

Master's Dissertation/
Trabajo Fin de Máster

COOPERATIVE LEARNING, TBL AND ICT UNDER THE CLIL UMBRELLA

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ABSTRACT

This masters' dissertation includes an authentic didactic proposal with the aim of showing how cooperative learning, Task Based Learning (TBL) and Information and Communications Technologies (ICT) can be implemented in Content and Language Integrated Learning (CLIL) in Primary Education.

To do this, a previously-researched and theoretical study of these concepts has been carried out and current legislation has been used as a reference.

The CLIL approach requires the use of innovative methodologies. Cooperative learning and TBL favour real communicative situations in the classroom, cognitive development and an active role from students. At the same time, ICTs are used as a resource to capture students' attention and facilitate the creation of materials. All of this comes together with the intention of achieving the motivation of students and the success of a meaningful bilingual education.

Key words: CLIL, cooperative learning, TBL and ICT.

RESUMEN

Este trabajo de final de máster aborda una propuesta didáctica real con el objetivo de mostrar como el aprendizaje cooperativo, el Aprendizaje Basado en Tareas (ABT) y las Tecnologías de la Información y la Comunicación (TIC) se pueden implementar en el Aprendizaje Integrado de Contenido y Lenguaje (AICLE) en Educación Primaria.

Para ello, previamente se ha realizado una investigación y un estudio teórico de estos conceptos y se ha tenido como referencia la legislación actual.

El enfoque AICLE requiere el uso de metodologías innovadoras. Así pues, el aprendizaje cooperativo y la ABT favorecen situaciones comunicativas reales en el aula, el desarrollo cognitivo y un rol activo del alumnado. Al mismo tiempo, las TIC son utilizadas como un recurso para captar la atención del alumnado y facilitar la creación de materiales. Todo ello se combina con la intención de conseguir la motivación del alumnado y el éxito de una educación bilingüe significativa.

Palabras clave: AICLE, aprendizaje cooperativo, ABT and TIC.

1. INTRODUCTION

Our world has been immersed in a gradual globalisation process from the second half of the twentieth century. Accordingly, UNESCO (2014) considers that one of the main objectives of education, from the earliest possible age, must be to provide students with useful tools to develop the knowledge, skills, attitudes and behaviours that will enable them to adapt to an increasingly globalised and interdependent society.

This organisation highlights that foreign language learning takes on special importance in this respect, just as the ability to communicate is the first requirement that an individual must fulfil to work effectively in an increasingly multi-cultural and multi-lingual context.

Numerous teaching methods have come and gone. We have seen the Audiolingual Method, cognitive-based approaches, the Total Physical Response (TPR) approach, the Natural Approach, and many others (Brandl, 2008).

However, a change of focus is necessary to try to satisfy the needs of the 21st century and offer a solution to this reality. This trend is also being reflected in bilingual education, which constitutes the main motivation for the realisation of this master's dissertation.

It is also generally believed that there is no single best teaching method that meets the goals and needs of all learners and programs. What has emerged is a variety of communicative language teaching (CLT) methodologies (Brandl, 2008).

In this way, CLIL approach appears as a solution and a tool to learn content and improve communicative skills in bilingual education. In the CLIL context, "a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint curricular role" (Marsh, 2002, p. 58).

Innovative and student-centred methodologies (including cooperative learning and TBL) are good strategies for implementing CLIL because pupils acquire an active role. Moreover, these methodologies constitute a global and interdisciplinary approach to learning with applications in specific contexts of daily life, contributing directly to the development of key competences, multiple intelligences, and cognitive and linguistic skills.

In this way, the main purpose of this master's dissertation is to show a real didactic proposal of how TBL, cooperative learning and ICT can be implemented under the CLIL umbrella, as Gajo (2007) mentions, and result in meaningful bilingual learning.

In the initial section of this master's dissertation, the theoretical and curricular bases for TBL, ICT and cooperative learning are going to be analysed as a methodological strategy to achieve the interdisciplinarity and pupils' motivation in an appropriate CLIL implementation.

Then, in the following section, an integrated didactic proposal is going to be presented, which is based on the curricular elements of the "Orden de 17 de marzo de 2015, por la que se desarrolla el currículo correspondiente a la educación Primaria en Andalucía" as a precision of "Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE)."

This developed proposal is the result of my own teaching experience. It is based on action research, understood as the process used to evaluate teaching practices with the aim of improving the educative process (Johnson, 2012).

The proposal was designed for and implemented in the 3rd year of Primary Education. Then, following a research cycle (Look, Act, Think) provided by Hine (2013), this proposal was evaluated, reformulated and put into practice again.

During the first implementation, I observed that my students found it easy to interact orally in the classroom because I provided them scaffolding for that. At the same time, they were motivated and learnt the contents easily because of the interdisciplinary nature of the tasks. However, they had more difficulty with writing and cooperating in groups for the final product. Therefore, I considered this issue and included different changes in its reformulation, such as scaffolding for writing (examples with structures were included for written activities in the CLIL material) and a time extension for the creation of the final product.

Finally, a conclusion is going to be developed that encompasses the most important aspects of this master's dissertation and motivates CLIL teachers to include TBL, cooperative learning and ICT in their syllabi to achieve a successful CLIL implementation.

2. THEORETICAL AND CURRICULAR FRAMEWORK

2.1. Framework for the implementation of CLIL

2.1.1. *European framework and definition for CLIL*

As Lasagabaster and Ruiz (2010) claim, traditional teaching is thought of as a more forced type of language learning in an unnatural context and with a lack of incentive. Since 1990, European policymakers have been aware of the need to prioritise the study of a second language through the CLIL approach.

After various pilot studies (Eurydice, 2006), as Wolff (2002) documents, the CLIL methodology is being implemented in almost all the educational systems of Europe nowadays.

CLIL appears as a solution that involves a reconsideration of pedagogy with the main aim of exchanging traditional education for an innovative, communicative and significant pedagogy. In this sense, Gajo (2007) refers to CLIL as an umbrella term for bilingual education.

That said, the variety of models in bilingual education—including immersion programs, submersion programs, sheltered subject-matter teaching, adjunct language instruction, theme-based courses, content-enriched FL instruction and the interdisciplinary module approach—and their predecessors (Canadian immersion, U.S. Bilingual Education and European International Schools), as well as CLIL implementation in European communities, apart from being predecessors of CLIL, could provide inspiration for CLIL practice.

Using the definition by Marsh and Langé (2000, p. 2), “CLIL is a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language.”

On the other hand, CLIL is understood as a tool to improve the teaching-learning process, combining both language and content, and integrating the 4 C's: contextualised content (subject matter), cognition (learning and thinking processes), communication (language learning) and culture (intercultural understanding and global citizenship) (Coyle, 2007). This is reflected in figure 1:

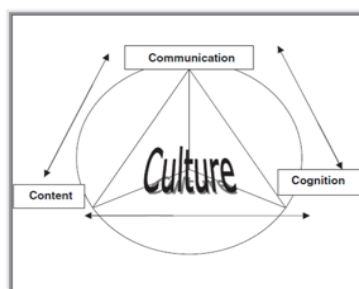


Figure 1: The 4 C's Framework for CLIL (Coyle, 2007, p. 551)

Coyle et al. (2010) also acknowledge the relationship that links the 4 C's in CLIL:

1. Content as the progression towards new knowledge, skills and understandings.
2. Communication, which supposes the use of the second language to learn in meaningful situations.
3. Cognition, which involves the promoting of low and high cognitive processes to construct students' knowledge through challenges.
4. Culture, in order to develop multicultural citizenship and global understanding (Commission of the European Communities, 2008).

Consequently, the teaching of a content subject through a foreign language requires a communicative process in which students develop cognitive skills and intercultural strategies.

CLIL is also defined as the most recent CLT (Dalton-Puffer, 2007). In this way, successful CLIL requires that students develop cognitive skills as they integrate curricular content with the use and learning of language. With this aim, Coyle et al. (2010) represent the so-called Language Triptych as seen below in Figure 2:

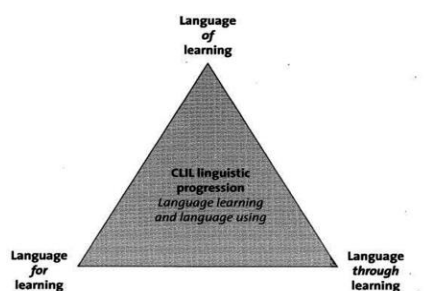


Figure 2: The Language Triptych (Coyle et al., 2010, p. 36)

Language of learning requires that students learn the language related to the subject or theme. *Language for learning* is the language that students must develop in order to participate in linguistic experiences promoted in a CLIL context. Finally, *language through learning* is the language that students use to interact spontaneously in unexpected situations in the classroom.

2.1.2. CLIL characterisation, methodology and roles

CLIL is contextualised in a constructivist and cognitive approach characterised by the teaching of a non-native language to teach content in an integrated way (Bentley, 2010).

Mehisto et al. (2008) establish the main characteristics of the CLIL approach: multiple focus, authenticity, scaffolding, active learning, cooperation and a safe and enriching learning environment. From the cited characteristics, teachers can obtain the requirements for a CLIL class setting in the following ways:

1. Communicative. Regarding communicative competence, students learn the target language as they use it. The two different dimensions of language learning skills, Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), established by Cummins (1979), are focused on by CLIL.
2. Integrated. The integration of content and language in CLIL offers learners real-world situations for language development, which can foster their motivation for language learning. This reality is one of the most important successes of CLIL. This integration requires the use of scaffolding for the provision of comprehensible input and the development output (Marsh & Langé, 2000). From the perspective of sheltered instruction, Echevarria et al. (2007) recognise two types of scaffolding that help facilitate the acquisition and use of language which can be put into practice in CLIL. Verbal scaffolding is when teachers use prompting and questioning to facilitate student development, while procedural scaffolding promotes more independence for the student.
3. Student-centred methodology. CLIL implies the use of innovative methods of instruction (cooperative learning, TBL, ICT, curricular integration and the lexical approach), in which content and language teachers act as mediators and facilitators of the learning process. At the same time, students acquire an active role, interacting with one another and resolving real problems using their own knowledge. That said, it is essential to establish good coordination among teachers.

Therefore, a CLIL class demands different requirements, including a communicative approach that fosters two different types of language skills (BICS and CALP), scaffolding as linguistic help, integration with a correct combination of language and content, an active role for learners and, finally, the development of cognitive skills which are explained in the next point.

2.1.3. Benefits of a CLIL lesson. Cognitive skills

Numerous benefits converge in a successful CLIL program. According to Pérez Cañado (2013), they can be presented in these dimensions:

1. On the teaching front, this methodological approach implies a modernisation of classroom didactics with cooperative learning, TBL and ICT.
2. Linguistic dimension. CLIL involves the increased presence of the foreign language and higher levels of communication via cooperation than it does with traditional language teaching.
3. Content knowledge. This approach provides opportunities to study content through different perspectives, acquiring specific terminology in the target language.
4. Learning dimension. CLIL requires real context for communication which implies meaningful language learning.
5. In orectic / volitional terms, the methodologies associated with CLIL (TBL or cooperative learning) are more motivating for students.
6. Socially. CLIL promotes social inclusion and egalitarianism through student interactions.
7. Cultural dimension. CLIL builds intercultural knowledge and understanding, develops intercultural communication skills and promotes intercultural communicative competence.
8. Pragmatic level. The dual-focused education in CLIL prepares students for internationalisation and EU integration, for working life and for lifelong learning.
9. Cognitive dimension. Another important benefit of CLIL is to encourage learners' cognitive development, which implies the development of one of the 4C's of CLIL. It favours the development of problem-solving, risk-taking, pragmatic and interpersonal abilities.

According to the last benefit, Dale and Tanner (2012, p. 10) highlight that "CLIL learners develop cognitively and their brains work harder" because the understanding of a particular subject in a vehicular language requires more mental effort than when trying to understand it in the L1.

In this sense, some experts of CLIL (Coyle, 2007; Coyle et al., 2010) believe that it is convenient for CLIL teachers to use taxonomies of cognitive processes as references to assess

learning tasks from a cognitive point of view. One of the taxonomies that has been most widely used is that proposed by Bloom. Bloom's (1956) original taxonomy recognises six categories of cognitive processes: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. At the beginning of the 21st century, Anderson and Krathwohl (2001) proposed a revised version of Bloom's taxonomy as: 1. Remember, 2. Understand, 3. Apply, 4. Analyze, 5. Evaluate and 6. Create, detailed in the following figure 3:

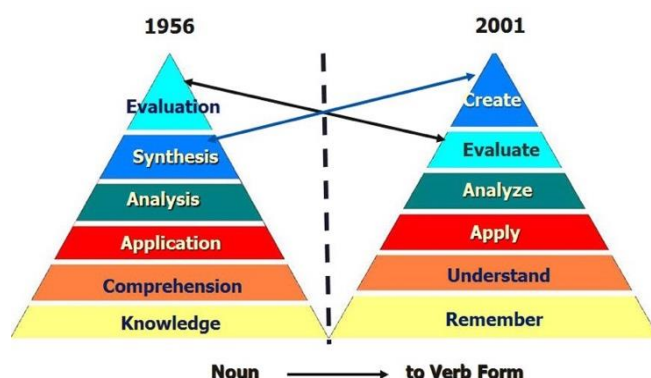


Figure 3: Bloom's taxonomy revised by Anderson and Krathwohl (Wilson, Leslie O., 2001).

In both models, the 3 lower levels are considered to be Lower Order Thinking Skills (LOTS) while the 3 upper levels are considered to be Higher Order Thinking Skills (HOTS). CLIL conducts students' cognitive growth towards the development of HOTS with questions and activities used for tasks.

2.1.4. Spanish regulations and CLIL in Andalusia

The general tendency in Spain has been to promote foreign language teaching from early stages from the "Ley General de Educación de 1970." However, it was with the implementation of the "Ley Orgánica de Educación de 2006 (LOE)" that the number of CLIL projects and programs aimed to promote educational innovation began to increase.

Currently, the "LOMCE" highlights the use of a second language as a priority in education as a consequence of globalisation and according to the requirements established by the European Union.

Despite this, several studies, including the Eurobarometer macro study in 2012, showed a very poor situation in terms of linguistic competence in our country. All this was the consequence of non-communicative teaching.

In 2005, following the Common European Framework of Reference for Languages (CEFR), Andalusia promoted the “Plan de Fomento del Plurilingüismo en Andalucía (PFP)” to achieve two objectives: to improve mother tongue skills and to promote multilingual and multicultural competence. This program was revised in February 2017 with the “Plan Estratégico de Desarrollo de las Lenguas en Andalucía (PEDLA),” which refers to the use of CLIL along with four other main objectives: to improve the communicative competence of Andalusian students in all languages (mother tongue and foreign); to increase the level of students according to the CEFR in at least one foreign language; to renew the language teaching methodologies; and to increase the number of professionals with C1.

Currently, the “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” and the “Instrucciones de 15 de mayo de 2019” on bilingual education, reflect the need to use the CLIL approach.

In addition, the aforementioned regulations establish that bilingual schools are those that teach 50% of the curriculum of two to four content subjects through CLIL in the first foreign language. CLIL teaching takes place 1 to 2 hours per week, compounded with FL instruction (3-4 hours a week), L1 classes (3-5 hours per week) and L3 classes that form the second cycle of Primary Education (2-3 hours a week), with a view of developing plurilingual intercultural competence. Compulsory subjects implemented via CLIL include Natural and Social Sciences, but other subjects, such as Art and Physical Education, are usually implemented in L2 too.

2.2.Cooperative learning

2.2.1. Cooperative learning in education

The global society of the 21st century requires to have linguistic and social skills in order to interact successfully in the professional and personal sphere.

At the same time, the need for communication in order to learn a second language require a meaningful and functional learning approach, where cooperative learning is especially important as a tool to create authentic and communicative situations in the classroom.

In cooperative learning, “the students not only learn from their teachers but also from the other students” (Pastor, 2011, p. 112).

It is important at this point to establish the difference between cooperative and collaborative learning. According to McWhaw et al. (2003), in cooperative learning, the teacher adapts tasks

and goals to the characteristics of the students, whereas in collaborative learning, the students negotiate with the teacher the mechanisms to achieve task objectives.

Cooperative learning is the instructional use of small groups so that students work together to maximise their own and other's learning (Johnson et al., 2006).

In this way, students develop the skills to use a second language naturally, exchanging opinions and developing their critical thinking. This also arouses student motivation for learning.

Therefore, the use of cooperative learning in bilingual education assures that CLIL obtains the benefits of this approach that, based on Johnson and Johnson (1989), involve developing awareness of interdependent work in the students, responsibility, help and support, as well as the development of social skills and group reflections on team work.

2.2.2. Cooperative learning as a methodological strategy in CLIL

In the framework of bilingual education, cooperative learning is beneficial to achieve students' interest, critical thinking and a natural context to produce both productive and receptive skills (Casal, 2008).

Cooperative learning allows for the possibility of making up for one of the CLIL risks in the classroom. As De Graaf et al. (2007) and Casal (2008) point out, cooperative learning is an important strategy for avoiding the excessive use of receptive works in CLIL, because it allows students to build their own learning by developing language production skills (speaking and writing) together their peers and their equals.

In procedural scaffolding, one of the strategies used is the creation of cooperative groups in which less experienced students can be assisted by more experienced students, which contributes to developing social and communicative competences.

At the same time, CLIL teachers must assure that their students develop the BICS and CALP dimensions of language skills. The latter may be the more difficult to acquire because it is the language of academic disciplines and typically more abstract (Gersten et al., 2007). However, cooperative learning appears as a solution because it allows for the contextualisation of both types of language.

Similarly, these language skills and the relationship between language and learning in CLIL, represented by Coyle et al. (2010) in the Language Triptych, can be developed using the three

cooperative learning groups established by Johnson et al. (2014): *informal cooperative*, *formal cooperative* and *cooperative base groups*.

The *informal cooperative* offers the students opportunities for communicative exchange in which they must make use of linguistic and curricular patterns to share ideas and opinions in a group. *Languages of learning and for learning* are developed in this case.

The *formal cooperative* is used for putting into practice the content within a final task over several weeks. In this case, *languages for learning and through learning* are developed.

Finally, *cooperative base groups* involve the development of the social and emotional dimensions. To carry this out, students are grouped by common interests in order to establish a climate of trust in which students can express how they feel and what difficulties or achievements they are experiencing during their learning process. Pupils acquire *language through learning* by interacting spontaneously in these classroom situations. For example, when a student wants to say something and does not know how to do it, he or she could receive help from their peer group while working in cooperative way (Llull & Fernández, 2016).

Thus, the three types of cooperative learning allow integrated BICS and CALP which is essential to CLIL's premise that "the key to successful learning is to find ways of weaving together formal and instrumental knowledge" (Estaire & Zanon, 1994, p. 77).

Therefore, CLIL creates situations for communicating and cooperating in the classroom "that are not typical in traditional foreign language teaching" (Dalton-Puffer et al., 2010, p. 279).

Success in CLIL is largely determined by the participation of students in meaningful and cooperative learning experiences, where they can experiment with contents and share group experiences while having opportunities to practice the language.

2.2.3. Curricular basis of cooperative learning

The importance of cooperative learning as a means of putting CLIL into practice is based in current legislation. The "LOMCE" justifies cooperative learning as a response to the needs of current society.

Additionally, the "Ley 17/2007, de 10 de diciembre, de Educación de Andalucía (LEA)" and the guidelines of the European Union emphasise the need to acquire key competences.

The “Real Decreto 126/2014 de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria”, in article 7, establishes among its objectives of Primary Education: the need to develop group work; skills for the peaceful resolution of conflicts; the preparation of students for citizenship and the ability to cope in everyday situations.

For the implementation of cooperative learning, the “Decreto 97/2015, de 3 de marzo, por el que se establece la ordenación y las enseñanzas correspondientes a la Educación Primaria en la Comunidad Autónoma de Andalucía”, in article 7, makes reference to the incorporation of cooperative learning in a syllabus as a way to attend to different learning rhythms.

The “Orden de 17 /3/2015” determines in article 4 that in the Primary stage, a methodology focused on the activity and participation of students is especially promoted. This methodology favours rational and critical thinking; individual and cooperative student work in the classroom.

Finally, the “PEDLA” includes in its second objective the need to promote cooperative learning techniques for the improvement of developing personal strategies related to social skills and promoting attention to diversity through peer learning. In addition, it establishes that all languages promote cooperation on the one hand and job shadowing on the other (observation period of good practices of teachers in another centre that is used as a model).

For all these reasons, cooperative work among teachers must also be promoted in order to provide an interdisciplinary approach so that competency-based learning is developed. In this sense, the use of the TBL acquires particular relevance; it will be explained in the next section.

2.3.Task-Based Learning

2.3.1. TBL as approach and methodological principle for CLT

Traditional teaching of a second foreign language has been determined by a wide variety of methods that led to the need for CLT.

Based on Doughty and Long (2003), Brandl (2008) argues that CLT does not adhere to one particular theory or method, but it is understood as a set of methodological principles. Among these principles, this author includes the use of tasks as an organisational principle; the promotion of learning by doing; the inclusion of meaningful, comprehensible and elaborate input; and the encouragement of cooperative learning.

Thus, the development of communicative competence in the context of bilingual education requires the use of student-centred methodologies where students acquire an active role to

interact in class. In this sense, TBL as a form of formal cooperative learning gains special importance.

This relationship between CLT and TBL, explained by Nunan (2004) as an understanding of CLT as a philosophical approach to language curriculum, develops from theories and research in linguistics, anthropology, psychology and sociology, while TBL supposes the implementation of this philosophy. Therefore, TBL appears as the ideal methodology to develop CLT.

Nunan (2004) establishes a difference between real-world tasks (also known as target tasks) that refer to the use of language in the world beyond the classroom, and those pedagogical tasks that occur in the classroom.

Real-world tasks are directly related to the environment of students and they contribute to the development of skills for life in society. For this reason, these tasks are focused on solving authentic problems by achieving a final product. These tasks usually constitute the final objective of a lesson or a unit.

On the other hand, pedagogical tasks are understood as a link between the class and the real world. They are like preparation tasks for the students. These types of tasks promote language acquisition and the development of learning strategies, but they do not necessarily involve real-world tasks.

This differentiation can be observed in the task definitions offered by different authors. For example, Long (1985) offers a definition of a real-world task, understanding the task-based approach as:

A piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a check, finding a street destination and helping someone across the road. In other words, by “task” is meant the hundred and one things people do in everyday life, at work, at play, and in between. (p. 89)

However, Willis (1996, p. 23) defines a task as “an activity in which the language is used for a communicative purpose to accomplish an outcome.” In this case, the definition of pedagogical task is one focused on the development of linguistic skills.

Likewise, Nunan (1989, p. 10) defines pedagogical tasks as “any classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.”

From these definitions, we can extract different characteristics of a task-based approach, in line with Skehan (1998): they are meaningful learning, instead of repetitive learning; the use of activities is related to the real world; and the assessment of the tasks are evaluated in terms of their outcome.

Along with these characteristics of the task, it is important to include other aspects that are beneficial for students. The use of TBL involves the development of students’ cognitive processes, the promotion of cooperative learning, interaction based on learners’ active roles and motivation for learning.

Brandl (2008) also establishes the differences between dependent and independent tasks. In a dependent task, all the steps to follow are connected and contextualised. Students use the information gathered in each step to complete the next step until they get the final product. However, an independent task involves carrying out a series of steps that do not have a common theme; the objective of each step is to develop, in students, the skills necessary to carry out the final task. In this way, Breen (1987) defines *task* as:

A range of work-plans which have the overall purpose of facilitating language learning from the simple and brief exercises to more complex and lengthy activities, such as group problem-solving or simulations and decision-making. (p. 23)

This procedure, required by the task, contextualises the TBL around the constructivist learning theory, through which students develop skills “to investigate, experiment, construct, discuss and analyse” (Wang et al., 2009, p. 81).

Furthermore, the TBL promotes experimental learning. According to Kohonen (1992), experimental learning appears as a theoretical basis for TBL, providing a series of action guidelines for the teacher: favouring the transformation of student knowledge instead of its transmission; promoting cooperative work and a holistic attitude towards learning; prioritising process over product; fostering the development of social and communicative skills; and encouraging self-directed autonomous learning and motivation.

Thus, the use of TBL for the development of bilingual education involves the implementation of meaningful and functional learning while achieving student motivation,

because the most important aspect of working with TBL is the authentic use of language for meaningful goals. (Willis & Willis, 2007).

In this last aspect, the use of CLIL plays a fundamental role, as it supports the design of tasks as “suitable strategy to promote cooperative learning in a CLIL context” (Ramos & Pavón, 2015, p.158).

Therefore, as Meyer (2010, p.19) indicates, a “symbiotic” relationship can be established between TBL and CLIL, since the task appears as a methodological strategy to give meaning to content and language in CLIL contexts. This relationship will be developed and supported in the following section.

2.3.2. TBL as methodological strategy in CLIL contexts

TBL stands out as a student-centred methodology that gives authenticity to both content and language in CLIL contexts. To carry out a task and achieve the benefits mentioned above, Brewster and Ellis (2002) believe that TBL requires a special three-step procedure.

First, students begin by doing the pre-task activities with which they learn the new content and required methods. In CLIL lessons, this step supposes the development of CLIL activities (CLIL material), working the specific content through different linguistic skills. Then, the central, or objective, task takes place, whereby students must solve a problem situation by planning and making a final product. In CLIL, this involves the development of competence tasks, in groups, in order to put into practice what was learned in the previous phase.

Finally, both students and teachers carry out the later stage with follow-up exercises, evaluation and feedback. This last stage is the most important element, because it promotes language awareness. In a CLIL session, this phase would involve the assessment, self-assessment and co-assessment of the teaching-learning process.

In TBL, the language is not the main aim of the lesson; the focal point is to solve the task at hand. But, in order to do so, the learners need to be presented with the contents necessary to solve the task and use the language, as well as provided with scaffolding that they will use in interactions. Therefore, like in CLIL, the language is used as a means to carry out the task and it is learned as it is used in a context. Furthermore, TBL allows contextualising and integrating the 4 C's by Coyle (2007).

Both methodological approaches, TBL and CLIL, allow students to use the second language as a means of acquiring concepts (content and communication). Moreover, the competence task involves putting into practice what has been learned in CLIL. Therefore, students acquire useful learning, developing their cognitive skills to resolve the problem situation (cognition), as well as their intercultural and citizenly awareness, sharing and accepting the opinions of others while they work in heterogenous and cooperative groups (culture).

Consequently, the process of the task creates a context of functional learning in CLIL lessons, where attention to diversity and the development of key competences acquire special importance.

In addition, the interdisciplinary nature of the tasks allows for the development of the eight units of multiple intelligences, according to Gardner's theory (1983): linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, naturalist intelligence, bodily-kinaesthetic intelligence, interpersonal intelligence and intrapersonal intelligence.

Navés and Muñoz (2000, p. 2) highlight the use of tasks as beneficial and relevant in CLIL due to the emphasis on "problem-solving."

In this sense, the process required for this problem-solving supposes the development of the six levels of Bloom's Taxonomy (1956), revised by Anderson and Krathwohl (2001). In this way, by solving the task in a CLIL class, students acquire Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS).

TBL appears as an ideal tool to integrate content and language in CLIL because it increases students' levels of engagement (Berton, 2008) and, in turn, promotes meaningful learning related to their interests and motivations (Heras & Lasagabaster, 2015).

CLIL classes, through the development of TBL, are a space for students to learn content, acquire their linguistic skills and develop their cognitive processes through the work of different intelligences. At the same time, CLIL through the implementation of TBL becomes a way to attend to the heterogeneity and diversity of the classroom. All this with the main objective of training students for a competent and successful life in society.

2.3.3. TBL as innovative methodology in the curriculum

This need to educate students with special attention to linguistic competence and the TBL, mentioned above, appears as one of the main objectives in article 5 of the “LEA”.

The “LOMCE” as well as its concretion in the “Real Decreto 126/2014, de 28 de febrero” insist on the need for a curricular change whose objective would be to favour the interdisciplinary vision of learning over the effective acquisition of skills.

At the same time, the aforementioned law reflects the importance of developing students’ cognitive skills from an early age. TBL appears as a response and a support to both needs by requiring that students create a final product that requires the implementation of what they have been taught in different areas. TBL also involves the students’ cognitive development by means of the guided search for the resolution of the problem situations.

In addition, the “Decreto 97/2015, de 3 de marzo”, in its article 7, establishes that, for the acquisition of competences, a teaching syllabus structures the elements of the curriculum around learning activities and tasks that allow students to put into practice their knowledge in diverse contexts.

At the same time, this decree, in its article 8 regarding methodological guidelines, establishes that the methodology must be active, motivating, participatory and with references to daily life and the close environment.

Therefore, TBL becomes especially important as an answer to the demands of the aforementioned decree.

In this same pedagogical line, the “Orden 17/3/2015” defines, in its article 3, the principles for the development of curriculum: the work by competences based on the design of motivating tasks for students that start from authentic problem situations and adapt to the different rhythms and learning styles of each student; promote the ability to learn for themselves and promote teamwork; making use of diverse teaching methods, resources and materials.

Finally, the “Orden de 28/6/2011” re-emphasises, in its article 9, referring to pedagogical methods, the need for bilingual centres to work with a methodological, curricular and organisational model that contains the principles of CLIL. All of this, and an integrated curriculum of languages with the design of communicative learning tasks (TBL), is to be implemented in the classroom to help students master the basic skills of language competence.

2.4.Information and Communication Technology

2.4.1. *Digital age in education*

The main ways of achieving success in any class is to attain student motivation. To do this, it is essential to start from their interests, adapting and contextualising the methodology to the context in which they are immersed. The 21st century is known as the Information Age or the Digital Age.

This fact can be beneficial for students, since with ICT, they have access to a large amount of information. ICT gives students access to world knowledge (Dudeney, 2000).

At the same time, teachers need to be aware of the need for a change in the teacher and student role that is in line with the new student-centred methodologies.

The teacher must stop being a mere transmitter of content, with groups of students organised in a homogeneous way and with a passive role; he or she must become a mediator and guide of the teaching-learning process, promoting cooperative learning and problem-solving through ICT (Dudeney, 2000).

Finally, in this educational context, ICT would become a powerful teacher resource for making students authentic learning protagonists, responsible for the achievement of their educational goals and in the search for sources of information. In this way, the learning process becomes more interactive and exciting.

2.4.2. *ICT and CLIL resources as educational materials*

The main objective of this section is to establish a relationship ICT and CLIL, which are two of the main current trends in relation to the development of educational resources linked to bilingual education.

Proof of this is a research made recently among 238 CLIL teachers and practitioners in more than thirty (mostly European) countries, in which the authors, Wojtowicz et al. (2011), found that ICT is widely used in CLIL.

ICT is “defined as a diverse set of technological tools and resources that are used to communicate, and to create, disseminate, store, and manage information that can support CLIL in many ways” (Wojtowicz et al., 2011, p. 2). Bilingual education is important to educate children in the twenty-first century (Garcia, 2009), but, at the same time, it is essential for

students to achieve “strong and fundamental computer skills” (Wojtowicz et al., 2011, p. 2). In this sense, “CLIL seems to create the best environment for the combination of them: bilingual education and ICT in learning both content and language” (Wojtowicz et al., 2011, p. 2).

On the other hand, taking into account, once again, CLIL’s definition by Bentley (2010), one remembers that a main problem that has arisen in the context of bilingual education in Andalusia is the fact that trying to teach a second language through the content subject, considering native students.

Therefore, most of the resources available to them are made without taking into account the aforementioned reality of bilingualism. For these reasons, teachers often have to prepare their own materials (López & Galván, 2016).

Thus, in order to achieve a successful CLIL session, teachers are forced to adapt and contextualise the texts of books, activities and resources that, in most cases, do not respond to the needs of their students. In relation to these last aspects, ICT is a useful tool for improving the teaching-learning process in CLIL.

With this clarification, all CLIL teachers must be aware that one of their main professional objectives must be to “become materials designers” (López & Galván, 2016, p. 635).

For this reason, ICT appears as a resource for the implementation of CLIL, providing it with a wide variety of benefits. Also, as Comfort and Tierney (2017) point out, ICT can be motivating, it offers visual support for learning, it helps to create attractive resources, it is an aid to teachers, it fosters cultural awareness and it enables students to work both independently and collaboratively through interaction.

All this information allows us to deduce a conclusion—that new literacies are needed to promote ICT in education in general and in CLIL in particular. In this way, teaching work will benefit from the wide variety of tools that new technologies offer us for the elaboration of materials. In addition, through ICT, teachers will connect with students of the digital age by motivating them and creating collaborative communication processes in the classroom.

2.4.3. ICT as curricular aim

The “LOMCE” includes in its preamble XI the importance of the use of ICT as a key tool in education due to a series of demands derived from globalisation in today's society. In this way,

technology appears as a key element for teacher training, personalised learning, modernisation of education, student motivation and the acquisition of key competences.

On the other hand, the “Real Decreto 126/2014, de 28 de febrero,” in its article 7, establishes as one of the objectives of the stage: “to start in the use of ICT, developing a critical thinking before the messages they receive and create.”

At the same time, the “LEA” in its article 5, reflects among the objectives of education, the need to “incorporate the new skills and necessary knowledge to function in society, with special attention to linguistic communication and the use of ICT”.

This objective shows the necessary relationship between CLIL and ICT, as explained above. In addition, this law, in its article 38, develops among the different key competences, the digital competence and treatment of information.

In this sense, the “Decreto 97/2015, de 3 de marzo” highlights in its article 7 that the syllabus design of all the areas of the curriculum must include activities and tasks in which students make use of ICT and article 4 of the “Orden 17/3/2015” determines among the methodological guidelines that ICT should be commonly used as a “facilitating instrument for the curriculum development.”

Finally, the Andalusian legislation for bilingualism also includes the need for the use of ICT for the development of CLIL. In this sense, the “PEDLA” includes among its lines of action, it stresses the importance of developing materials and methodologies following the most innovative orientations of Learning and Knowledge Technologies and CLIL methodology, among others.

3. DIDACTIC PROPOSAL

3.1. Justification

3.1.1. Cooperative learning as base of a CLIL didactic proposal

This didactic proposal starts with cooperation to create communicative situations in the classroom and promote socialisation in real learning contexts to teach BICS and CALP skills, while at the same time promoting student autonomy and individual responsibility so that they may offer their best to the group.

In addition, different techniques are used for the informal cooperative (1-2-4, turning paper, pencil in the centre, etc.) to introduce and teach the topics of the lessons with which the pupils develop *language of learning and language for learning*. Situations are promoted in class so that the students can feel comfortable, express their emotions, and help and interact with each other in their base groups. Therefore, they practice *language through learning*.

Finally, a competence task has been created in the integrated didactic unit for developing the key competences and multiple intelligences, which is put into practice with the formal cooperative and that I base on the next point.

3.1.2. TBL as methodological strategy in a CLIL didactic proposal

In the developed didactic proposal, TBL is an essential tool for implementing CLIL knowledge, attending to diversity of the classroom and promoting student interest.

This type of learning strengthens the development of the 4C's just as HOTS and LOTS cognitive skills.

In the pre-task process, pedagogical and independent activities have been created to present the content and develop the linguistic skills. For that, CLIL lesson plan has been elaborated upon. In addition, different types of resources have been used to provide scaffolding, such as audios, videos, visual structures, role plays, songs, flashcards, etc. In this step, pupils work individually, in pairs and in informal cooperative groups.

A final and competence task has also been developed to put into practice the content and language assimilated in the previous step. This task is dependent and authentic, because each step is necessary for the next one and it relates to the real world. In this case, pupils work in formal cooperative groups, looking for information, sharing opinions, making conclusions, and

more. This part is presented to the students with a learning landscape through different multiple intelligences.

In the last step of this type of learning, pupils and teachers think about their own learning through assessment, self-assessment and co-assessment.

Finally, it is important to highlight that this approach responds to the need for educational innovation, the development of key competences and the promotion of constructivist, long-life learning.

3.1.3. ICT use for the development of a CLIL didactic proposal

ICT is an essential resource in the development of my teaching proposal, as it facilitates the development of teaching in the search and creation of CLIL materials. In addition, it is used as a resource to motivate students with the intention of developing their digital competence.

Thus, ICT allows me to introduce the content in each CLIL session in a motivating way, making understanding easier for students. To do this, I have used different links to videos through YouTube channels such as *Happy Learning*.

Additionally, I have used *Webs* to guide and facilitate information searches for my students, as well as *Kahoot!* or *TinyTap* to create interactive activities that serve as a review or assessment of the content. At the same time, I use PowerPoint to support study for students, especially with diversity outreach. This tool allows me to insert links with videos and songs that we use in class; it also allows me to include audios recorded by the conversation assistant so that students have linguistic support at home during review and study.

I also use *Think Learning* to present the competency task to students, since this tool allows for the creation of a learning landscape by inserting audio, video and images that makes tasks simpler and more enjoyable.

All of these ICT resources make my CLIL sessions a place for students to learn while playing and having fun.

3.2.Contextualisation

The education law “LOMCE” establishes that the current open and flexible curricular model makes it possible to adapt all teaching programming to different educational contexts.

With this in mind, the CLIL didactic proposal is contextualised in a bilingual school in Jaen, a city with approximately 112.999 residents, and where the main economic sectors are agriculture and commerce. This school offers a preschool, primary, secondary and high school education and it has ICT resources (iPads and a computer classroom). For students in the primary grades, the subjects of Natural Science, Social Science and Art are taught in the second language (English).

In this school, a School Language Project (SLP) has been created as the core of the Educational Project and includes some of the most relevant decisions about the CLIL programme. Moreover, this SLP supports the creation of an integrated curriculum.

Hence, a network of collaboration between teachers is being established with weekly meetings to establish common objectives, sequential content, definitions for evaluation criteria and instruments and links between the subjects, in addition to clarifying the methods with which instructors teach.

Six Integrated Didactic Units (IDUs) are developed during a year in each course of Primary Education. In these IDUs, the different subjects of the curriculum are integrated using TIC resources to encourage pupils' comprehension and meaningful learning.

The didactic proposal that I am going to develop is part of an IDU and focuses on the topic of Prehistory within Social Science. It is designed for a group of 25 students, 14 girls and 11 boys, one with Asperger, in the 3rd level of Primary Education. This group generally demonstrates a participative attitude. The students enjoy learning in an active way, investigating, looking for information, interacting and cooperating with one another.

3.3.Objectives

The "RD 126/2014" establishes the learning objectives as the achievements that students have to reach at the end of the educative process as a result of intentionality planned teaching-learning experiences.

The didactic objectives for the didactic proposal have been formulated by keeping in mind the general objectives for the Primary Education stage; these are established in article 7 of the aforementioned "RD 126/2014" (a/ b/ c/ d/ f/ h/ i/ j/ m) and in article 4 of the "Decreto 97/2015" (a/ b/ d/ f). The general area objectives for Social Science (O.CS.1. / O.CS.2. / O.CS.5 / O.CS.9

/ O.CS.10), consecrated in the “Orden 17/3/2015”,” also contribute to the development of the key competences.

In this way, the objectives for the didactic proposal, technically formulated in infinitive, are those that I expose next.

3.3.1. Social Science objectives

- To know the concept of Prehistory and identify historic moments.
- To locate chronologically important facts of students’ lives using the basic units of time.
- To use the century as a unit of measurement.
- To explain Prehistorical facts, including events, achievements and people.
- To show interest in the ways of life of the past.
- To understand the value of Prehistorical cultural heritage and actively contribute to its conservation by understanding and respecting linguistic and cultural diversity.
- To use the ICT as a medium to look for information and acquire content.
- To acquire key communicative competence in a second language in order to interact in everyday situations.
- To acquire autonomy and skills in order to work individually and in groups, thereby developing critical sense, personal initiative and the ability to learn, plan, make decisions and hold responsibilities.

3.3.2. Language objectives

Language of learning

- To recognise vocabulary about time, Prehistory and the Ages of History.
- To describe prehistoric landscapes, characters and materials.
- To talk and write about the periods of Prehistory using the past simple.
- To use narrative text to talk about Prehistory.

Language for learning

- To know and explain orally the three periods of Prehistory, the Ages of History and the family time line.
- To listen and read texts about the periods of Prehistory.
- To write simple and texts to explain the prehistoric periods.

Language through learning

- To develop communicative competence working and interacting spontaneously in groups for the creation of a mock-up about Prehistory.

3.4.Key competences

Article 2 of “RD 126/2014” defines the term *key competences* as the capacities needed to apply, in an integrated way, the contents to achieve the proper fulfilment of activities and the effective resolution of complex problems.

Therefore, the activities and tasks that are developed in my didactic proposal contribute to the acquisition of the seven key competences:

- a)Competence in Linguistic Communication (CLC): acquiring specific Social Science vocabulary and communicative skills to be able to interact in the CLIL classroom.
- b)Competence in Mathematics, Science and Technology (CMST): learning and using time lines and the concept of *century*.
- c)Digital Competence (DC): using ICT to look for information.
- d)Learning to Learn (L2L): making mind-maps and thinking about one’s own learning with self-assessment and co-assessment.
- e)Social and Civic Competences (SCC): developing basic social skills with cooperative learning.
- f) Sense of Initiative and Entrepreneurship (SIE): developing personal autonomy, critical thinking skills and personal initiative with tasks related with real world.
- g)Cultural Awareness and Expression (CAE): learning Prehistory’s cultural heritage and showing interest in past ways of life.

3.5.Contents

Article 2 of the “Orden 17/3/2015” defines the contents as sets of knowledge, abilities, skills and attitudes that contribute to the achievement of the objectives of each teaching and educational stage and the acquisition of competences. The contents are organised around blocks for each area and are presented sequenced by cycle.

The CLIL didactic proposal has been sequenced to develop the block 4 “Las Huellas del Tiempo,” just as the communicative skills in the second language are used as tools to acquire the subject contents. In this sense, the sequencing of contents is organised with consideration of the 4C’s (Coyle, 2007) and the Language Triptych (Coyle et al., 2010).

3.5.1. Specific contents

- Prehistory: Paleolithic, Neolithic, Bronze and Iron Age.
- Historical time and its measurement (the century).
- Identification of Ages of History. Duration and dating of the significant historical events that limit them. Timelines.
- Localisation of important facts of students’ lives and interest in the ways of life of the past.
- The value of Prehistorical cultural heritage.
- Use of ICT as medium to look for information and acquire content.
- Autonomy and skills in order to work individually and in groups.

3.5.2. Communication contents

Language of learning

- Specific vocabulary about time, Prehistory and Ages of History.
- Description of prehistoric landscape, characters and materials.
- Use of past simple and narrative text to talk and write about the periods of Prehistory.
- Pronunciation of regular and irregular verbs in past simple.
- Pronunciation of the “s” in the third person singular.

Language for learning

- Knowledge and oral explanation of the three periods of Prehistory, the Ages of History and the family time line.
- Listening, speaking, reading and writing of simple texts related to the prehistoric periods.
- Use of basic structures such as:

Do you agree? Yes, I do. / No, I don't. I think that...

What can you see? I can see...

What do you think about it? I think that.../ I believe...

In my opinion, this video shows...

I am not sure if ...

There is / There are...

I am... / I have got.../ I am wearing.../ He is... / She has got...

How did the people in this period live? They were...

What jobs did they have in this period? They were...

What did they ...? They + verb in past simple.

Language through learning

- Spontaneous interaction in groups for the creation of a mock-up about Prehistory.

3.5.3. Cognition contents

Based on Bloom's Taxonomy as revised by Anderson and Krathwohl (2001).

- 1. Remember: list of the materials to create a mock-up and research information to find them.
- 2. Understand: creation of a time line about the stages of Prehistory.
- 3. Apply: role-play to simulate a prehistoric period and describe its characteristics.
- 4. Analyse: critical thinking skills to complete a mind-map about the characteristics of a period of prehistory.

- 5. Evaluate: autonomy and personal initiative to complete a test, a self-evaluation and a co-evaluation.
- 6. Create: management and design of a mock-up about Prehistory in groups to explain a prehistoric period.

3.5.4. Culture contents

- Knowledge of cultural heritage and interest in the ways of life in the past.
- Understanding and respect of linguistic and cultural diversity.
- Identification of the cultural, artistic and architectural achievements of Prehistory.

3.6. Timing

This didactic proposal is programmed for five weeks. There are three lessons, one hour each per week. Therefore, fifteen lessons have been designed, in total, for students to acquire the content; the last weeks will be employed for preparing the final product of the dependent task in groups.

3.7. Methodology

Article 2 of the “RD 126/2014” highlights that methodology is the set of strategies, procedures and actions organised and planned by teachers in a conscious and reflective way, with the aim of enabling student learning and achievement of the objectives.

Based on the methodological orientations established in article 8 of the “Decreto 97/2015” and in article 4 of the “Orden 17/3/2015,” the methodological principles for my didactic proposal are the following:

1. *Constructivist and active education* in which students build their own learning with active roles in activities, games, material manipulation, experiments and observations.
2. *Teaching globalisation and integration.* The contents are presented in a globalised way that connect the different subjects by the topic of Social Science (Prehistory) and use as unifying thread the dynamic of the course “super-detectives”.

3. *Meaningful learning.* The didactic proposal starts with previous ideas from the students, including their questions, doubts and interests.
4. *Application and use of TIC* as a resource for student learning and motivation.
5. *Socialisation and cooperative learning.* The students work in a cooperative way, utilizing different techniques to interact and complete tasks in the classroom.
6. *Functional and cognitive learning.* The use of the TBL approach within a final group task allows students to demonstrate their own leaning with practical applications in specific contexts of daily life. In addition, the completion of this task requires cognitive processes (HOTS and LOTS) and contributes directly to the development of key competences.
7. *Communicative approach.* The use of CLIL is essential, as it employs language as a tool to learn content. Different activities and scaffolded tasks have been created to promote the development of communicative skills.
8. *Diversity outreach.* The activities and tasks have been developed though different multiple intelligences with adaptations to the different rhythms, motivations and capacities of each student.

3.8.Materials and resources

Materials and resources should be flexible, varied, multi-use, stimulating, innovative and technologically progressive.

Tomlinson (2013) distinguishes four types of materials:

1. *Informative and instructional materials* that inform learners about language use and help instructors in the teaching process.
2. *Experiential materials* that provide students exposure to the language in use by providing opportunities for them to do things themselves.
3. *Elicitative materials* that stimulate students use of the language without directly telling them to do so. These types of material are very appropriate for CLIL because they are centred around the content instead of grammar and vocabulary and, in turn, provide easy scaffolding for the students.
4. *Exploratory materials* are used to discover language use about oneself and the environment.

At the same time, in line with the framework outlined above, CLIL materials must be accessible in communicative competence and cognitive skill development (Coyle, 2005). CLIL materials should be configured in line with the CLIL Matrix adapted by Coyle (2005) from Cummins (1984) to create cognitive and linguistic challenges to students.

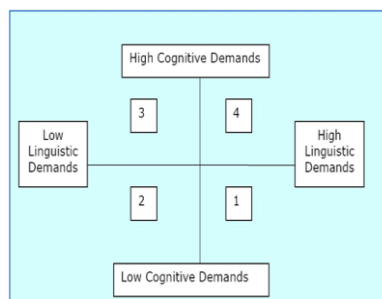


Fig. 4: CLIL Matrix to evaluate learning materials and tasks by Coyle (2005, p. 9)

In this sense, Barrios (n.d) highlights that materials with Low Linguistic and Cognitive Demands have to be present at the beginning of the teaching-learning process. And that materials with Low Linguistic Demands and High Cognitive Demands should be the most used in CLIL to guarantee that the level of the student in LE is not a problem for learning. Some material with High Cognitive and Linguistic Demands could be employed, however, at the end of the unit.

Consequently, I have used different types of materials and resources for my CLIL lesson plan and the final task:

- *Songs* to introduce or review the concepts. *Elicitative material* in line with quadrant two of the CLIL matrix.
- *Videos* followed by brainstorming or thinking routines about the content; this provides visual scaffolding. *Experiential materials* that belong to quadrant two of the CLIL matrix.
- *Flashcards* (with pictures, words or structures) and different flashcard games to learn vocabulary, concepts and definitions. *Informative, instructional and elicitive material* in line with quadrant three.
- *Worksheets* with texts, pictures and different types of activities so that students may learn the content by using the language with scaffolding. They are *elicitive materials* and are developed in quadrant three.
- *ICT resources* to look for information, review content or introduce the final task. It is an *exploratory* resource and is developed in quadrant four.

Finally, I have created a rubric (Appendix I) to check the quality of my CLIL learning materials, following the checklist proposed by López-Medina (2016).

3.9. Transversality and interdisciplinarity

The “Orden 17/3/2015” establishes, in article 3, that learning through key competences is characterised for its transversality, dynamism and integration.

In this sense, the implementation of my CLIL proposal at the school level is based on the design of IDUs with a globalised and interdisciplinary methodology and with the same unifying thread (“Super-Detectives in Prehistory”) for all subjects.

Transversality is also consistently present. Each subject involved in the IDU connects with transversal topics, especially the necessity of cooperative work and the peaceful resolution of conflicts.

In this way, the cited “Orden 17/3/2015” determines that it is necessary that teachers work in groups to relate and integrate the different subjects.

3.10. Evaluation

The article 12.3 of the “Decreto 97/2015” emphasises that assessments of the students’ learning process will be continuous, criterial, global and formative. In addition, the “Orden 4/11/2015” about evaluation states that these assessments will have specific, referenced criteria and evaluable learning indicators.

Article 5 of the “Decreto 97/2015” defines the assessment criteria as the reference point to check the grade of acquisition of the key competences and the proposed objectives.

3.10.1. Assessment criteria and indicators

CE. 2.1. Prepare works individually or collectively, using ICT.

- CS.2.1.1. Search, select and organise information using ICT. (CLC, DC, SIE)

CE. 2.2. Complete the task with a quality presentation, presenting the work individually or in a group, using dialogue, debate, respect and tolerance towards others.

- CS.2.2.1. Complete the task individually or in a group, with autonomy and order, using the appropriate vocabulary and showing personal initiative, confidence, curiosity, creativity and an enterprising spirit. (L2L, SCC, SIE)

CE. 2.11. Identify and use basic temporal units to order the most relevant events in the family sphere and the events of Prehistory, respecting cultural heritage.

- CS. 2.11.1. Define the concept of prehistory and relevant historical moments, identifying the beginning and the end of the era and chronologically interpret relevant facts in a timeline using the basic units of time. (CLC, CMST, L2L, CAE)
- CS.2.11.2. Use the century as a unit of measurement, as well as other techniques, to locate historical events, to explain moments of prehistory and to define events and characters from the past. Identify cultural heritage in terms of something to be cared for, preserved and bequeathed. (CLC, DC, L2L, CAE)

3.10.2. Assessment tools

As article 4 of the “Orden 4/11/2015” indicates, the teaching team must use different assessment techniques and instruments in relation to the assessment criteria and students’ specific needs. In addition, the coordination between L2 teachers and content teachers is very important for establishing common assessment tools in both subjects.

The “Junta de Andalucía” offered methodological orientations for bilingual subjects in Primary Education, establishing that in CLIL, content is the priority and the foreign language is the vehicle to achieve learning this content. In this way, linguistic productions must always be considered to improve the evaluation results.

In this way, the assessment tools for evaluating both content and language in my CLIL proposal are:

1. *Portfolio (CS.2.2.1)*. Students will use this tool to organise their daily activities and tasks. This tool is a combination of a formative and summative assessment for learning.

It is formative because the teacher can detect the students’ strengths and weaknesses and provide ways to improve during the learning; it is summative because it comprises learners’ final results, such as written work, tasks, test results, notes, etc.

2. *Rubrics* for the final task (Appendix II) (CS.2.1.1/ CS.2.2.1. / CS.2.11.2). This tool is a combination of formative and summative assessments for learning because the teacher offers daily feedback during the process. At the same time, it is summative because it takes place at the end of the IDU to measure the students' learning.

3. *Self-assessment and co-assessment* (CS.2.2.1).

For the *self-assessment*, students will complete a *target evaluation* template (Appendix III) at the end of the IDU. It is summative through learning because it is a visual assessment of the achievements based on the assessment criteria.

Co-assessment will be done through an assembly in whole groups, using the *super-detective cards* (Appendix IV) to assess the different final products. This is an example of summative assessment through learning because pupils participate spontaneously in a communicative situation. For this co-assessment:

- The teacher provides scaffolding with *visual structures flashcards* (Appendix V).
- Then, a group will present their final product of the task (oral presentation).
- Afterwards, the rest of the groups decide on and show a flashcard to evaluate their presentation, while also providing feedback.
- Finally, the teacher counts the final points and gives the final evaluation (“super-detectives,” “detectives,” “students” or “you have to improve”).

This process is completed with each group.

4. *Achievement test* (CS. 2.11.1), completed in groups with the *turning paper technique*. For that, each pupil writes their name with a specific colour and uses this colour to answer the different questions. In this way, the teacher knows who has written each answer, identifying each colour with a member of the group. Pupils often feel less nervous and more confident when working in groups, and the teacher can give a clear and individual mark for each pupil. This is an example of summative assessment.

3.10.3. Teaching process assessment

Article 12 of the “RD 126/2014” establishes that teachers have to evaluate the students' learning as well as their own teaching practices.

As I have mentioned in the introduction, this didactic proposal is the result of my own teaching experiences, based on action research. For the assessment-of-teaching process, I used a rubric (Appendix VI) that is organised into four important points: the students' learning level with the intervention; the criteria for development-of-learning materials, according to Tomlinson (2015); the principles for the implementation of Task-Based Content and Language Teaching (TBCLT), adapted from Ellis (2009); and the criteria to select and create texts based on the Tomlinson's classification (2013) for the text-driven approach.

3.11. Step-by-step planning

The following pages contain the main elements of the didactic proposal:

- CLIL lesson plan. Pupils make the pre-task activities working individually and in group (using cooperative techniques).
- Final task. Pupils make a final task (dependent and related to real-world) in group in which they could put into practice the contents and the linguistic skills that they have learnt with the previous step.
- Finally, they complete the assessment, co-assessment and self-assessment.

BACK TO THE PAST!



DETECTIVE: _____

3RD COURSE

CONTENTS

CLIL LESSON PLAN (PRE-TASK ACTIVITIES)

LESSON 1: INTRODUCTION

LESSON 2: MY FAMILY HISTORY

LESSON 3: MY TIME LINE

LESSON 4: HISTORY AGES

LESSON 5: PREHISTORY

LESSON 6: PALEOLITHIC

LESSON 7: NEOLITHIC

LESSON 8: BRONZE AND IRON AGES

LESSON 9: OUR HERITAGE

LESSON 10: REVIEW

FINAL TASK

LESSONS 11, 12 AND 13

ASSESSMENT, SELF-ASSESSMENT AND CO-ASSESSMENT

LESSON 14: SELF-ASSESSMENT AND CO-ASSESSMENT

LESSON 15: ACHIEVEMENT TEST

KEY



LISTENING



READING



WRITING



SPEAKING



IN PAIRS



IN GROUP



SONG



THEATRE



STUDY



VIDEO



VISUAL THINKING

CLIL LESSON PLAN (PRE-TASK ACTIVITIES)

LESSON 1

1. THINKING ROUTINE IN PAIRS: LOOK, THINK AND ASK.



I CAN SEE...	I THINK THAT...	I WONDER...



What can you see in the pictures? I can see...

What do you think about it? I think that.../ I believe...

What do you wonder? I wonder if...

In my opinion, this image shows...

I'm not sure if ...

There is.../there are...



2. LISTEN AND READ THE FOLLOWING LETTER (SHARED READING TECHNIQUE)



Dear small detectives,

I want to tell you that we are going to talk about the past and how we number the years. A year is 365 days or 12 months. Every year has a number.

The year 1 is the year that Jesus Christ was born. We count the years from this point. A century is 100 years. We use B.C. to refer to “Before Christ” and A.D. to refer to “Anno Domini.”

Last week, I received a photo from our ancestors. A mysterious word, “PREHISTORY,” appears on the image. Do you know anything about it? Can you help me investigate Prehistory?

I look forward to your answer!

Hugs,

Sherlock



3. ANSWER IN PAIRS. (WHISPERING TECHNIQUE)

What do we have to investigate? We have to investigate...

How many days are in there in a year? And months? There are ...

What happened in year 1? In this year...

How many years are there in a century? There are ...

What is the meaning of B.C. and A.D.? It is...



LESSON 2

4. LISTEN AND REPEAT THE VOCABULARY.



son



mother



grandmother



father



great- grandfather



grandfather



daughter



great- grandmother

5. FLASHCARD GAME “WHO AM I?” SPEAK IN PAIRS (WHISPERING TECHNIQUE)

Hello! I am George. I'm 36 years old. I was born in 1981. Century: 20th

Hello! I am David. I'm 8 years old. I was born in 2009. Century: 21st

Hello! I am Peter. I'm 62 years old. I was born in 1955. Century: 20th

Hello! I am John. I'm 92 years old. I was born in 1925. Century: 20th

Hello! I am Sophie. I'm 6 years old. I was born in 2011. Century: 21st

Hello! I am Jane. I'm 34 years old. I was born in 1983. Century: 20th

Hello! I am Mary. I'm 60 years old. I was born in 1957. Century: 20th

Hello! I am Sue. I'm 90 years old. I was born in 1927. Century: 20th



Hello! I am... / I'm
... years old / I was
born in ...
Century: ...

Yes, I am. /
No, I'm not.

Are you the
(grandmother)?



6. ASK FOR INFORMATION ABOUT YOUR FAMILY HISTORY.



PAST

- ✓ **I was born** in _____ (year). Century: _____.
- My weight was _____ kg.
- I was _____ cm tall.
- I first walked when I was _____ years old.
- Before I was born, my parents lived in _____ and they had _____ child or children.

- ✓ **My father** was born in _____ (year). Century: _____.
- ✓ **My mother** was born in _____ (year). Century: _____.
- ✓ **My grandfather** was born in _____ (year). Century: _____.
- ✓ **My grandmother** was born in _____ (year). Century: _____.
- ✓ **My great-grandfather** was born in _____ (year). Century: _____.
- ✓ **My great-grandmother** was born in _____ (year). Century: _____.

PRESENT

- ✓ Today, I am _____ years old. Century: _____.
- ✓ Now, my weight is _____ kg and I am _____ cm tall.

FUTURE

- ✓ In the future, I want to be a _____ (job).

LESSON 3

7. FLASHCARD GAME IN PAIRS.

Choose a “family flashcard” of the lesson 1. Sit in pairs, back to back with your classmate. One student describes the card, while the other pupil listens to the description and draws a picture. Take turns to guess what the picture shows.

1. He / she is (tall/ short).
2. He / she has got (long/short /dark/fair/...) hair.
3. He has got (blue/green/brown...) eyes.
4. He is wearing...
5. He is a (mother, father, grandfather...).



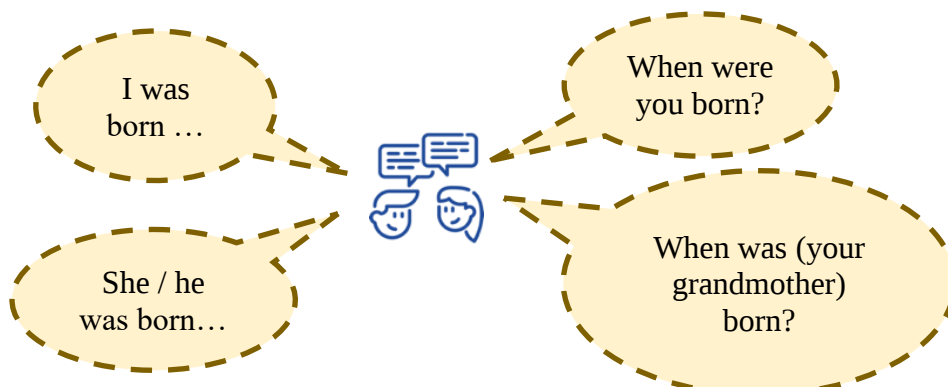
MY PICTURE

8. COMPLETE YOUR FAMILY TIME LINE. THEN, SPEAK IN PAIRS.



my great- grandparents	my grandparents	my parents	ME
_____	_____	_____	_____
_____	_____	_____	_____

_____ (year) _____ (century)	_____ (year) _____ (century)	_____ (year) _____ (century)	_____ (year) _____ (century)
---------------------------------	---------------------------------	---------------------------------	---------------------------------



LESSON 4

9. LISTEN AND COMPLETE THE HISTORY AGES RAP. THEN, SING IN GROUPS.



Prehistory	French	Middle	Contemporary
Ancient	writing	Roman	America



HISTORY AGES RAP



_____ starts
with the appearance of man.
The _____ age starts
with the appearance of _____.
The _____ age starts
when the _____ Empire falls.
The Modern age starts
with the Discovery of _____.
The _____ age starts
with the _____ Revolution.

ROLE PLAY

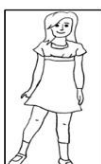
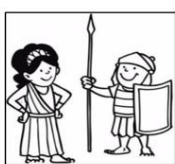
In group, prepare
a theatre to
represent
HISTORY
AGES.



10. CUT AND GLUE TO COMPLETE THE HISTORY AGES TIME LINE.



HISTORY



LESSON 5

11. WATCH THE VIDEO AND COMPLETE THE THINKING ROUTINE IN GROUPS.



LOOKING 10X2

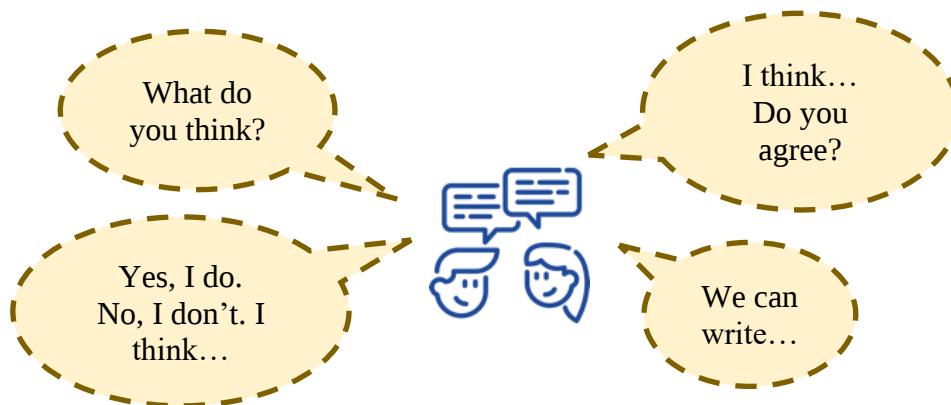
(Watch the video and write 10 sentences or words in groups. Then, read your answers to your classmates and write ten new sentences or words).

For example:

1. Three periods: Paleolithic, Neolithic and ...
2. People were nomadic...



The illustration shows a notebook with two pages. The left page is numbered 1 through 10, with each number followed by a horizontal line for writing. The right page also has 10 horizontal lines for writing. A small icon of a face with two thought bubbles is positioned between the pages.



12. LISTEN, READ AND COMPLETE THE TEXT. (1-2-4 TECHNIQUE)

man	oldest	writing	wheel
fire	blood	reading	walls



PREHISTORY

1. Prehistory is the _____ period.
2. Prehistory starts with the appearance of _____ in 2-3 million years B.C.
3. In this age _____ and writing didn't exist, but there were tools.
4. Prehistoric people painted on _____ with animal _____.
5. They ate food from animals and plants.
6. They discovered important things like _____ and the _____.
7. Then, they invented _____ and that was the end of Prehistory.



**13. WRITE TRUE OR FALSE. CORRECT THE FALSE SENTENCES.
(PENCILS IN THE MIDDLE TECHNIQUE)**



a) In Prehistory people wrote many books.

False. In Prehistory reading and writing ...

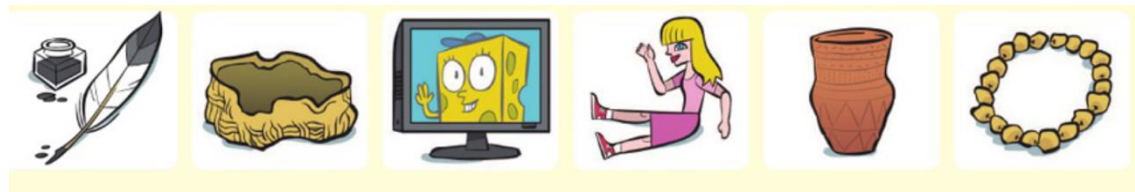
b) Prehistoric people learned how to make fire.

c) Prehistoric people ate food from animals and plants.

d) In Prehistory there weren't any tools.



14. SPEAK IN PAIRS. (THINK-SHARE-PAIR TECHNIQUE)



quill

bowl

television

doll

vase

stone bracelet

Which of these things do you think prehistoric people had?



I think Prehistoric people had ... / didn't have...



LESSON 6

15. WATCH THE VIDEO “PALEOLITHIC” AND SPEAK IN PAIRS. (WHISPERING TECHNIQUE)



What period of Prehistory can you identify in the video? I can identify...

How did the people in this period live? They were...

What jobs did they have in this period? They were...

What did they discover? They discovered...

Where did they live? They lived in...

What did they do? They ...



16. LISTEN, READ AND COMPLETE THE TEXT. (1-2-4 TECHNIQUE)



spears	bones	skins	huts
fire	fished	nomadic	

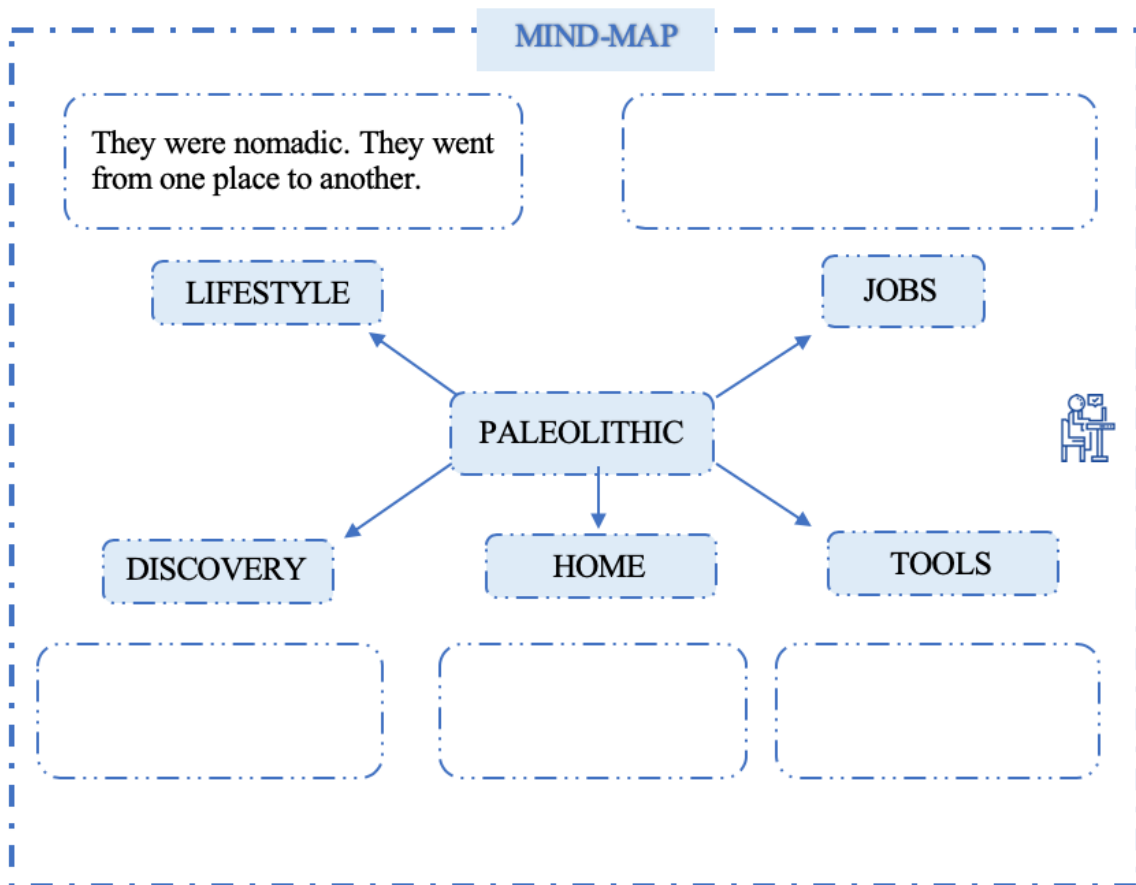


PALEOLITHIC

1. The first period is the Paleolithic Period. (5 million -10.000 years ago).
2. Paleolithic people were _____. They went from one place to another.
3. They hunted and _____ to get food.
4. They discovered _____.
5. They lived in caves or _____ made of branches and animal skins.
6. They had clothes made of animal _____, too.
7. They made tools from stone, wood and animal _____.
8. They made _____ for hunting.



17. COMPLETE THE MIND-MAP.



18. WRITE AND SAY TRUE OR FALSE AND EXPLAIN WHY.



- Prehistory is divided into three periods: Paleolithic, Neolithic and the Bronze and Iron Age.
- Paleolithic people lived permanently in one place.
- They ate fruit and wild plants.
- They used animal skins to make clothes and huts.
- They wrote words on the walls of their caves.

Which of these sentences is (true/ false)?



I think (sentence a) is (true / false) because ...



LESSON 7

19. WATCH THE VIDEO “NEOLITHIC” AND SPEAK IN PAIRS. (WHISPERING TECHNIQUE)



What period of Prehistory can you identify in the video? I can identify...

How did the people in this period live? They were...



What jobs did they have in this period? They were...

What did they discover? They discovered...



Where did they live? They lived in...

What did they do? They ...

20. LISTEN, READ AND COMPLETE THE TEXT. (PENCILS IN THE CENTRE TECHNIQUE)



cultivated	villages	agriculture
sedentary	trade	polished

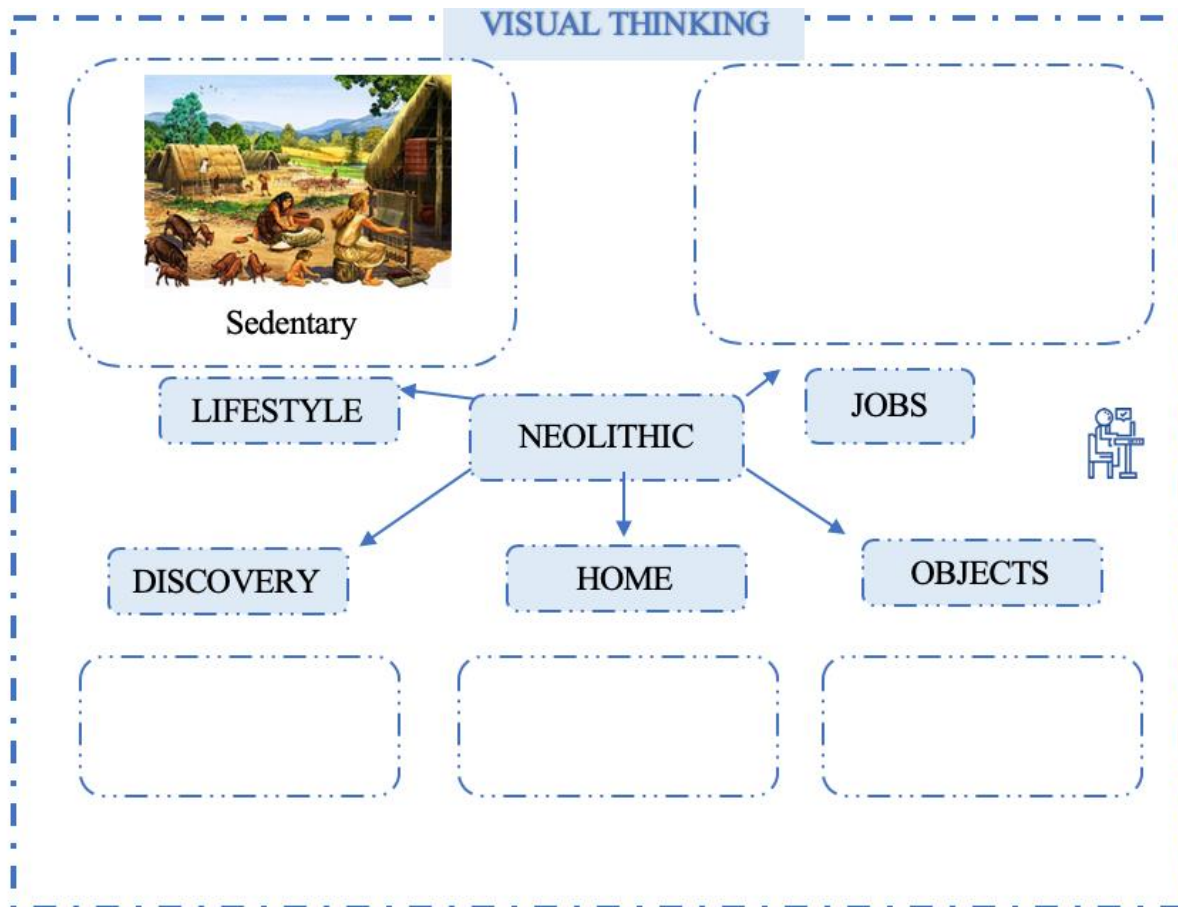


NEOLITHIC

1. The Neolithic Period started about 10.000 years ago and ended about 7.000 years ago.
2. Neolithic people discovered _____.
3. They _____ crops and raised animals.
4. They were _____ because they stayed in one place and they lived in huts and _____.
5. They were artisans and farmers.
6. They exchanged products. This was the beginning of _____.
7. They made ceramic pots and baskets.
8. They used _____ stone to make tools.



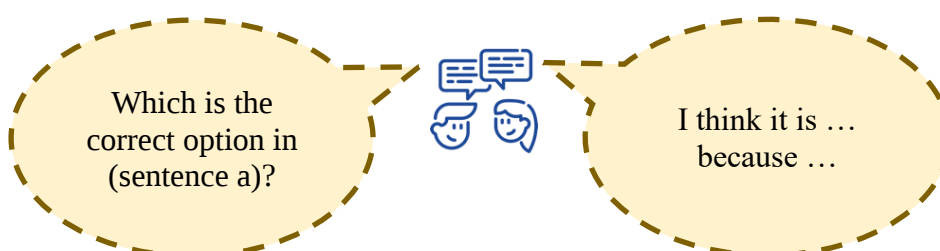
21. COMPLETE THE VISUAL THINKING.



22. READ THE SENTENCES AND CHOOSE THE CORRECT WORDS.



- a) Neolithic people discovered **fire/ agriculture**.
- b) They were **sedentary/ nomadic**.
- c) They lived in **caves / villages**.
- d) Neolithic people **needed / didn't need** to move from one place to another.
- e) Neolithic artisans made pots from **clay / polished stone**.
- f) They started to **trade / hunt and fish**.



LESSON 8

23. WATCH THE VIDEO “THE BRONZE AGE”.
READ THE DEFINITION AND IDENTIFY THE WORD IN PAIRS.
(WHISPERING TECHNIQUE)



People built these to defend their villages.

After this was invented, people could transport things more easily.

This is the name for people who make things with metal.

This was the first metal people used to make objects.

Can you tell me
the word for this
definition...?



I think it is
... because



24. LISTEN, READ AND COMPLETE THE TEXT.
(PENCILS IN THE CENTRE TECHNIQUE)



metalworkers

traders

metal

wheel



THE BRONZE AND IRON AGES

1. The Bronze and Iron Ages started about 7.000 years ago and ended about 5.000 years ago.
2. They discovered _____ to make tools, jewellery and weapons.
3. They invented the _____.
4. They had more jobs. They were farmers, artisans, _____, soldiers and _____.
5. They were sedentary. They used walls to defend the villages.



25. LET'S COMPARE THE PREHISTORIC PERIODS. WRITE ABOUT THEM.



PALEOLITHIC (5 million -10.000 years ago)	NEOLITHIC (10.000 years ago)	BRONZE AND IRON AGE (7.000 years ago)
How did the people in this period live? They were... 	How did the people in this period live? They were... 	How did the people in this period live? They were...
What jobs did they have in this period? They were... 	What jobs did they have in this period? They were... 	What jobs did they have in this period? They were...
What did they discover? They discovered ... 	What did they discover? They discovered... 	What did they discover? They discovered...
Where did they live? They lived in... 	Where did they live? They lived in... 	Where did they live? They lived in...
What did they do? They ... 	What did they do? They ... 	What did they make? They ...

- Hello! Who are you?
- I am a prehistoric person. I live in the Paleolithic period. And you?
- I am a prehistoric of the Neolithic period. How do you live?
- I am nomadic because I go... I use...I make...



ROLE PLAY
In group,
prepare a theatre
to represent a
PREHISTORIC
PERIOD.



LESSON 9

26. SHOW AND TALK ABOUT TWO PERSONAL OBJECTS. EXPLAIN WHY THEY ARE IMPORTANT FOR YOU.

This is a ... It is (red, ...).
It has got (two) parts.
I use it to...
It is important for me because...



27. LISTEN AND READ THE TEXT. (SHARED READING TECHNIQUE)



OUR HERITAGE

An **archaeologist** is a person who looks for objects from the past.

A **source** is something that gives us information. They tell us our heritage. It's important to look after our heritage for the future.

Books and documents are very important sources of history. We can find out about important events and how people lived.



This is a letter from King Felipe II of Spain to his father. He writes about a battle that he won against the French.

However, paintings, objects and buildings are also important sources.

During the Bronze and Iron Ages, the Celts and Iberians lived in the Iberian Peninsula. They made sculptures and megalithics.



28. READ AND MATCH TO DISCOVER PREHISTORIC ART.



Cave paintings in the Altamira cave in Cantabria.

The Pedra Gentil **megalith** in Vallgorguina, Barcelona.

The **Bulls** of Guisando in Ávila.



29. COMPLETE THE SENTENCES ABOUT VISITING A MUSEUM. USE “I SHOULD” OR “I SHOULDN’T”.



a) _____ run and make lots of noise.

b) _____ stay close to an adult.

c) _____ talk quietly.

d) _____ touch the objects.

30. IMAGINE YOU ARE GOING TO LEAVE OBJECTS IN A BOX TO TELL HISTORIANS IN THE FUTURE ABOUT YOUR LIFE. MAKE A LIST OF 4 OBJECTS. SHARE YOUR ANSWERS IN PAIRS.



I am going to leave a ... It is important for me because ...

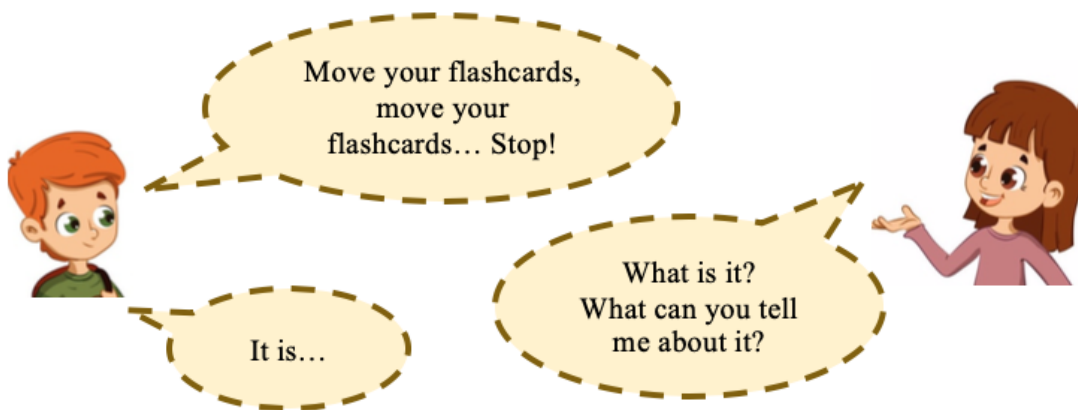


1. _____
2. _____
3. _____
4. _____



LESSON 10

31. MOVE YOUR FLASHCARD GAME TO REVIEW THE PREHISTORIC PERIODS.



32. LABEL THE PICTURES AND MATCH THE WORDS. (1-2-4 TECHNIQUE)



sedentary

huts

nomadic

village

fire

metalworkers

metal

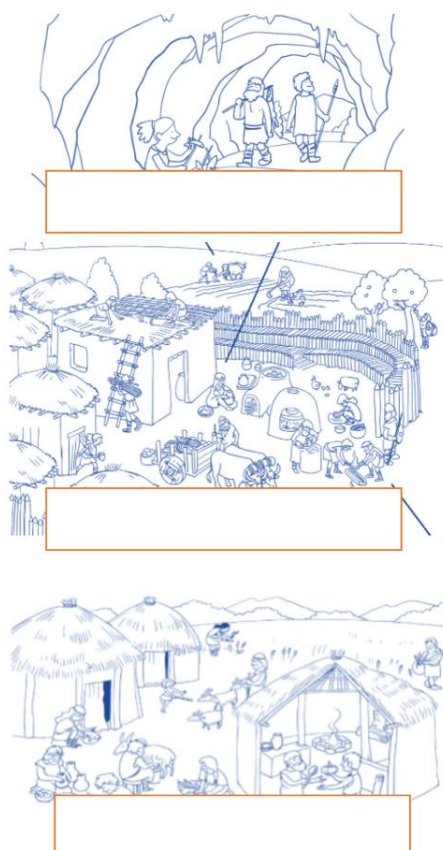
farmers

wheel

agriculture

cave

hunters



**33. LET'S REVIEW! READ AND CHOOSE THE CORRECT OPTION.
WRITE AND SHARE YOUR MARK.**



- a) Prehistory starts with...
1. the appearance of man.
 2. the Roman Empire falls.
 3. the appearance of writing.
- c) Neolithic people discovered...
1. agriculture.
 2. fire.
 3. the wheel.
- e) In the Paleolithic Period people discovered...
1. agriculture.
 2. metal.
 3. fire.
- g) Bronze and Iron Age people built ... to defend their villages.
1. huts.
 2. tools.
 3. walls.
- i) A century is...
1. 1.000 years.
 2. 100 years.
 3. 10 years.
- b) Paleolithic people made huts from...
1. stone and bricks.
 2. branches and animal skins.
 3. clay.
- d) Bronze and Iron Age traders...
1. cultivated crops.
 2. bought and sold things.
 3. made objects from metal.
- f) In the Neolithic Period people were...
1. nomadic.
 2. sedentary.
 3. nomadic and sedentary.
- h) Neolithic people were farmers and ...
1. metalworkers.
 2. soldiers.
 3. artisans.
- j) Years with B.C. are...
1. before Jesus was born.
 2. after Jesus was born.
 3. longer than other years.

STUDENT A: What is your mark?

STUDENT B: I have got ... points.

It is perfect / I think that I have to review ...



(TASK)

LESSONS 11, 12 AND 13

INTERACTIVE TASK: <https://www.thinglink.com/scene/1330245898860494849>

TITLE: BACK TO THE PAST!

AGE: 3rd COURSE

Dear detectives,

You know new concepts about Prehistory and you can talk about your ancestors. Now you have to put it all into practice by doing a final task: "BACK TO THE PAST!"

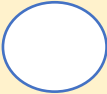
As I told you, I received a photo from our ancestors. A mysterious word, "PREHISTORY," appears on the image. Do you know anything about it? Can you help me investigate Prehistory?

In groups, create a mock-up about a period of Prehistory for the museum in your classroom. Then, record a video to explain it. This is a good way to help me.

I hope you enjoy making your final product!

Sherlock, the detective.

MULTIPLE INTELLIGENCES	FINAL TASK	PROGRESS  OK  REVISE  INCOMPLETE
NATURALIST	Decide in groups! What materials can you use to make a mock-up about Prehistory? (Pencils in the centre technique). Look for information to make a list of the materials. https://artfulparent.com/our-25-favorite-kids-art-materials/ https://www.notimeforflashcards.com/2014/04/recycled-art-project-for-kids-2.html https://www.thesprucecrafts.com/top-trash-to-treasures-crafts-1254258 https://www.mymommystyle.com/30-creative-art-projects-using-recycled-materials/ Remember: it is important to use recycled material.	

SPATIAL AND VISUAL	Time to create! Make a mock-up about a period of Prehistory. You can use different materials, such as plasticine and recycled materials (cardboard, plastic cups, paper rolls, newspaper, etc.). You have to include prehistoric people. Prepare your prehistoric clothes using plastic bag and cardboards.	
LINGUISTIC	Prepare your notes for the speaking presentation! Français: présente-toi! (Le prénom, âge, où tu habites, etc.) English: write the description for your mock-up. Explain the period of Prehistory, describe the landscape, the characters and the materials. Make a mind-map. Lengua Castellana y Literatura: escribid un breve diálogo entre varios prehistóricos para representarlo. Use the turning paper technique to write in group.	  
LOGICAL-MATHEMATICAL	Prehistory timeline! Complete a timeline about the stages of Prehistory in groups.	
MUSICAL	Rhythm! In groups, prepare an opening dance to present your final product.	
BODILY-KINESTHETIC	Move your body! Role play. Prepare the speaking presentation of your final product in groups, using your mock-up and your costumes. 1. Présente-toi! 2. Opening dance. 3. Describe the characteristics of the period, the landscape, the characters and the materials. 4. Representa el diálogo.	
INTERPERSONAL	Cooperation! Work in groups to create the final product. Remember: respect your classmates, share opinions, help each other, etc. At the end of this task, you will participate in an oral interaction for the co-assessment.	

INTRAPERSONAL

What have you learned? Make your own reflection about your learning process and complete your self-assessment (target evaluation template).



(ASSESSMENT, SEL-ASSESSMENT AND CO-ASSESSMENT)

LESSON 14

Complete your self-assessment (target evaluation template) and participate in the co-assessment assembly.

LESSON 15

ACHIEVEMENT TEST.

1. Complete the worksheet in group with the **turning paper technique**.
2. Choose your favourite colour to write your name and answer the questions.
3. Listen the teacher's instructions to turn the paper and write your answers.

3.12. Reinforcement and extension activities

The current law about attention to diversity in Andalusia (Orden 25/7/2008) highlights that general education must be organised with the consideration of diverse people, places and cultures, and must take the principle of inclusion into account. It may be necessary that teachers will have to apply and use curricular measures to carry out this directive.

Additionally, teachers must apply didactic measures, such as cooperation between students and the use of tasks to develop multiple intelligences and key competences.

At the same time, it is necessary to create reinforcement and extension activities to attend to different learning rhythms, increase student self-esteem, and to achieve learning objectives.

1. Reinforcement activities are designed for students who have difficulty in acquiring new concepts.

- *Visual thinking and mind-maps* to summarise the information.
- Review of the contents with the PowerPoint; include audios, songs and videos: <https://drive.google.com/file/d/1xxVm8xwldwutY1RgHvi0ZHTTPTP2m6fU/view?usp=sharing>
- *Fungible worksheet* with crosswords, word searches, puzzles, bingo, matching activities, word completion and word order. These activities can be created through online tools and applications, such as:

Tiny Tap: <https://www.tinytap.it/community/profile/macarena.merinomartin/>

Kahoot!: <https://play.kahoot.it/v2/?quizId=87021adf-c92c-46bc-8f03-a6483e3a5b32>

The Scramblinator: <http://www.altastic.com/scramblinator/>

Bingo Card Maker (Images): <http://www.toolsforeducators.com/bingo/>

Worksheet Generators: <https://quickworksheets.net/worksheet-generators>

2. Extension activities are created for pupils who have completed the programmed activities easily and satisfactorily, and can go in depth about the content.

- *Investigation work* about Prehistory about a topic of interest of the student.
- *Digital presentation* about Art in Prehistory.
- Preparation of a *theatrical play* about Prehistory (creating the text and the costumes).
- *Piccollage app* to create a collage with important information about Prehistory.

- Creation of an *art gallery* about cave paintings.
- Prepare a *quiz in groups* about Prehistory, with questions and answers on mini-flashcards.

4. CONCLUSION

This masters' dissertation has allowed me to evaluate my own teaching practice and understand that our priority as CLIL teachers should be to assure that students acquire the content in an understandable way, while giving them the communicative skills in L2 to interact in the classroom and in the real world. At the same time, this masters' dissertation has allowed me to discover the benefits of using the CLIL approach for the development of bilingual education.

One of the main benefits of CLIL is the modernisation of classroom didactics through student-centred methodologies. For this reason, cooperative learning, TBL and ICT have been used for didactic proposal implementation.

Teachers can obtain some of the benefits of CLIL—such as inclusion, communication, cultural dimension and team work—through cooperative learning. At the same time, the use of TBL favours other important benefits of this approach, which include cognitive development and functional learning.

For its part, the use of ICT allows educators to engage students and prepare them for digital age. Moreover, ICT is a good resource for combatting the teachers' need to create materials to adapt CLIL learning to each context.

My didactic proposal is a clear example of how to implement all these aspects in a CLIL classroom that is also in line with the legislation. It includes a CLIL lessons plan with different activities and cooperative techniques, as well as a final task (dependent and related to the real world) to put into practice the learned contents and communicative skills. To do that, students solve a problem situation by developing their cognitive skills in teams. Then, the assessment, self-assessment and co-assessment support the reflection of one's own learning and critical sense.

As I have mentioned before, the experience of having put this didactic proposal into practice allows me to feel confident that my pupils have successfully achieved the proposed objectives as competent students, capable of interacting, in a bilingual context, for life in society.

However, several aspects should also be reconsidered such as the necessity of establishing more weekly meetings to create CLIL materials and the importance of teaching coordination to create an interdisciplinary learning experience.

It is important to remember that CLIL is an umbrella approach that lends itself to the use of a variety of innovative, communicative and significant pedagogies. Therefore, this fact can motivate CLIL teachers to use other student-centred methodologies and create different didactic proposals which could be implemented and also shared with the intention of making that the CLIL lessons motivate students and see bilingual education as a window to the real world.

5. REFERENCES

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6. APPENDICES

APPENDIX I: RUBRIC TO CHECK THE QUALITY OF MY CLIL MATERIAL

BLOCK	RELEVANT CRITERIA	REASON	A BRIEF DESCRIPTION OF MY MATERIAL
I.GENERAL	The organization is consistent with the curriculum.	The curriculum establishes how the different curricular elements must be developed.	The CLIL material is based on Spain's legal requirements, focusing on an active and meaningful methodology which allows students to understand the contents, to achieve the assessment criteria and the established objectives, while developing the key competences and multiple intelligences.
	The resource pack includes varied ICT resources.	The teaching-learning process has to meet our society's needs, in which new technology has an important role.	The CLIL lesson plan has hyperlinks with the videos and the audios for the different texts and activities. The final task is made with an interactive learning landscape. In addition, it provides students opportunities to use ICT to look for information. At the same time, they can review at the end of each unit with Kahoot! or Tiny Tap. All of these activities develop students' technology skills.
II.CONTENT	The content is relevant to students' experiences.	Teachers must to teach the content in a motivating and meaningful way.	All of the contents in the CLIL lesson plan are related to students' real experiences. That is the reason why at the end of each integrated unit, pupils complete a final task (interdisciplinary) in which they have to put into practice the knowledge and skills they have learned.
	The visual content is functional.	Different strategies should be used to assure the content acquisition.	The CLIL lesson plan presents visual content to make the learning process easier. These images allow pupils to use their communicative skills to describe them, creating interaction in the second language. Moreover, flashcards are used to present and learn the content through different games.
III.COGNITION	The final task is challenging.	Different tasks must be designed to develop students' cognitive skills.	The final task has been designed to develop the different levels of Bloom's taxonomy. It is focused on the four communicative skills which promotes and develops their cognitive skills. Moreover, the activities have been designed to develop the multiple intelligences, as well as thinking routines. Different icons are used to indicate these elements in the CLIL lesson plan.
	It allows breaking down tasks / activities to make them more manageable	Tasks and activities must be created from less to more complexity to make the	The CLIL lesson plan includes activities which go from less to more complexity. Each CLIL lesson starts working the speaking and listening skills, then reading

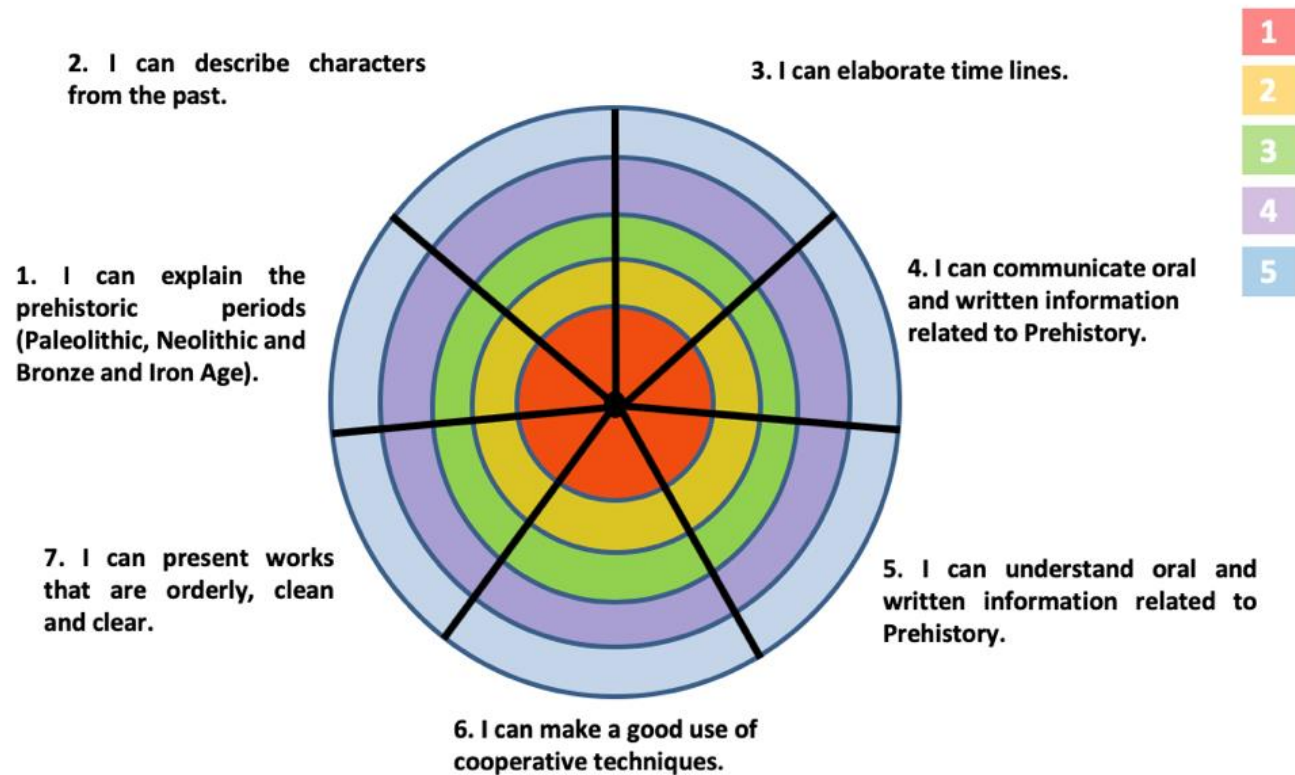
		development of communicative skills and content learning easier.	and writing skills are introduced, following the natural process for language acquisition. In addition, different patterns with the specific structures and vocabulary are included which promote an increase of cognitive skills to interact and communicate in groups.
IV.COMMUNICATION	The activities enable students to use the L2 in different contexts.	The activities must promote communicative situations to use the L2.	In the CLIL material, the activities allow students to use their communicative skills to talk about the different contents, providing learners the ability to interact in L2 in other contexts. <i>Example: Students present the final product (a museum with the mock-up) to the students' in 6th level of Primary Education.</i>
	Activities are balanced between individual response, pair work and group work	A great variety of activities should be designed so that students work individually to develop personal autonomy and in groups to improve their social skills.	The different activities of the CLIL material indicate if pupils will work individually, in pairs or in groups, employing the different cooperative techniques (1-2-4 technique, pencils in the middle, turning paper, whispering...). Different icons are used to indicate these strategies.
V.CULTURE	It relates content to the learners' culture and environment.	The content is established in accordance with the current legislation, which requires teachers to relate lessons to culture and environment.	The activities which have been developed in the CLIL material are related with the contents established in <i>Orden de 17 de marzo de 2015, por la que se desarrolla el currículo correspondiente a la educación Primaria en Andalucía</i> . In this way, a lesson to discover "Prehistoric Art" has been included in the CLIL lesson plan.
	It guides students in developing cultural awareness.	Teachers should promote the development of cultural awareness in their students.	The texts, the activities and the final task which appear in the didactic proposal, imply the study of cultural aspects with the main aim of creating a cultural sensitivity and developing students' cultural awareness.
VI. LANGUAGE	It presents vocabulary in appropriate contexts and situations.	Content teachers and language teachers must coordinate to sequence the vocabulary that is going to be taught, preparing teaching strategies and providing scaffolding.	The vocabulary of the CLIL material is correctly sequenced, establishing a collaboration between the content and language teachers. For that, different visual and language support is provided related to the close environment, which makes the language acquisition easier. At the same time, the use of flashcards, videos and songs creates a more motivating and dynamic acquisition of the vocabulary.
	It suggests aids for pronunciation	It is essential to provide children support in pronunciation.	In this sense, the CLIL material presents links with audios for all the texts and some activities, which have been recorded by the language assistant. In addition, a PowerPoint with similar audios, song and videos is sent to family for each unit. This means that pupils have an interactive and digital resource to review the contents at home, listening and practicing pronunciation with audios recorded by a native speaker.

APPENDIX II: RUBRIC FOR THE FINAL TASK

	CRITERIA	4. SUPER-DETECTIVE (10-9)	3. DETECTIVE (8-7)	2. STUDENT (6-5)	1. YOU HAVE TO IMPROVE (4 or less)
INFO. & ICT	CS.2.1.1. Search, select and organise information using ICT.	Student searches, selects and organises all the information using ICT properly.	Student searches, selects and organises the majority of the information using ICT.	Student searches, selects and organises some information using ICT with difficulty.	Student doesn't know how to search, to select and to organise information using ICT.
INDIVIDUAL WORK	CS.2.2.1. Complete the task individually with autonomy and order, using the appropriate vocabulary and showing personal initiative, confidence, curiosity, creativity and an enterprising spirit.	Student presents work that is orderly, clean and clear showing autonomy. Student makes very good use of the content and vocabulary. Student shows a perfect attitude to work and interact with others, showing personal initiative, confidence, curiosity, creativity and an enterprising spirit.	Student achieves two of the three mentioned aspects properly.	Student achieves one of the three mentioned aspects properly.	Student doesn't achieve any of the three mentioned aspects properly.
COOPERATIVE WORK	CS.2.2.1. Complete the task in a group with autonomy and order, using the appropriate vocabulary and showing personal initiative, confidence, curiosity, creativity and an enterprising spirit.	They present the work in a clean, clear and orderly way, showing autonomy. They make very good use of the content and the vocabulary. The speaking organization of the work is adequate. They make very good use of cooperative techniques, showing personal initiative, confidence, curiosity, creativity and an enterprising spirit. The presentation of the project is perfect.	They present the work in a sufficiently clean, clear and orderly way, showing autonomy. They make good use of the content and the vocabulary. The speaking organization of the work is adequate most of the time. They make good use of cooperative techniques, showing personal initiative, confidence, curiosity, creativity and an enterprising spirit. The presentation of the project is good.	They present the work with little cleanliness, clarity, order and autonomy. They make bad use of the content and the vocabulary most of the time. The speaking organization of the work is inadequate most of the time. They make bad use of cooperative techniques most of the time. The presentation of the project is improvable.	They present the work in a disorganised and dirty way without autonomy. They don't use the content and vocabulary properly. The speaking organization of the work isn't adequate. They don't know how to use the cooperative techniques. The presentation of the project is not clear.
CONTENT	CS.2.11.2. Use the century as a unit of measurement, as well as other techniques, to locate historical events, to explain moments of prehistory and to define events and characters from the past. Identify cultural heritage in terms of something to be cared for, preserved and bequeathed.	Student uses the century properly as a unit of measurement, as well as other techniques, to locate historical events, to explain moments of prehistory and to define events and characters from the past. Students identifies cultural heritage properly in terms of something to be cared for, preserved and bequeathed.	Student uses the century as a unit of measurement, as well as other techniques, to locate historical events, to explain moments of prehistory and to define events and characters from the past but showing some mistake. Student identifies cultural heritage in terms of something to be cared for, preserved and bequeathed.	Student shows difficulty to use the century as a unit of measurement, as well as other techniques, to locate historical events, to explain moments of prehistory and to define events and characters from the past. Student also show difficulty to identify cultural heritage properly in terms of something to be cared for, preserved and bequeathed.	Student doesn't use the century as a unit of measurement, as well as other techniques, to locate historical events, to explain moments of prehistory and to define events and characters from the past. Student doesn't identify cultural heritage properly in terms of something to be cared for, preserved and bequeathed.

APPENDIX III: TARGET EVALUATION TEMPLATE FOR SEL-ASSESSMENT

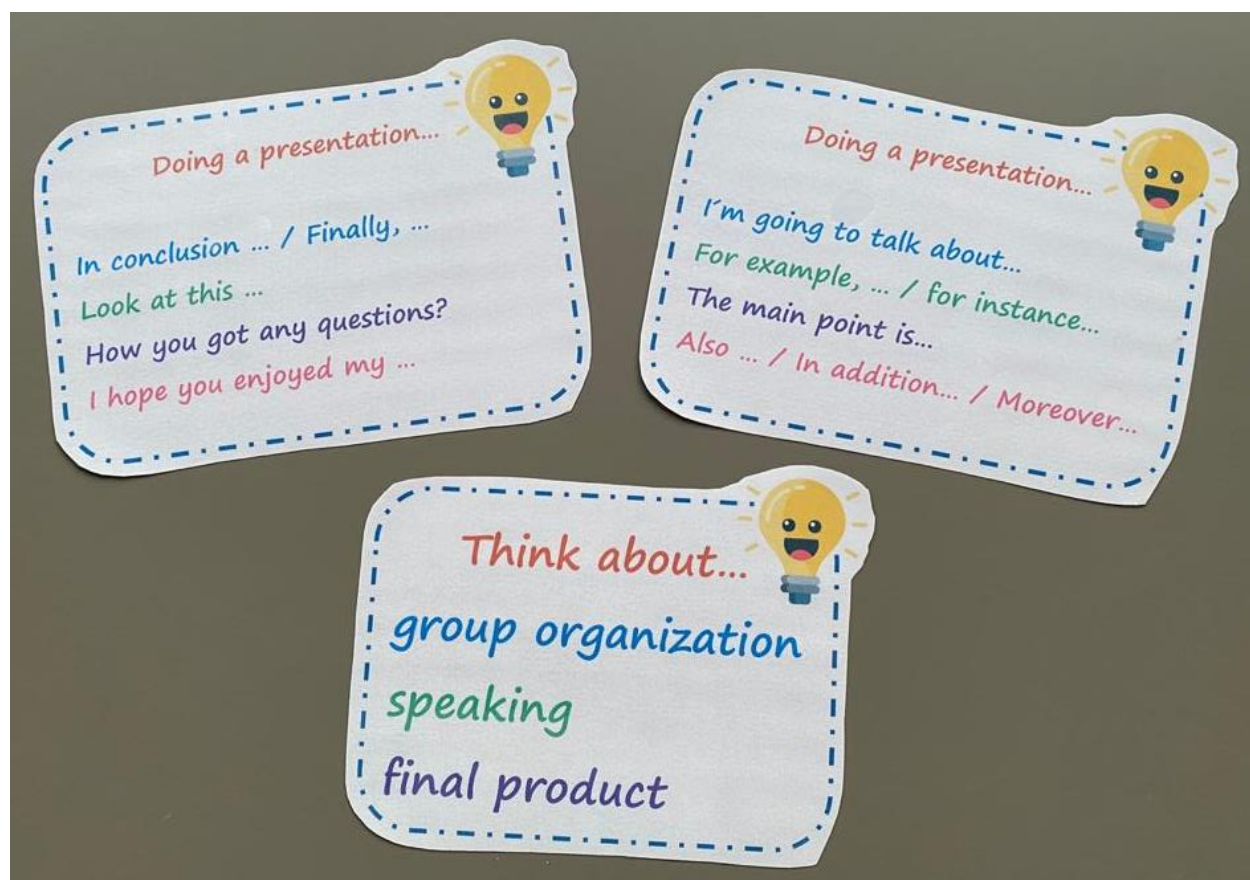
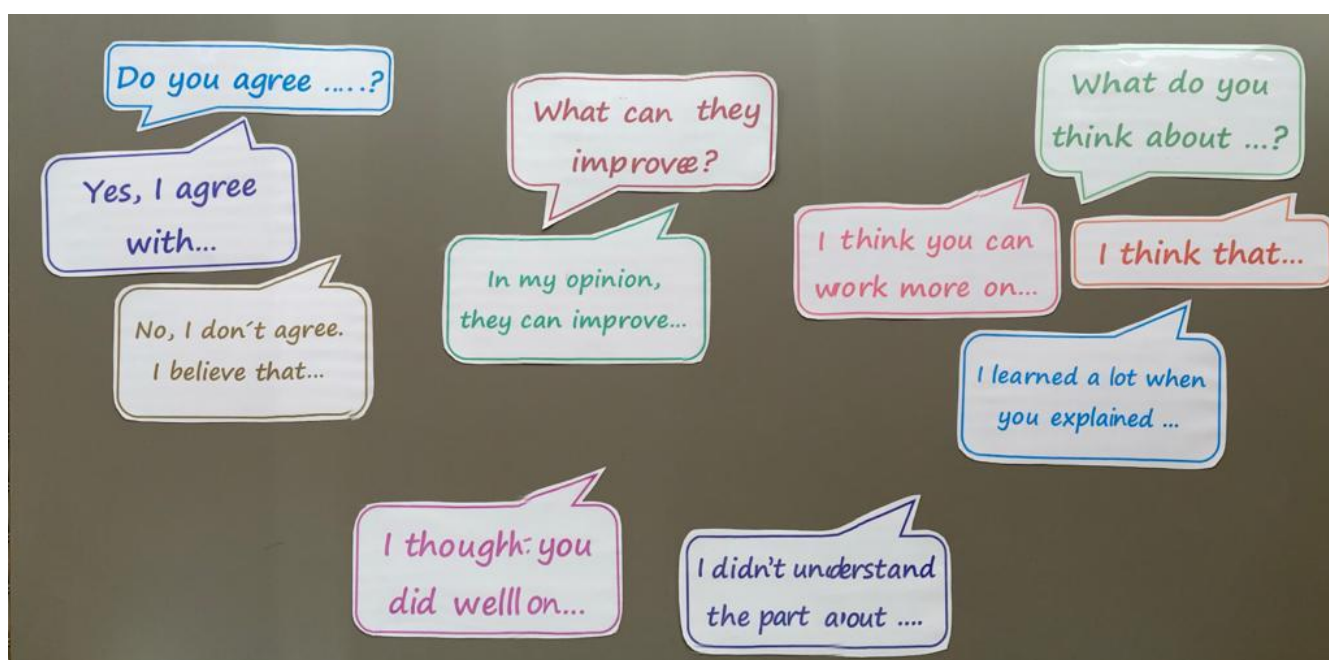
On a scale of 1 to 5 – 1 super-detective, 2 detective, 3 student, 4 starter and 5 I have to improve- please rate the following assessment criteria for Social Science of our UDI 4 “Back to the past!”. 3rd Primary Education.



APPENDIX IV: SUPER-DETECTIVE CARDS FOR CO-ASSESSMENT

 4	SUPER-DETECTIVES You know this very well. You could teach it to someone else.
 3	DETECTIVES You know this pretty well.
 2	STUDENTS You are still learning this. You are unsure sometimes.
 1	YOU HAVE TO IMPROVE You don't understand at all. You are not sure what to do most of the time.

APPENDIX V: VISUAL STRUCTURES FLASHCARDS



APPENDIX VI: RUBRIC FOR THE ASSESSMENT-OF-TEACHING PROCESS

STUDENTS' LEARNING LEVEL WITH THE INTERVENTION				
	EXCELLENT	PROFICIENT	SATISFACTORY	UNSATISFACTORY
Students' learning results.	The average grade of the group of students is "sobresaliente".	The average grade of the group of students is "notable".	The average grade of the group of students is "bien".	The average grade of the group of students is "suficiente or insuficiente".
CRITERIA FOR DEVELOPMENT-OF-LEARNING MATERIALS				
	EXCELLENT	PROFICIENT	SATISFACTORY	UNSATISFACTORY
Learners are exposed to a meaningful and comprehensible input of language.	A great variety of extensive reading, viewing and listening are correctly included in learning dynamics to give the students the opportunity to enjoy rich and meaningful input.	Some extensive reading, viewing and listening are correctly included in learning dynamics to give the students the opportunity to enjoy rich and meaningful input.	Some extensive reading, viewing and listening are incorrectly included in learning dynamics to give the students the opportunity to enjoy rich and meaningful input.	Extensive reading, viewing and listening are not included in learning dynamics to give the students the opportunity to enjoy rich and meaningful input.
Learners are affectively engaged.	Tasks and activities have a great affective impact on students.	Tasks and activities have an affective impact on students.	Only few tasks and activities have an affective impact on students.	Tasks and activities have not an affective impact on students.
Learners are cognitively engaged.	The final task promotes critical and creative thinking to engage learners cognitively, following all the levels of Bloom's taxonomy.	The final task promotes critical and creative thinking to engage learners cognitively, following some levels of Bloom's taxonomy.	The final task promotes critical and creative thinking to engage learners cognitively but it doesn't follow the levels of Bloom's taxonomy.	The final task doesn't promote critical and creative thinking to engage learners cognitively.
Learners are provided the necessary scaffolding techniques to foster attention to form whilst focusing on meaning.	The necessary scaffolding is correctly provided to learners, focusing on meaning.	The necessary scaffolding is provided to learners.	Only some scaffolding is provided to learners.	Materials are focus on vocabulary and grammar without paying attention to meaning.
Learners have opportunities to manipulate the content in the target language.	There are a great variety of opportunities to manipulate the content in the target language.	There are some opportunities to manipulate the content in the target language.	There are few opportunities to manipulate the content in the target language.	There are not opportunities to manipulate the content in the target language.

TASK-BASED CONTENT AND LANGUAGE TEACHING (TBCLT)				
	EXCELLENT	PROFICIENT	SATISFACTORY	UNSATISFACTORY
Development of the materials for the task.	All the materials for the task are correctly created to work in cooperative way and to provide scaffolding to the students.	Some materials for the task are created to work in cooperative way and to provide scaffolding to the students.	Few materials for the task are created to work in cooperative way and to provide scaffolding to the students.	The materials for the task are created but they don't encourage the cooperative work and the scaffolding.
Input- providing. (Flashcard games, visual structures, songs and videos).	A large amount of input is correctly offered to students.	Some input is offered to students.	There are few situations with input for students.	Situations with input for students are ineffective.
Output-prompting. (Dialogic assistant for role play, flashcard games, songs, thinking routines about videos and use of cooperative techniques).	A large amount of output-prompting is correctly offered to students.	Some output-prompting is offered to students.	There are few situations with output-prompting for students.	Situations with output-prompting for students are ineffective.
TEXT-DRIVEN APPROACH				
	EXCELLENT	PROFICIENT	SATISFACTORY	UNSATISFACTORY
Text selection.	The texts are adapted to the students' level, they are motivating for them and they allow to get the proposed goal.	The texts are adapted to the students' level and they are motivating for them but they don't allow to get the proposed goal.	The texts allow to get the proposed goal but they are not adapted to the students' level and they are not motivating for them.	The text selection is inappropriate.
Sequence of activities for the text.	A sequence of activities has been designed including all the types of activities: readiness activities, experiential activities, intake response activities, development activities and input response activities.	A sequence of activities has been designed including some types of activities: readiness activities, experiential activities, intake response activities, development activities and input response activities.	A sequence of activities has been designed including a type of activities: readiness activities, experiential activities, intake response activities, development activities and input response activities.	A sequence of activities has not been designed taking learners through a learning process where they start getting ready to experience the text.
Linguistic elements on the text.	The text has linguistic elements correctly appropriated to the pupils' level, reflecting and producing meaningful language.	The text has some linguistic elements inappropriate to the pupils' level, reflecting and producing meaningful language.	The text has lots of linguistic elements inappropriate to the pupils' level.	The linguistic elements of the text are inappropriate to the pupils' level.