phrases such as “this is wrong done”, “that is not done like that”, “you have made a mistake”,... and, instead, the use of phrases such as "I'm sure you can improve it", "this is not entirely correct", "why don't you check it again?" ... In this way, students will feel at ease with the teaching-learning process and will not shy away from doubts.

The assessment, in short, will be:

- Global: regarding the general objectives of the stage and the basic competences. It will have as a reference the progress of the students and their own characteristics, as well as the sociocultural context of the educational center

- Continuous: in that it will be immersed in the student's teaching-learning process in order to detect difficulties when they occur, find out their causes and, consequently, adopt the necessary measures that allow students to continue with your learning process

- Training / guidance: in that it will provide constant information that allows improving both the processes and the results of the educational intervention

- Objective: as long as the information obtained through the formal and informal assessment procedures has a formative value and commits them to the improvement of their education.

The purpose of the assessment is to know if the proposed objectives have been achieved and to diagnose, if not, the reason for the error.

The assessments of the students will be carried out at three different times. At the beginning of the didactic unit an initial or diagnostic assessment will be carried out that provides information on the starting point of the students in order to guide the educational intervention in the most appropriate way. This information deals with different aspects, such as: knowledge and previous experiences, motivations and interests of students, social environment of precedence of the student, ... this will provide information to choose the most appropriate strategies to train students, the most appropriate type of activities, choose the content and its level of depth, ... in short, it helps from the student's level. In turn, throughout the teaching-learning process, a continuous and formative assessments will be carried out that allows knowing how the process is developing and thus being able to make the necessary readjustments in those elements that are not entirely adequate to what is desired. The information that is collected deals with the progress of the group and the student, the difficulties in learning content, the adequacy of the didactic strategies for the development of the objectives, the adequacy of the activities and the degree of participation of the students in the themselves,... Finally, the final or summative assessment will be carried out to help detect whether or not the students have achieved the general, didactic and competences objectives. Which will be verified through different instruments such as oral and written tests, projects, portfolio.

The self- assessment and co- assessment of the students will also be taken into account so that they not only carry out a reflective and self-regulating practice of their own learning, but also that it will be carried out among several students, so that they

learn to critically examine and appreciate the contributions, attitudes and activities of oneself and others. As a result, they will not only identify their achievements and difficulties, but also those of others. This will allow them to have an active role, assuming responsibility for the assessment process, which promotes learning autonomy.

For the assessment of the teacher, the studies of Coyle (2010) will be followed, in which he establishes the following aspects to evaluate the planning of the CLIL didactic unit and, in turn, the teaching practice itself:

CLIL Unit Checklist

CLIL Theme **Date**

Unit of work **Class**

Clarifying global goals, teaching aims and learning outcomes

- Are the global goals (vision) embedded in the unit planning?
- Are the teaching aims clear?
- Are the learning outcomes defined? Which ones can be measured? How?

Content

- Have I considered how to scaffold content learning?
- Are my presentations of new content clear?
- Is the content accessible?

Language/Communication

- Are the students involved in using language?
- Are students involved in learning language? Are there adequate opportunities for them to practise the new language structures?
- Are my instructions clear?
- Are the questions I ask at the appropriate level? Do the questions relate to the cognitive demands?
- Have the students got adequate vocabulary/language to answer my questions?
- Are my presentations of new concepts clear?
- Have I planned language of learning?
- Have I planned language for learning?

Cognition/Thinking

- Are the questions/problems to be solved at the appropriate cognitive level?

- Have I considered how I can ensure that the learners progress cognitively, and how I can measure this progress?
- Are there ways to assist learners in developing a range of strategies through the CLIL language?

Culture

- Have I thought about the contribution that this unit makes to changing classroom culture (e.g. from arguing or not taking account of other's views to listening and managing differences of opinions?)
- Have I considered how the theme of this unit can promote awareness of cultural difference /global citizenship?
- Have I identified opportunities that are now available for me to develop a pluricultural perspective on what I am teaching because I am using the medium of another language?
- Have I identified opportunities in this unit which encourage curriculum links? Can we communicate with and work alongside learners from other countries?

Activities

- Do the tasks designed relate to the global goals, aims and outcomes in terms of the 4Cs?
- Is progression built into language and content tasks?
- Do the activities help to develop talk for learning?
- Have I considered which language is needed to carry out each activity?
- Is this an initial /progress/summary/assessment activity?

Supporting learning

- Are there adequate opportunities for students to engage in practical activities to experience CLIL?
- Have I identified which type of teacher scaffolding is needed to support language and learning?
- Have I analysed the content and cognition for potential difficulties?
- Have I recycled new language from previous units to support learner progression?

Assessment

- Have I considered how the learners will know what they have learnt?

- Have I considered how I will know what they have learnt?
- Have I decided what to assess during the unit to ensure that feedback informs further learning?
- Do I know what my choices are in terms of what I will assess?
- Do I know what kind of formative and summative assessment tasks I will need?

Reflection

- Is there variety (groups, pairs)?
- Have I allocated enough time?
- Have I thought about what I might change in this unit?
- Have I thought about what I might add to or leave out from this unit?
- How can I collect students' views about this unit? And act on them?

Other comments/notes including student's feedback

Regarding assessment instruments, there is a wide variety of instruments that can be used in CLIL classrooms. Among them, this didactic unit will make use of the assessment guidelines or rubrics that help to assess and rate the knowledge, skills, attitudes, actions and productions of the students in the target language in a more objective and comparable way. They also allow clear and transparent value judgments, both for teachers and for students and their families; the checklist that will be used to check the achievement of the task and the degree of said achievement through a previously generated list; the portfolios of the students, where a selection of works carried out by the student will be collected in accordance with quality criteria, in order to document the skills acquired and their progress throughout the didactic unit. In it, students may include essays (and their drafts), exams, photographs, group reports, consulted web pages, readings carried out, ... apart from the fact that students are the ones who select their content, the portfolio must have guidelines For the selection of materials agreed between the teacher and the students, in addition to some criteria to judge the merits included, also agreed between the teacher and the students and some

evidence of student self-reflection; anecdotal records and teacher observations reflecting on a student's work or behavior during the day or for a short period of time. Impressions and anecdotes referring to the learning progress of a particular student can also be recorded. These practices have a high informational value; and, finally, the interviews that can be carried out both individually and in groups in order to determine the degree of knowledge of the students, their attitudes towards the subject, detect problems and conceptual and / or linguistic gaps, etc. Always bearing in mind that this requires a cognitive and linguistic effort on the part of the students.

5. CONCLUSION

The present MA dissertation started from the fundamental role of languages today, as a consequence of the vertiginous phenomenon of globalization and the growing use of new communication technologies in all areas of human activity, which has had a direct impact in European education policies that have given an unprecedented boost to foreign language learning from an early age and throughout life.

As a result, the countries that are part of the European Union, including Spain, have found it necessary to adopt new educational measures and improve the techniques and methods of teaching foreign languages from a communicative approach. In this context, the CLIL approach has been around for more than 30 years and part of the EU since 1996, as a new trend that seeks to integrate the learning of a foreign language with non-linguistic curricular content, adopting a more pragmatic and functional approach, which makes language not only an object but also a vehicle for learning, which entails a more dynamic, experiential teaching mode that is highly demanding both from the point of view of resources and teaching strategies, as well as very fruitful in terms of developing skills. cognitive skills and effectiveness in the use of the foreign language, if its use is supported adequately and progressively from the beginning.

Although more and more schools have bilingual programs to work with this approach, its implementation involves major transformations in planning, in the design of materials and resources.

However, the greatest potential of the CLIL approach is that it encourages educators to be the architects of their own educational action planning, reminding them of the importance of equal stress on language and content while all the time helping students to develop essential 21st century skills.

In this way, on the one hand teachers can become authors (that is, agents and co-responsible subjects) of teaching rather than consumers and, on the other hand, that authorship, while giving educational "authority", allows them to continue learning and thinking about practice continuously, according to the specific context of the classrooms, in constant collaboration with fellow professionals from other subjects, keeping us them up to date on the changes that society experiences and attentive to the specific needs of the students. In general, the method helps the teaching become a permanent opportunity for learning and professional development and turn the classrooms into a communicative workshop full of life and creativity.

To fulfill the broader purpose of this work, a second priority has been proposed to offer a realistic exemplification of a set of CLIL activities designed especially for this population of student, which were innovative, motivating, and close to the interests of the students and adopting as thematic axis the study of the human body in the subject of Science, specifically for the second year of Primary Education.

In the preceding pages, a structuring of these activities around the design of a CLIL Didactic Unit has been presented and adjusted to the characteristics of this approach, proposing in each case the activation of the linguistic and cognitive competences with the same demands for the student. comprehensive development of students' language and content, through a wide range of current technological tools and very diverse creative resources at the service of teaching-learning processes, and which can be fully adapted to different CLIL teaching contexts.

On the other hand, this work, opens up a huge set of questions and many fields of inquiry, among others, regarding issues of school organization and coordination between levels and subjects; on the urgent need to generalize and support experiences as valuable as those of international practices; on the use or abuse of commercial school supplies, since they can be very useful tools but perhaps may also stifle the creativity of teachers; or about the possibility, and certainly the need, to reinforce educational action in the teaching of the English language inside and outside the school and university classrooms.

Finally, this MA dissertation subscribes to the educational vision of David Marsh (2000), when he affirmed that the future is not something that simply happens, but that it is our own actions that shape it.

6. REFERENCES

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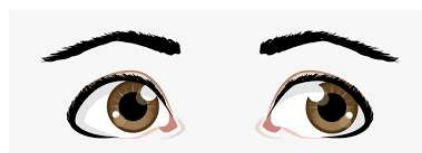
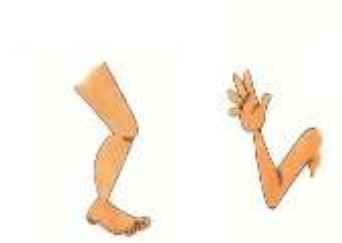
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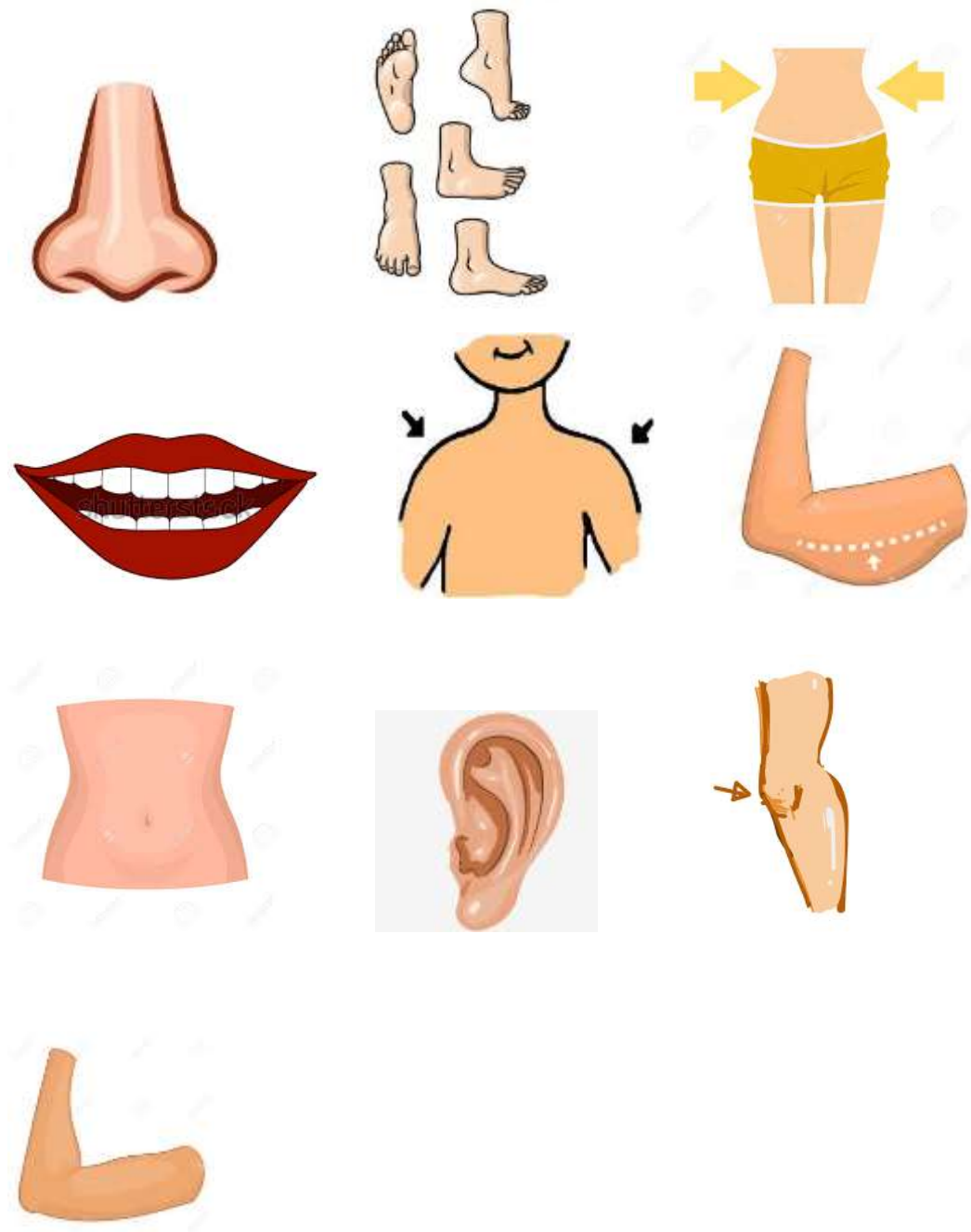
ANNEXES

Annex 1



Annex 2





Head

Neck

Ears

Trunk

Hair

Abdomen

Limbs

Eyes

Upperarm

Foot

Hip

Toes

Fingers

Elbow

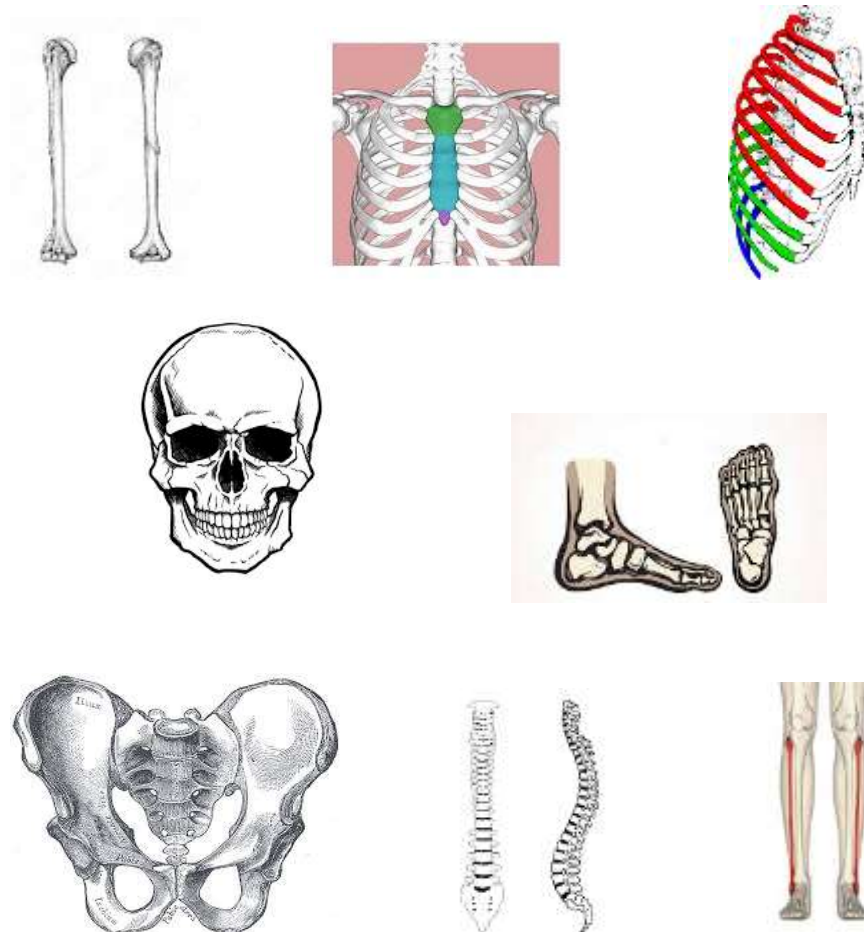
Mouth

Chest

Knee

Nose

Annex 3: some examples are:



Humerus	Sternum	Ribs
Skull	Fémur bones	Jawbone
Clavicle	Ulna	Radius
Foot	Hip	Toes
Spinal column	Pelvis	Kneecap
Tibia	Fibula	

Annex 4





Biceps

Pectorals

Abdominals

Quadriceps

Deltoids

Glutes

Trapezius

Masseter

Triceps

Calves