

Master's Dissertation/
Trabajo Fin de Máster

**STUDENT-CENTRED
LEARNING IN PHYSICAL
EDUCATION THROUGH
CLIL**

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ABSTRACT

The principal purpose of the present MA Dissertation is to review, analyse, and apply student-centred learning based on a CLIL approach in Physical Education. This work consists in a didactic proposal that addresses student-centred learning as an essential contributor to a current necessary shift of focus in education, from the traditional teaching based on instruction to an active learning in which students' needs, strengths and aspirations would be taken into consideration

Firstly, a literature review of the most important authors related to the topic is carried out in order to examine carefully the background of this innovative approach, define some of its relevant concepts, principles and methodologies, as well as investigate its application in the CLIL classroom. The second part of the present work includes the previously revised theory comprised in a didactic unit in Physical Education, using student-centred learning methods in order to achieve Life-long learning in the CLIL classroom by working content and language simultaneously.

KEY WORDS: Student-centred learning, student-centred methodologies, CLIL, Physical Education, active learning, life-long learning

RESUMEN

El principal propósito del presente Trabajo Fin de Máster es revisar, analiza y aplicar el aprendizaje centrado en el alumnado en un entorno AICLE en la asignatura de Educación Física. Este trabajo consiste en una propuesta didáctica que aborda el aprendizaje centrado en el alumnado como una de las claves del actual y necesario cambio de paradigma educativo, de una enseñanza tradicional basada en la instrucción a un aprendizaje activo en el que las necesidades, virtudes y aspiraciones de los estudiantes son altamente considerados.

En primer lugar, se llevará a cabo una revisión bibliográfica del tema con el objetivo de examinar los antecedentes de esta pedagogía innovadora, definir sus conceptos más importantes, sus principios y metodologías, así como investigar su aplicación en la clase AICLE. En segundo lugar, se expondrá una Unidad Didáctica Integral de Educación Física, utilizando una pedagogía centrada en el alumnado cuyo propósito es desarrollar un aprendizaje duradero, mientras se trabaja simultáneamente contenidos y habilidades lingüísticas.

PALABRAS CLAVE: Aprendizaje centrado en el alumnado, metodologías centradas en el alumnado, AICLE, Educación Física, aprendizaje activo

1. INTRODUCTION

The 21st century education is experiencing great and rapid changes in a wide range of different aspects, especially in those areas related to the teaching-learning process.

For the past decade there has been a call in higher education for a shift from teacher-centred methods of instruction to learner-centred pedagogy (Cooper, 1993; Barr and Tagg, 1995; Brown, 2003). A radical shift from teaching to learning in which the student becomes the center of its own learning. This shift should be in both, a pedagogical sense and a curriculum sense (c.f. Lindeman, 1926, p. 11).

In traditional approaches the existing content, information and input were only available to the teacher, who was the key of the knowledge and the centre of the teaching-learning process. In reference to this model, content-based lessons were delivered by a teacher, regardless of student needs, interests or personal choices, as well described Ráez (2018, p. 4).

On the other hand, contemporary educators and students differ in several core principles in comparison to traditional education, and rationale for a new educational paradigm that is growing up. In this approach, learners are becoming the centre of the learning process and their passive roles have changed to engage and active roles, in which they are the protagonists of their own learning (extended in 2.2.). Therefore, the main focus of this approach is placed on students themselves and on their professional and personal future. In this sense, learners' cognitive, social and emotional skills will be developed in a favourable way, as well as their creativeness and individual talent.

According to Wright (2011, p. 36), this shift is achieved by providing students' opportunities to actively participate in the classroom and engage in learning outside the classroom, as well as promoting exchanges of learned information with classmates.

However, nowadays the current educational scenario is influenced by a modern and advanced society that experiment great changes. Children and teenagers have an instant access to any information in the palm of their hands in cell phones, television, series, and other media. As a consequence, students are over stimulated and

inundated with hundreds of information, and the major problems are that this information is usually insignificant, in addition to teachers competing for learners' attention against this hypnotizing stimulus.

In the light of the convulse and difficult educational scenario, new methodologies based on students and learning are rapidly emerging. In accordance to Ráez (2018, p. 4), these methodologies emphasize learner's autonomy and competences for real life, and intend to address learner's needs, interests, aspirations, and backgrounds. Despite such a challenging situation, modern schools are determined to attempt the forementioned shift in education from the traditional classroom to a learning environment (see 3.1.).

1.1. Aim

The principal aim of this work is to gain knowledge of student-centred learning and make a didactic proposal to apply in a CLIL setting, particularly the subject of Physical Education.

Moreover, the most relevant methodologies of this approach will be described, as well as its principles, benefits and how it is connected to Content and Language Integrated Learning.

1.2. Overview

The present work addresses the approach of student-centred learning and its connection to Content and Language Integrated Learning in Physical Education. This work is composed of two parts.

In the first part of the work a comprehensive literature review is carried out. Firstly, the background of the student-centred learning approach is examined carefully, in addition to some of its most important concepts. Secondly, the main principles of the student-centred learning are described deeply. Finally, the CLIL approach is reviewed in order to connect it to student-centred learning and its methodologies.

The second part of the work is eminently practical. It consists of a didactic proposal, particularly an integrated lesson plan on the global issue of the Environment, and its relationship with physical activity. Therefore, the main objective of this section is to apply the gained knowledge of student-centred learning to a CLIL didactic proposal.

Finally, some conclusions are drawn in accordance with the started objectives, as well as some limitations and further research.

2. EPISTEMOLOGICAL APPROACH

2.1. Background

Educators have employed student-centred methodologies for a not very long time in the modern era. There were a few of forerunners and theorists that built up the idea and current concept of student-centred learning some decades ago. In order to review the background of the student-centred learning, this section is divided into two main parts: the origin and development of student-centred learning and its pioneers, and education theories that influenced this educational approach.

According to the first part of the section, the concept of student-centred learning (SCL) has its origin in humanist thought. Humanism attributes crucial importance to education. It is an approach that focuses on human beings being free to act and control their own destinies. For humanists, studying the person as a whole is essential, especially as an individual. They think that learners have an unlimited potential for growth and development (see Knowles, Holton and Swanson, 1998, p. 64). Human values, interests, motivations, needs, and goals are areas of particular interest.

There is no doubt that philosopher John Dewey is one of the fathers of student-centred learning. The American theorist constantly criticized traditional education based on authority, transmission and passive reception of knowledge. In this line, Dewey (1938) described an innovative educational approach based on learning through experience, acquiring real-life competencies as means of attaining ends which make direct vital appeal, and getting prepare for the present life. A remarkable disciple of Dewey was Carl Rogers, who revived interest in student-centred learning in The United States of America in the 50's and 60's decades. Rogers (1951, p. 44) went on the premise that "we cannot teach another person directly; we can only facilitate his learning". According to this author, learning is considerably greater if learners are involved in it.

From that point, SCL grew up and was initially developed in the USA. Regarding Europe, the Bologna Process, in 2009, modernised education and training systems not only in universities, but also in higher education. In this sense, student-centred learning constituted a strategic approach to address European education.

With reference to theories that influenced SCL, it cannot be denied that it is mainly based on the Constructivist Learning Theory. Constructivism refers to “a collection of educational practices that are student-focused, meaning-based, process-orientated, interactive, and responsive to student personal interests and needs” (Goodman, 1998, p. 45). According to the constructivists, learning happens when students are engaged in a meaningful discussion in their learning environment (cf. Douglas, 2006). In this approach, knowledge is constructed by learners through an active, thinking and meaningful process that is carried out in a collaborative way. Distinguished theorists like Piaget (1997), Vygotsky (1980) and Dewey (1916) claimed that a change of focus is required in which student’s needs, talents and aspirations would be taken into consideration. And, in this context, SCL are of particular interest, specially the pivotal roles of teachers and students in their methodologies, as well as the necessary shift of focus in the teaching-learning process.

In addition to Constructivism, student-centred learning has been also influenced by the Self-Determination Theory. According to this theory (see Deci and Ryan, 1985), psychological well-being is assumed by satisfaction of three basic universal psychological needs: autonomy, competence and relatedness. The satisfaction of these three basic needs is necessary for intrinsic motivation and growth. In agreement with the student-centred learning, both are searching for autonomy, intrinsic motivation and active learning in order to gain knowledge, increase engagement for learning and academic achievement. In this sense, autonomous and intrinsic motivated students are guided by interests, enjoyment and their own choice. If the latter premise is analysed, we will notice about the incredible importance of it for learning. This is completed by Jeno (2015, p. 710): “when the behaviour is regulated by the Self, the student has internalized the behaviour and made it a part of their own value system, so that regulation from teachers is not needed”. Therefore, one of the basic statements of the Self-Determination theory results in a core principle of SCM, that will be expanded on some lines below (see more in 3. Principles of SCL).

2.2. Concepts

Once some of the most important and current scientific literature about the shift of the educational paradigm and its background has been revised, the next step will consist in defining basic concepts, which are essential in order to understand this groundbreaking educational approach. Four main concepts will be defined and described: Student-Centred Learning, Student-Centred Methodologies, the role of the teacher in SCL and the role of the student in SCL.

Student-Centred Learning and Student-Centred Methodologies

According to some experts on the topic (Barr and Tagg, 1995; Wright, 2011; Baeten, Dochy, and Struyven, 2012) student-centred learning represents a countermovement to traditional teacher-centred learning. The specialized literature suggests that the term could have been coined by the Humanist's psychologists Carl Rogers. According to the author, SCL has been defined as "a learning approach in which learners choose not only what to study but also how and why that topic might be of interest" (Rogers, 1983, p. 7). In this sense, 'active learning' and 'participatory learning' are synonyms of this term.

From the basis that "students learn at different paces, have different attitudes and enter classes with different experiences and background knowledge" (Glowa and Goodel, 2018, p. 26), active learning or SCL results of paramount importance as a relevant tool in education. Students have a natural inclination to learn when they are engaged to the topic of knowledge. Once they are interested in what they are learning, students are more likely to engage in a deep learning, as Diseth (2007) suggests. In this sense, learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge (cf. McCombs & Whistler, 1997, p. 48).

In addition to SCL, an essential term that derives from it is student-centred methodologies (SCM), as the teaching methods and principles used by student-centred teachers to enable student learning. These methodologies broadly encompass methods of teaching that shift the focus of instruction from teaching to learning,. Some practical examples of SCM are Problem-based learning, Project-

based learning, Cooperative learning, or the application of the Multiple Intelligence Theory (see their application in 5.).

Teacher's role in SCL

The two main characteristics of teaching in student-centred learning are that teachers place learning at the centre of the classroom environment, as well as their new role. Regarding to the latter, teachers are expected to change their role from providers of information to facilitators, mainly providing guidance and support. This shift of role involves changes in a considerable number of aspects in teaching, what means a radical adjustment to a new paradigm based on the students.

Firstly and foremostly, the role of facilitator should be understood. According to Weimer (2002, p. 33), teachers should encourage students to discover their own learning and to learn from their peers; therefore, the teacher should plan real-life, meaningful tasks that motivate learner involvement and participation. In order to achieve it, students should be provided with enough opportunities to interact with the content in a contextualized way, as well as be involved in constant communicative situations. In this respect, learners do not need to be filling with more content, but they need a positive classroom environment where they find tools and media to create new products and develop their skills. Regarding to these conditions in the classroom, teachers must work hard in order to guarantee a positive learning environment based on interactions among learners that facilitates a relevant and engaging learning. This means taking into consideration that each learner has their own characteristics, different abilities, talents and feelings, in addition to a different learning style and pace (cf. Teal Center staff, 2010, p. 4).

Student's role in SCL

These methodologies guarantee approaching the teaching-learning process from a new perspective based on students as the protagonists of their own learning. In this manner, many educational aspects are changing and evolving.

In student-centred approach, learners are becoming the centre of the learning process and their role has changed from a completely passive, repetitive and uncreative role to an engage and active role. According to this, the information coming from the students becomes increasingly relevant at every level of the

teaching-learning process. Students' needs and particular features are usually taken part in the decisions that affect teachers' planning, the contents, the methodology, the development of activities and the evaluation. In this respect, all that happens within the student-centred classroom can be completely based on the information, abilities and materials provided by the students. Therefore, students are more aware of what they are learning, and have several chances to develop personal and social autonomy, participation, creativity and teamwork.

Functions of students in this approach comprises the construction of new knowledge and skills by building on prior knowledge, as well as produce valuable work that demonstrates life-long learning (see Teal Center staff, 2010, p. 4). Moreover, collaboration with other learners, self and peer-assessment, and constant making-decisions are also core principles of student-centred learning. Finally, as a result of employing these teaching methods, learners will be leaded to personal, social, affective and cognitive achievements as they become active learners and responsible for their pace of learning.

To summarise this section, some relevant conclusions are that the main focus of student-centred methodologies is obviously placed on the student, basically on their needs, aspirations, goals, learning, progress and achievements. As a consequence, the role of the teacher changes from a provider of content, and the only responsible for making decisions and evaluate, to that of a facilitator, mainly guiding and supporting students during the teaching-learning process. SCM intends to promote multiple skills (social, linguistic, cognitive, affective, etc.), in the students by providing them with learning situations in which they have to solve problems related to the 21st century by themselves.

3. PRINCIPLES OF STUDENT-CENTRED LEARNING

The importance of student-centred learning for education is well-known, however teachers, schools and stakeholders struggle with its implementation (consult Glowa and Goodell, 2018, p. 51). The present section includes eight principles that the reader could find helpful to take a more closely align of their classrooms with student-centred learning. Teachers involved in SCL are advised to use these principles as

guides for why they can implement student-centred learning in their own classrooms. We need schools that produce meaningful and life-long learning, in contrast to institutions that provide mere instruction to students. In this new scheme for schools, student-centred learning becomes of great importance. Regarding to it, the following learning principles can be distinguished:

3.1. A Shift of Focus from Teaching to Learning

During the last decades we have experienced a significant and dramatic shift towards the development of a new era, resulting in direct consequences in the education field. A deep literature review has been carried out about this shift in the introduction of the present work, as well as in the description of relevant concepts and main roles involved in SCL. Therefore, SCM are regarded as ideal teaching methods in order to respond to the mentioned shift (McCabe and O'Connor, 2014, p. 352). It consists in a paradigm shift from a focus on teaching to a focus on the students themselves, from instruction to active learning where students are the centre of the educational environment, and their learning experiences should be taken into consideration when important decisions are made about what is done and how (cf. Wright, 2011, p. 95).

With reference to teaching, it must be reminded that teachers change their role from instructors and the only source of knowledge, to facilitators. Traditional teaching based on broad close curriculums and total ownership over the classroom, as well as over teaching decisions has evolved to a student-centred learning orientated model. Jenó (2010, p. 49) states that this approach is based on identifying students' personal interests and base the lesson around these topics in order to enhance their intrinsic motivation. Additionally, SCL teachers are more focused on learners' motivation, intelligence and learning, so that they support students in terms of needs, different learning styles and paces of learning.

3.2. Motivation for Learning

"CLIL is about using languages to learn [...] It is about installing a 'hunger to learn' in the student" (Marsh, Marsland and Stenberg, 2001, p. 24).

According to Ozola (2012, p. 19), students' motivation determines, directs, and sustains what they do to learn. In this sense, SCL teachers make an effort in order to work in students' intrinsic motivation for learning. Intrinsic motivation refers to perform

a behaviour because you enjoy the activity itself, so you are naturally satisfied. In other words, your behaviour is driven by internal rewards. This is connected to Hidi and Renninger's (2004, p. 92) idea that when students find positive value in a task, expect to successfully achieve a desired learning outcome, and perceive a friendly learning environment, they are likely to be strongly motivated to learn. It results in an important advantage in teaching because student engagement to the tasks is considerably enhanced.

In order to achieve intrinsic motivation in SCL, teachers should promote students' autonomy in learning, as well as taking into consideration learners' context, interests and needs when planning engaging tasks and activities. In this regard, activities should represent a challenge, grab the students' curiosity, be based on real-life problems, and foster cooperation and self-improvement (see more in Malone and Leeper, 1987, p. 260). Planning engaging activities is important because engagement has been described as a paramount predictor of student performance and behaviour in the classroom by some authors such as Klem and Connell (2004, p. 46).

3.3. Learning is Competency-Based and Real-World Relevant

Learners progress when they demonstrate mastery of content. To develop mastery, students must not only acquire skills, ideas and knowledge, but also know why they have learnt them as well as when and how to apply them. In SCM learning is personalized, so that it is respected everyone's style and pace of learning. Regarding to this statement, "students do not progress to a new content until they have demonstrated mastery on a set of competencies" (Kaput, 2018, p. 34). In the case students spend too much time on a topic, they will receive extra support and time they need. Here scaffolding, that will be explained deeply in the following sections, plays a pivotal role in SCL.

For this reason, teachers should plan meaningful, real-world relevant activities based on competency, real needs for students' life, and their personal and professional future. In this case learners will connect their knowledge and skills that acquire in the school to the needs of the real world. There are a great number of methodologies to achieve this, such as work-based learning, problem solved learning and interdisciplinary learning.

3.4. Content is Used as a Tool

In contrast to traditional educational approaches focused on content, SCM prioritize meaningful and practical learning over great amounts of content-based knowledge. As a consequence of unmanageable amount of course content, students tend to memorize content and reproduce it in examinations, what represents low levels of thinking, rather than conceptualise, experiment or construct knowledge themselves. On the other hand, SCL requires a slower pace for content acquisition in order to develop active learning. It does not mean that SCL students learn fewer contents than learners in traditional approaches, but what this innovative method of teaching pursues is producing autonomous students who manage to self-regulate their learning by interacting metacognitively with the course content. Therefore, classes will result in students working different degrees of learning in the classroom, in their own pace of learning.

According to the function of content, SCL emphasizes on content as a tool for learning. In Weimer's (2002, p. 56) words, "course content should be used not just as an end itself, but as a means of helping students learn how to learn". Moreover, students need guidance of the teacher to acquire critical thinking and problem-solving skills. Another highlighted point related to content in SCM is the flexibility in content delivery, as well as the active participation of the learners in the selection, organization and use of content.

3.5. Power Sharing between Teacher and Student

The focus of learning changes from a teacher-centred approach to a student-centred one, in which learners take responsibility and ownership over their learning. In this new model, learners have more power and voice in their learning; there is a high level of student choice in the knowledge they will acquire and how they get it (cf. Jacobs and Toh-Heng, 2013, p. 11). In this sense, students participate actively in designing activities and learning experiences, as well as in the evaluation process, and teachers act as facilitators.

The main reason of this shared approach is that learning is more productive and meaningful when it connects to students' background knowledge and interests (consult Cooper, 1993, p. 22), as well as when students are involved in making

decisions. Learners being more intrinsically motivated and engaged in their tasks could result in improving their learning. According to Anderson (2016, p. 15), students engage in deeper, richer and more collaborative learning when they take part in their learning.

3.6. Learning Happens Anytime, Anywhere

“Time and place are used flexibly in SCL, in ways that optimize and extend learners’ learning” (Glowa and Goodell, 2016, p. 36). Learning is not restricted to the classroom, what students learn outside of school is also learning, even in a greater degree. One of the main consequences of using SCL in school is that learners are expected to use ICT in their classes. This fact has numerous benefits for the teaching-learning process, for example, it means that learners will be able to communicate online with people worldwide (chats, forums, webinars, portfolios, blogs...) in order to share information, knowledge and experiences. Moreover, students will be able to invest more time in revising taught ideas and contents that need for clarification and understanding.

Apart from being benefited by the use of ICT in the school, student-centred teachers should create opportunities for children to learn outside of the classroom. Engaging activities such as outdoor projects, community service, voluntary job, tours, and work-based tasks are good practices for learners in order to develop practical abilities and skills, collaborative work, communication, creativity, in addition to a deep learning based on real life problems and critical thinking.

Regarding to the time management in the teaching-learning process in student-centred approaches, teachers need more time to implement this methodology. This issue stems from two causes: firstly, the current curriculum is overcrowded of contents, and secondly, SCM requires extra time for collaboratively work, discussion, learning by discovering, self assessment... In order to give a solution to this problem, some authors like Connel, Donovan and Cahmbers (2016, p. 24) suggest that teachers must reduce the breadth of taught contents and materials covered. Another relevant and logic proposal may be plan efficiently teachers' time for preparing student-centred classes, materials, assessments...

3.7. Positive Relationships, Interaction and Classroom Environment

In teacher-centred models, the relationship between student and teacher tended to be ineffective on the grounds that it places power and authority on the hands of the teacher. Moreover, the communication between students results very poor due to the eminent instructional character of the classes and the consequent passive role of the students. Nevertheless, interaction between peers in the classroom and positive relationships are highly encouraged in SCL due to its multiple benefits. For this reason, it is "important to help students develop interpersonal skills, such as cooperative, respectful of others and persistent at solving problems" (Kappan, 2018, p. 28). In this sense, communication plays a crucial role in knowledge acquisition since students and teacher are benefited from the exchange of information, experiences and knowledge.

Some examples of communicative situations where students develop learning in a deeper way are: discussions and debates about different subjects and topics, when students explain knowledge learn to their peers or when they provide peer assessment. Cooperative learning and its use of small groups and roles are common and effective strategies in these cases.

3.8. Assessment and Evaluation Process

Assessment and evaluation are two of the most controversial issues in education, as well as essential parts in the teaching-learning process. Traditionally, teaching methods were based on ascertaining deficiencies in students learning and assigning a final mark to each student. It resulted in a individualistic and summative assessment-evaluation model based on exams, tests... In contrast, one indispensable premise in student-centred environments is that assessment must complement and support students' learning (Altena, 2012, p. 21). Its purpose is to promote learning (cf. Weimer, 2002, p. 36). There should be a strong connection between the students' learning and the assessment. On this matter, here is a golden rule in education and SCL: "Test what you teach". It means that assessment should be closely related to what and how we teach in the classroom (see more in 5.7.).

In this sense, assessment should be an authentic, communicative and integrated process in which students play an active and protagonist role. The focus of the assessment should be in students' competences. Collaboratively assessment and self and peer assessment in a constructive way become two main pillars in student-

centred assessment. On this topic, students need to learn how to assess, locate errors and mistakes, give feedback and evaluate their own learning and their peers' learning. In order to achieve this, they should be provided with assessment tools, resources, and information that support them in such a challenging task. Furthermore, teachers' feedback is crucial because it supports students' learning process and generates a sense of accomplishment.

Additional features of student-centred assessment are that objectives and learning goals should be clearly stated and known by the students, the predominance of formative assessment, the accommodation to learners' interests, and the use of e-assessment and evaluation.

4. REQUIREMENTS FOR A CLIL CLASSROOM SETTING

The principal objective of the present dissertation is to connect student-centred learning to Physical Education in a Content and Language Integrated Learning (CLIL) setting. Both educational approaches have several similarities in their principles, methodology and objectives, in addition to complement each other.

4.1. Introduction to the CLIL Approach

In these days education is experiencing rapid and great changes not only in accordance to its pedagogical paradigm, as it has been described previously, but also to the learning of foreign languages. Schools are living a radical change from monolingualism, teaching through one single language, to bilingualism and plurilingualism. In this context, a dual-focussed education approach has emerged in Europe, and particularly in Spain: Content and Language Integrated Learning, CLIL in English, and "Aprendizaje Integrado de Contenidos y Lenguas Extranjeras", AICLE in Spanish.

The term CLIL was coined in 1994 and launched in 1996 by the University of Jyväskylä (Finland) and the European Platform for Dutch education. Although there are several definitions for CLIL, one of the most-cited one is that by Marsh and Langé (2000, p. 9) that refers to CLIL as "a dual-focussed education approach in which an

additional language is used for the learning and teaching of both content and language". Therefore, CLIL pursues two clear objectives: language proficiency and content acquisition. Finally, it should be noted that foreign language is involved and used as a mean to learn the subject matter, so that communication becomes a key element in CLIL approach.

4.2. CLIL Methodology. Connection to Student-Centred Learning

4.2.1. CLIL Background

The Content and Language Integrated Learning approach is clearly influenced by Constructivism and cognitive theory, on the grounds that they share core principles and most important ideas. As student-centred learning, CLIL approaches to learning through construction rather than instruction. In turn, CLIL states that learning is more successfully when learners are actively engaged in meaningful activities and when the content is perceived as interesting, real-life and useful. In other words, CLIL favours learning by doing.

Thus, learners' interests, needs and experiences are taken into consideration when planning CLIL activities and tasks. Summing up, this innovative approach expects to provide meaningful learning experiences to learners in order to build content knowledge and language proficiency, as well as acquiring real-life competencies that prepare students for real life.

In line with constructivist principles on which it is based, and influenced by student-centred learning, CLIL environments need a radical shift in teacher and learner's roles. Regarding the former, learners are the main focus of the learning. Students should be actively engaged in their own learning, playing a participant role. In this sense, the CLIL classroom is not teacher-driven, but student-led (cf. Pérez Cañado, 2018, p. 8). With respect to the latter role, teachers are becoming facilitators and supporters, rather than instructors. They must facilitate real situations that learners are expected to undergo in their daily life. In other words, teachers must encourage students to become competent people. Encouraging students to find solutions, solving problems, discussing and defending their opinions with formal arguments, creating new products, working cooperatively as a part of a group and

individually, presenting conclusions... are excellent proposals when planning CLIL activities.

4.2.2. Coyle's 4 C's Framework

CLIL is much more than teaching in English. It is a content-based experience, rather than isolated language instruction. "Content drives language learning and language is used to learn content" (Coyle, 2007). Thereby, CLIL integrates content with teaching language. The unique character of CLIL allows students to learn a foreign language in a very natural and practical way, in which content acquisition, communication, cognitive processes and intercultural understanding and global citizenship are developed simultaneously (see 5.5, 5.6 and 5.10). This is what separates CLIL from other bilingual approaches, and what Coyle (2007, p. 551) refers to its 4 C's framework in CLIL.

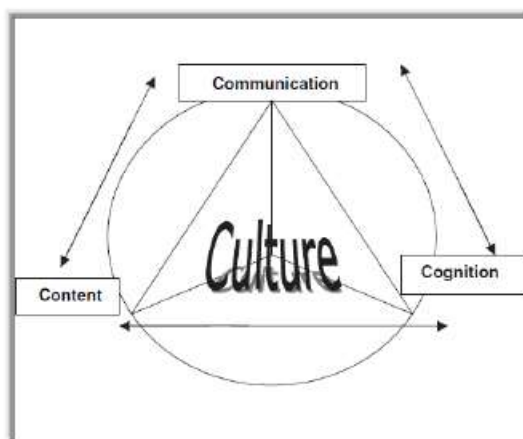


Figure 1. Coyle's 4 C's framework (Coyle, 2007, p. 551)

Firstly, Content refers to the subject matter that will be acquired and learnt. This content is not necessary exclusive of a subject, but could remain to different content areas due to the interdisciplinary nature of CLIL (see 5.5.3). Thereby, content is addressed through different perspectives, which means gaining a more enriched, meaningful and real knowledge about the topic.

In order to achieve language and content goals, Communication is essential in CLIL, as well as in SCL. Communication refers to students using the target language to express their knowledge, opinions, ideas, attitudes... about the content. The aim for students should be to engage in authentic communication and interaction with their

peers, as in student-centred methodologies. In this sense, group working, collaboration and cooperative learning are commonly used in CLIL, as well as in active learning. Finally, communication is not only about speaking, but producing writing, read a wide variety of texts, acquire useful vocabulary, and develop listening skills.

In addition, students develop high ordered thinking processes in the CLIL classroom, through meaningful activities that demand to apply, synthesise, analyse, create, classify, evaluate... This is what experts called Cognition. The third C refers to the critical thinking skills students use to address course content, to solve problems, to express their view about a topic, to assess their own learning... In this sense, teachers should offer student-centred activities that pose cognitive challenges in the learners, which will result in increasing intrinsic motivation and engagement in their learning.

Finally, CLIL lessons tend to expose students to different Cultures and perspectives by promoting intercultural understanding and global citizenship, developing intercultural communication, and building intercultural communicative competence (consult Pérez Cañado, 2018, p. 16). Moreover, students are provided with the same opportunities regardless of social class and economic situation in the CLIL setting, as in student-centred approaches. Hence, it fosters important social values in the learners, such as inclusion, respect, tolerance, and egalitarianism.

4.2.3. Methodological Characterization

Content and Language Integrated Learning is also involved in the paradigm shift that is occurring in education. CLIL is experiencing a current transition to an active, diversified and student-centred methodology which is regarded as “an unrivalled opportunity for innovation in language teaching”, serving “as a catalyst for the language teaching profession” (Michavila, 2009, p. 5).

This new approach becomes a valuable tool to achieve this radical transformation. CLIL attempts to “form flexible and adaptable learners who can adapt to the varied, unforeseeable, and complex situations they will encounter in their personal, social, and professional lives” (Jäppinen, 2006, p. 23). In this sense, CLIL is seen by many authors (Pérez Cañado, 2016; Coyle, 2010; Brüning and Purman, 2014; Pavón and

Rubio, 2010), as a great opportunity to bring innovation into the classroom, combining teaching with student-centred methodologies, to the extent that CLIL is regarded as an authentic “methodological revolution” (Pavón and Rubio, 2010, p. 45).

Methodologically, CLIL moves from traditional language instruction to active learning. In line with the information given at the background section (see 4.2.1), CLIL is based on constructivists’ ideals, like student-centred learning. For this reason, CLIL requires students to have an active role in their learning process, that is, learners have to take responsibility of their own learning. On the other side, teachers should facilitate meaningful interaction between themselves, in addition to a positive learning environment.

This approach enables students to become autonomous, participative, and interactive. There are a great number of student-centred methodologies associated to CLIL, such as cooperative learning, project-based learning, problem-solving, and task-based learning, that acquire greater importance in the CLIL classroom. These methods pose cognitive challenge to the students, who may use provided tools, resources and means, as well as their previous knowledge and personal strategies in order to solve real-life problems (see 5.10).

In terms of learning, CLIL gives greater importance to orality (essential to develop language skills) and contents. Fluency and oral skills take precedence over accuracy and written skills. In this sense, CLIL develop learning content while promoting language proficiency, through learning Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Skills (CALP), (see more in Cummins, 1999). The former refers to everyday language, used for social communication, while the latter refers to academic language related to specific knowledge areas.

Another relevant point in CLIL methodology is materials. Materials are considered a central aspect of the teaching process in CLIL. According to Mehisto (2012, p. 34) they should facilitate content and language integrative development, while focusing on the principal objectives. Additionally, they must be originally designed and adapted to a particular group, in addition to promote communication. Actually, materials and resources, including ICT’s materials, are indispensable tools in CLIL classroom because they facilitate the teaching-learning process in a global way.

Moreover, CLIL requires for collaboration, mainly between content and language teachers, although they tend to play different roles. However, they should not only focus on aspects related to the aim of their areas, but share many functions in planning, implementing and assessing the CLIL subjects. For that reason, a solid collaboration between content and language specialists is indispensable in the CLIL scenario.

Finally, the assessment process is learner-personalised, as well as the methodology, and learning process, so that it caters towards different paces and learning styles. It should be noticeable that assessment is fundamental to the success of CLIL for the reason that it must cover both content and language. In CLIL, the primary focus of assessment is on content; however, language serves as a means to learn content, discuss and express it (see 5.7). In this sense, Coyle (2012, p. 50) states that the priority of content in an assessment process does not mean that we should ignore language assessment, but we can create specific opportunities to do this rather than offer continual corrective feedback on language.

According to moments for assessment process, it is often carried out in a summative way, during all the learning process; it is directed to the learning process, not to the results, so that it ensures a better learning while assessing real-life competences.

4.3. CLIL Classroom

A CLIL class, where student-centred methodologies are present, needs to be (see Ráez, 2018, pp. 9-12):

1. Communicative: communication is one of the four C's in Coyle's framework; it is an essential element in CLIL, as well as in SCL. According to the Communicative approach, language is considered a means for communication and learning, not the aim of the lesson. Students learn the target language as they use it. For this reason, students should be placed in communicative situations where they need the command of foreign language. Therefore, teachers should apply SCM, such as problem-solving and decision-making in order to pose learning challenges that requires for students' prior knowledge, skills, collaboration, and linguistic competence, to solve them in a successful way.

According to the covered areas of language that should be worked in CLIL settings, the forementioned BICS and CALP acquire great importance in students' communication.

2. Integrated: it refers to the effectively integration of content and language in a CLIL class. According to Drake (1993, p. 22), integration connects content and language as an attempt to reflect the real world. In the integrated model of Fogarty (1991, p. 21), "priorities that overlap multiple disciplines are examined for common skills, concepts, and attitudes". It means that students are encouraged to identify possible connections and interrelationships among different disciplines, such as content and language in CLIL.

In compliance with integration, interdisciplinary results a basic pillar in CLIL classroom (see 8.2), as it offers multiple possibilities for interdisciplinary because of the broadness of the approach and the advisable use of self-centred methodologies in it.

As it was mentioned above (see 4.2.3) collaboration is of paramount importance in CLIL. Despite the fact that content and language teachers have different roles and functions, both must work collaboratively in CLIL settings, complement the teaching practice of the other, and share some common functions. To illustrate shared functions of both, content and language teachers, some examples are mentioned: provide scaffolding on language, content and process; select, adapt and modify CLIL materials according to the linguistic competence of the group; and, provide appropriate functional language as a means for learning and communication in class.

3. Cognitive: a undoubted requirement for a CLIL class is that it must promote thinking processes among the students. In order to achieve this, teachers must place students in learning situations in which High Order Thinking Skills (HOTS) are put in play. The nature and objective of a task will determine the kind of cognitive skills required to complete it, in addition to the complexity of the learning outcomes (see Ráez, 2018, p. 11. Apart from HOTS, there are learning situations characterized by less cognitively demands that requires for Lower Order Thinking Skills (LOTS). Both together, HOTS and LOTS are clearly distinguished in Bloom's Taxonomy:

Exercises	Activities	Tasks
Complete, memorize, fill in, reorder, remember, understand, number, label, name, etc.	Summarise, classify, explain, compare, relate, justify, calculate, contrast, etc.	Analyze, create, judge, evaluate, recreate, produce, represent, etc.
Class work examples		
Name the parts of the digestive system.	Place the names of the parts of the digestive system in the diagram, as they occur during the process of digestion. Explain the process.	Explain why a person may suffer indigestion and give possible solutions to avoid it. Present your findings to the class.
Lower Order Thinking Skills (LOTS)		Higher Order Thinking Skills (HOTS)
 LESS COGNITIVELY DEMANDING MORE COGNITIVELY DEMANDING		

Figure 2. HOST and LOTS (Ráez, 2018, p. 11)

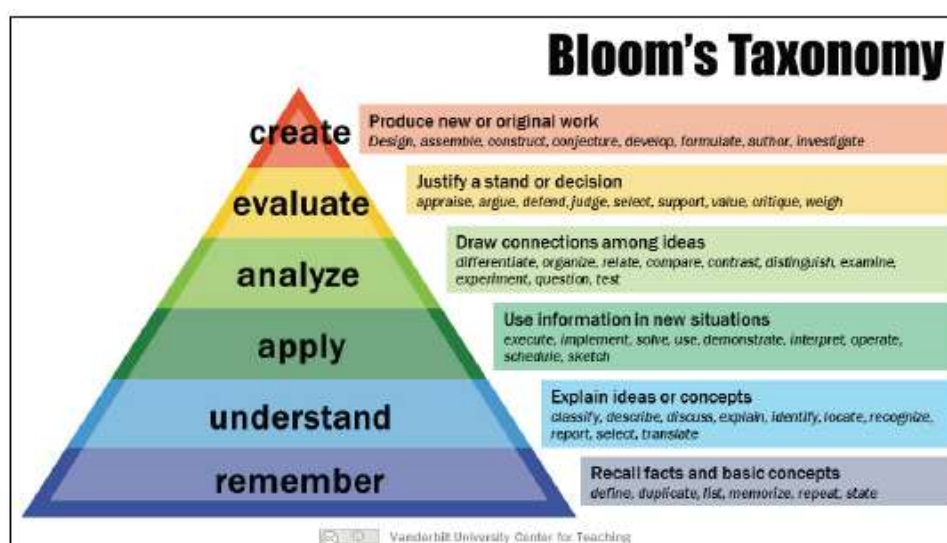


Figure 3. Bloom's Taxonomy (Ráez, 2018, p. 11)

According to this, the more demanding the task, the more complex the cognitive skills needed to solve it. However, there should be a careful balance between the class work and its degree of difficulty, so that it will provide students the necessary challenge and drive for learning to happen (see 5.6).

In line with Bloom's model, recently has emerged a new approach that attempts to conceptualise cognitive processes in the CLIL classroom. This approach is named Construct of Cognitive Discourse Functions (consult Dalton-Puffer et al., 2018, p. 6),

and it is based on the premise that language is a means used by learners in order to share their knowledge constructions. Then, this model proposes seven categories of linguistic acts related to the fulfillment of curricular cognitive demands, which are summarized in the following table:

Table 1: The Cognitive Discourse Function Construct

underlying basic communicative intention	CDF TYPE	performative verbs
I tell you how we can cut up the world according to certain ideas	CLASSIFY	<i>classify, compare, contrast, match, structure, categorize, subsume</i>
I tell you about the extension of this object of specialist knowledge	DEFINE	<i>define, identify, characterize</i>
I tell you details of what I can see (also metaphorically)	DESCRIBE	<i>describe, label, identify, name, specify</i>
I tell you what my position is vis a vis X	EVALUATE	<i>evaluate, judge, argue, justify, take a stance, critique, comment, reflect</i>
I tell you about the causes or motives of X	EXPLAIN	<i>explain, reason, express cause/effect, draw conclusions, deduce</i>
I tell you something that is potential (i.e. non-factual)	EXPLORE	<i>explore, hypothesize, speculate, predict, guess, estimate, simulate</i>
I tell you something external to our immediate context on which I have a legitimate knowledge claim	REPORT	<i>report, inform, recount, narrate, present, summarize, relate</i>

Figure 4. The Cognitive Discourse Function Construct (Dalton-Puffer et al, 2018, p. 9)

4. Intercultural: one of the core principles of CLIL is culture, particularly intercultural communication and knowledge, as well as global citizenship (cf. Pérez Cañado, 2018, p. 12). In these days of globalization and rapid advances and changes, education seems a valuable field in order to promote the intercultural communicative competence. Thereby, the dual focussed character of CLIL, content-matter and foreign language focused, is regarded as an ideal approach to develop intercultural learning, as Sudhoff (2010, p. 32) suggests. Indeed, this author claims that CLIL dual-focussed nature may result in a triple-focussed approach: combining simultaneously content and language, as well as intercultural learning.

In this sense, the Common European Framework of Reference for Languages (CEFR) states that the learner of a second language does not simply develop a foreign language. The language learner also develops interculturality (consult Council of Europe, 2001).

5. DIDACTIC PROPOSAL

5.1. Introduction

The present didactic proposal consists in an integrated lesson plan on the global issue of the Environment, and its relationship with the sport of trekking. The integrated lesson plan will be applied in the CLIL classroom as a project, using student-centred methodologies (SCM), such as Project-Based Learning (PBL). Although the starting point is the subject of Physical Education, it results in an interdisciplinary project that emphasises on commonalities of the environment across-the curriculum, involving different disciplines.

The didactic proposal is expected to be applied in a first-year group of Compulsory Secondary Education (abbreviated to *ESO* in Spanish), in the Sagrada Familia School (SAFA), a Catholic charter education institution of Villacarrillo (Jaén).

Throughout this project, students are expected to gain diverse and real-life knowledge from different areas, including the different types of trekking trails and its signals, types of walking paces and their techniques, the physical preparation for a demanding hiking activity, what materials bring in a hiking day, geography and climate features of our surrounding area, which animal and plant species are indigenous in our area, navigation (the use of guidebook, map, compass and GPS), among other things.

5.2. Justification

“Concern for the environment has been noted in recent decades as a global phenomenon that is present among general publics in regions around the world” (Marquart-Pyatt, 2007, p. 883). In this sense, modern students are becoming more aware about environmental issues and present attitudes in favour of preserving and protecting our more valuable legacy. However, learners have still not delve into local environmental issues, neither engage in problem-solving in order to save the Earth.

On the other hand, physical activity in the environment has a powerful educative potential due to the great number of skills (physical, cognitive, social and affective), which are developed when practicing it. Physical activities in the environment, like

trekking, are not only physical or playful resources, but perfect scenarios where develop positive attitudes and values, including: effort, team work, cooperative attitudes, self-improvement, determination, goodwill attitudes, forgiveness... Those are essential values in the growing up of teenagers. At the same time, sports like Trekking can test our sense of responsibility. Students must never forget that nature has its own rules and that our physical activities must follow suitable rules so we do not destroy the environment. Finally, trekking is regarded as a good way to increase sociability, discipline and mental balance as well as ideal to promote the culture of effort.

As a starting point, the 1ºESO students of SAFA school in Villacarrillo do not seem aware of the enormous, astonishing and rich natural park where is located their village, neither do they seem concerned about the environmental issues that affect it. The Natural Park of Cazorla, Segura and Las Villas is the first Spanish natural park in extension area, and the second in Europe. According to its website (see more in Williams, 2016) , this wonderful park amazes their visitors due to its stunning sheer, mid-mountain relief and their extensive hydrographic network, responsible for a wide variety of flora and fauna to enjoy.

Definitely, all these details seem more than enough to learn more about our near environment and its problems through the present integrated lesson plan.

5.3. School Context

The Sagrada Familia School (SAFA) is a Catholic charter school is located in the town of Villacarrillo, in the south-occidental part of the province of Jaén, in Andalusia.

Villacarrillo is located in a beautiful landscape surrounded completely by countryside and mountains; this may be the reason of the serenity and calm of the town. Along with this ideal life conditions, Villacarrillo has available all the facilities and services of a city to their inhabitants and tourists. Villacarrillo is one of the largest towns in Jaén, as well as one of the most inhabited. Therefore, it is a perfect place for the growing and education of scholars.

The socio-economic level of families in SAFA School is considered medium. The economy of great part of the families is based on the monoculture of olive trees, in addition to crops and fruits. The stable economic status of the families and their concern for the education of their children afford SAFA students to have a basic compulsory education, as well as participating in extracurricular activities.

With reference to the aimed group of this integrated unit, it is a first Secondary School class composed of 30 students whose ages range from 12 to 14 years old. Scholars at these ages are experimenting great changes in their physical appearance, mentality, sociability and motor skills, which were highly considered when planning this unit.

Finally, and according to the school methodology, it is based on student-centred learning and ICT. Moreover, the bilingual programme was implemented in this institution two years ago, and CLIL is considered as the ideal approach to engage students and teachers in bilingualism.

5.4. Basic Legislation of Reference

The following legislation was reviewed and taken into consideration when planning this unit:

- *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (Ley Orgánica 8, 2013).*
- *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y Bachillerato (Real Decreto 1105, 2014).*
- *Decreto 111/2016, de 14 de junio, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria en la Comunidad Autónoma de Andalucía (Decreto 111, 2016).*
- *Orden de 14 de julio de 2016, por la que se desarrolla el currículo correspondiente a la Educación Secundaria Obligatoria en la Comunidad Autónoma de Andalucía, se regulan determinados aspectos de la atención a la diversidad y se establece la ordenación de la evaluación del proceso de aprendizaje del alumnado (Orden de 14 de julio, 2016).*

- *Real Decreto 310/2016, de 29 de julio, por el que se regulan las evaluaciones finales de Educación Secundaria Obligatoria y de Bachillerato (Real Decreto 310, 2016).*
- *Instrucciones del 22 de junio de 2015, de la Dirección General de Participación y Equidad, por las que se establece el protocolo de detección, identificación del alumnado con necesidades específicas de apoyo educativo y organización de la respuesta educativa (Protocolo NEAE, 2015).*

5.5. Basic Curricular Elements

5.5.1. General Objectives of the Stage

The following General Objectives of Secondary Education are taken from the Royal Decree 1105/2014, of 26 December, by which the core curriculum of Secondary Education is established. According to them, the present unit will contribute to the development of abilities and skills that will allow the students to (*Real Decreto 1105, 2014, my own translation*):

- a) To assume their duties with responsibility, to know and exercise their rights in the respect of the others, practice tolerance, cooperation and solidarity among the people and groups, to exercise in the dialogue based on human rights and equality of opportunities between men and women, as common values of a plural society and to prepare yourself to be a democratic citizen.
- g) To develop an entrepreneur spirit and self-confidence, participation, critical thinking, initiative personal, and the capacity for learning to learn, plan, make decisions and take responsibilities.
- i) To understand and express themselves in one or more foreign languages in an appropriate way.
- k) To know and accept the functioning of their own body, as well as others, respect the differences, consolidate care and hygienic habits, and introduce physical education and sports in order to enhance their personal and social development. To know and assess the human dimension of the sexuality in all its diversity. To assess

critically social habits related to the health, the consume, the protection of the living beings and the environment, contributing to its preservation and improvement.

5.5.2. Key Competences

The following key competences are taken from the Royal Decree 1105/2014. The present project contributes to the development of (my own translation):

- **Linguistic competence:** physical activity in the environment is an ideal scenario to express themselves, discuss, defend their own points of view with arguments, learn different kind of speeches... due to the continuous cooperative and group work which are present in these activities.
- **Mathematical competence and competence in Science:** physical activities in the environment have a great impact on student's awareness and attitudes with the environment; it also favours the approach to ecologist postures.
- **Digital competence:** multimedia files and electronic devices and applications will be manipulated in order to search useful information, gain knowledge, create their own critical opinion by studying different perspectives, and be assessed. Furthermore, students are expected to learn a better use of modern technologies.
- **Cultural and artistic competence:** this project will contribute to learn more about the natural and physical environment of our region, Andalusia: ecosystems, flora, fauna, hydrography, climate, etc.
- **Competence in knowledge of and interaction with the physical world:** the innate ability of the sense of direction plays a crucial role in trekking. Spatial orientation is essential for adapting to new environments and getting from one point to another.
Furthermore, it is important to gauge your physical limits before start hiking. Enjoyable hiking hinges on stamina, not speed. Expect to walk much slower than normal, settling into your natural pace and rhythm and take regular rest stops to take the weight off, rehydrate and eat something are the best key points in this sport.
- **Social and civic competence:** outdoor activities and sports imply to socialise with your classmates and teachers, due to the relaxing,

informality and friendly atmosphere of the activity. Learners are expected to express themselves and their feelings easily, empathy with others and show sensibility to others differentiations, listening without judging, help others keep their performance...

- **Autonomy and personal initiative:** logical abilities are demanded in outdoors sports, for instance: reason, create, analyse, and process tons of information.

5.5.3. Contents

The following contents are adaptations of the Royal Decree 1105/2014. It should be noticed that this project involves different knowledge areas, so that contents belong to different blocks of contents from several subjects (Physical Education, Biology, English, Geography & History, and Mathematics, my own translation):

- Physical activities in the environment for the improvement of the health and quality of life, and as a leisure activity.
- Trekking as a sport, description, and types of trails.
- How to follow an artificial trail: identification and meaning of tracking signals.
- Progression techniques in trekking. Basic walking paces in trekking and efficient walking. Navigation in trekking: how to read a topographical map.
- Basic material and tools in trekking. Personal and collective equipment in trekking. Clothing, foot wearing, backpack, food and hydration.
- Safety and protection measures in outdoor activities. Andalusian environmental issues and humans' concerning. Respect for the environment: preservation and protection measures to take care of the environment.
- Andalusian natural environment: fauna, flora and ecosystems. Anatomic and physiologic characteristics. Biodiversity of the Natural Park of Cazorla, Segura and Las Villas.
- Andalusian physical environment: relief, climate, hydrography, elements and diversity of landscapes. Natural environment and history of the Natural Park of Cazorla, Segura and Las Villas.

- Understanding of written texts related to the environment and sports. Specific vocabulary related to the Environment and trekking.
- Understanding of oral texts related to the Environment and sports in English.
- Oral production in discourses related to the Environment and sports in English. Compensation and production strategies. Communication and interaction patterns.

5.5.4. Assessment Criteria and Learning Standards

The assessment criteria and learning standards of Physical Education in this unit are the taken from the Royal Decree 1105/2014 and the Order of July 14th 2016. Note that the other subjects apply their own assessment criteria.

1. To solve individual motor situations by applying the technical foundations and specific abilities of the proposed physical activities and sports in real or adapted conditions.

- 1.1. To apply the basic aspects of the techniques and specific abilities of the proposed activities, respecting their rules and established norms.
- 1.2. To self-assess their performance in accordance to a proposed technical model.
- 1.3. To describe the way they do the movements in the proposed technical model.
- 1.4. To improve their level of performance and execution of the concrete technical actions as regards as its initial level, showing effort's attitudes, self-demanding y self-improvement attitudes.

7. To recognise the possibilities of the physical activities and sports as ways to promote social inclusion, facilitating the elimination of barriers in the participation of the others independently of their characteristics, collaborating with the others and acceptating their proposals.

- 7.1. To show tolerance and fair play in the role of participant as in the role of viewer.

5.5.5. Learning Objectives

The objectives of the present project are divided into content and language target objectives:

Content objectives:

- To know more about the trekking sport, as an ideal way for the improvement of the health and quality of life, and its basics: types of trails, tracking signals, basic materials and walking paces.
- To use trekking basic equipment, tools and materials to suit your needs in trekking, taking into account basic safety measures in the environment.
- To be able to lay, follow and orientate yourself in artificial trekking trails, connecting navigation to progression techniques in trekking, efficient walking, and knowledge about trails and its signals.
- To be aware of the richness of the Natural Park of Cazorla, Segura and Las Villas, according to its biodiversity, physical and natural environment and history.
- To develop respect and concern for the environment, particularly developing preservation and protection measures to take care of our near environment.

Language objectives:

- To identify and learn some specific vocabulary related to the physical activity in the environment, as well as to the nature through different formats.
- To discuss language and content learning in a collaborative way in different interaction patterns.
- To extract main ideas of multimedia and text content, and express them in original, sequenced and appropriate texts/writings.

5.6. Methodology

5.6.1. General Aspects

For the development of the present project, a Constructivist and global methodology will be applied in the CLIL classroom in order to foster learners' progress from their own starting point, in a cognitive way (see 3. and 4.2.2). The methodology will be focus on the necessary change of focus in the teaching-learning process, from a teacher-based education to a learner-based paradigm in which students take responsibility and ownership over their learning. Therefore, students will become the protagonists of their own learning. The ideal approach to achieve this goal in a CLIL setting is student-centred learning and its methodologies (see 2.1).

On the one side, student-centred learning will result in a helpful approach in order to produce meaningful and life-long learning in the students. It will install a 'hunger to learn' in the learners, that starts from their previous knowledge, skills, attitudes, needs, interests and experiences, and use content as a media to develop real-world and competency learning (see 2.2). Moreover, students will be benefited by the use of ICT in the classroom, as well as working in a more collaborative and cooperative way with their peers, in order to promote communication and interaction. In this sense, the teacher will be the responsible for creating positive environments for learning into the classroom (see 2.2). Hence, autonomy and intrinsic motivation will be two core principles in this methodology. Finally, assessment will be an authentic, communicative and integrated process related closely to what and how was taught in the classroom (see 3.8).

Regarding interdisciplinary, this integrated lesson plan entails working specific contents from several subjects (Physical Education, Biology, English, Geography, and Catholic Religion), as well as encouraging students to learn their rich relationships and interconnections. Therefore, it enables learning in a more meaningful way, and the development of key competencies among the students.

On the other side, the unique character of CLIL pretends that learners develop language proficiency, while they are gaining knowledge from different areas (see 4.2.2). In this sense, CLIL approach will integrate content, cognition, communication and culture development (see 4.2.1). In order to achieve language and content

mastery, communication will be an essential factor in the CLIL classroom. Fluency and oral skills will have more importance than accuracy, thereby, BICS and CALP will be essential parts of language learning (see 4.3). In addition to, the methodology will promote high order thinking processes among the students (see also 4.3). Finally, materials are considered a central aspect in the CLIL classroom, as facilitators of content and language learning.

5.6.2. Methods and Styles

Regarding the teaching methods used in the present project, three principal student-centred methodologies will be applied:

- **Project-based learning:** the forementioned didactic proposal consists in an interdisciplinary project, also could be considered as an integrative lesson plan. The central topic of the project is the Environment and its relationship with trekking as a sport. As an integrated lesson plan, students are expected to develop learning from different knowledge areas, in a interdisciplinary way. So that, the project involves the participation of several subjects simultaneously at a same period of time.
- **Cooperative learning:** students learn more effectively when they are immersed in learning, through interaction, application and self/peer evaluation. Cooperative learning will ensure that all students are meaningfully and actively engaged in learning, so that it suits perfectly with CLIL programs. Along the project, students will find a wide range of challenges that promote team spirit in the class and collaboration among peers in order to achieve shared goals. In this vein, the challenges are not individual, but for the whole class: everyone in the class plays an important role in order to overcome group challenges. Therefore, the class together works to achieve individual and group goals.
- **Multiple Intelligences Theory:** Gardner's theory (1993) emphasises on the fact that each student has strengths in certain intelligences and weakness in others, as well as it is common to be good at more than one intelligence. Tasks and activities along the project will develop different intelligences in the learners, varying levels on them.

Moreover, some methodological styles and strategies must be taken into consideration in order to guarantee a good teaching-learning process:

- **Discovery learning:** cognitive styles will be the predominant ones along this project, particularly discovery learning. This teaching style consists in posing problem solving situations where learners should use the given tools, as well as their knowledge, skills, experiences and attitudes to discover facts and learn.
- **Inquiry-based learning:** during the project, teachers will pose questions, problems and situations continuously to students in order to promote research, connect ideas and concepts, and create arguments and justifications.
- **Effective feedback:** functional recast, corrective feedback, metalinguistic feedback, elicitation, and explicit correction.
- **Linguistic scaffolding:** CLIL students face the challenging task of learning through a foreign language, so that they will be provided with continuous support and scaffolding in order to simplify language. Moreover, accommodation techniques will be used in order to facilitate language production and understanding in the unit's activities, such as: simplify instructions, the use of simple sentences, the use of diagrams, demonstrations, and to allow students to respond in L1 sometimes.

5.6.3. Project Structure

The project could be divided into 3 main parts, including:

1. Introduction to the topic: teachers from different subjects introduce the topic, and call students' motivation and interests through interesting, engaging, and real-life activities. Learners must regard the topic as interdisciplinary and meaningful.
2. Tasks: this is the longer part of the project; it will take the great part of the lessons' time. Learners are introduced to different tasks which involves a wide range of activities, which are plan to develop relevant skills, attitudes and knowledge in the scholars, usually in small groups or pairs. The teachers facilitate, support and guide. Fluency in communication is a key element at this stage.

3. Final product: learners will participate in a final task that involves a trekking route in which they will apply content and language knowledge that they worked previously along this project. This part also includes a project evaluation and the presentation of the final product to a public audience: their families, and through a video in the school channel.

5.7. Evaluation

The assessment process in this project is oriented to the learner, to their learning. It could be considered that assessment in this project is a "tool for learning", rather than the end of the learning process.

Regarding assessment in CLIL, it must cover both content and language. The primary focus of assessment must be on content; language serves as a means to learn content, discuss and express it. However, this approach requires not only an integrative assessment of both aspects, content and language, but also needs to assess communicative, thinking and interpersonal skills, as real-life skills in our era (see 4.2.2).

According to the Royal Decree 1105/2014, which establishes the basic curricula in *ESO* (Real Decreto 1105, 2014), the assessment criteria and its learning standards will verify the acquisition of the key competences and learning outcomes. Moreover, the assessment process is described as continuous, formative and inclusive.

In order to assess learner's performances, assessment and evaluation are related to basic knowledge about the environment and trekking that students are expected to gain along this project. It mainly consists in a formative assessment, on the grounds that its aim is to revise student's learning, as well as helping them to grow in their own formative experience and communicative competences. Furthermore, students will take responsibility for their own assessment and learning by the use of self- and peer-assessment. Regarding to the interdisciplinary nature of the project, the involved subjects will assess and evaluate global and specific skills, knowledge, attitudes and competences.

5.7.1. Assessment Activities

Regarding to the nature of the activities, they are balanced between individual response, pair work and group work for the reason that it is essential to promote equally the effort, self-improvement and determination through individual work, as well as to acquire communicative and social skills by playing a determined role in a group. In reference to individual and pair work, self- and peers- assessment's activities are included.

Another important point is that the principal purpose of some initial activities is to activate students' previous knowledge for the reason that linking current content with previous knowledge is a great strategy to develop high cognitive functioning. Students' previous knowledge will determine their starting point. In order to illustrate the assessment plan of this unit, some assessment activities are briefly described below:

- Practical activities. Learners are expected to apply acquired knowledge of this project in different contexts and communicative situations.
- Debates: discussion activities in which learners should search information from different sources, build their own arguments, and expose and defend them.
- Vocabulary activities whose purpose is to develop academic language (CALP).
- Self- and peer-assessment activities are included in order to review their performances and provide valuable feedback to progress in their learning.
- Final product. A trekking route in which learners will review contents that they worked and learnt in the project.

5.7.2. Evaluation Instruments

Some of the evaluation instruments which will be used in this project are the following ones:

- **Rubrics:** they are interesting assessment tools because they define what students know and are able to do. They are particularly useful in CLIL because they provide feedback to teachers and students and make assessment more objective and consistent.

- **Self- and peers-assessment checklists:** learners can be benefited from them for the reason that they can review acquired content and knowledge with them and rate themselves and their peers, as well as to provide valuable feedback.
- **Plickers app:** it is an assessment tool that allows teachers to collect formative assessment data without the need to have students to use devices or paper and pencil. It only uses a mobile application, a mobile phone and plicker cards.
- **Portfolio:** students should complete a trekking portfolio before, during and after the final activity, that consists in doing a trekking route. They are expected to apply the knowledge covered in class on this portfolio that should be completed with some features of the trekking route, its fauna, flora and ecosystems, some images, and their own experience.

5.7.3. Appraisal Criteria

In order to assign a final grade to the students in Physical Education, four main blocks will be considered for the evaluation with different percentages:

- Daily work based on students' performance and outcomes in language and content-based activities, active participation and attitudes towards the subject. It will be assessed by using rubrics, checklists, self- and peers-assessment... Contribution to the final grade: 30%.
- Formative tests: their aim is to revise student's learning (content and language), as well as helping them to grow in their own formative experience. Contribution to the final grade: 30%
- Portfolio: learners should reflect the gained knowledge during the project on a final portfolio. Contribution to the final grade: 40%

5.7.4. Evaluation of the Project

Apart from learners' evaluation, it is essential to assess and evaluate certain necessary aspects of the project, before and after its application. In order to do this, I will use a template that review/revise all these essential aspects (see figure 6 in Annex).

5.8. Complementary Curricular Elements

5.8.1. Attention to Diversity

Catering diversity plays a pivotal role in education on the grounds that not every student learns in a same way, so that teachers must adapt the teaching-learning process to their context and learning. In this sense, SCL in CLIL is an approach that requires catering for differentiated instruction due to the differentiated skills, knowledge and language levels of learners, in addition to limited proficiency of the vehicular language. Some measures I will use along the project are the following:

- Scaffolding, in order to make content accessible to different students' levels. Some of the most current strategies are the use of graphic organizers and outlines.
- Individual language styles: students have different strengths or "intelligences" to learn contents and language. The introduction of multiple intelligences (cf. Gardner, 1993) in the classroom opens up the possibilities of a more personalized learning.
- A variety of grouping configurations, which will facilitate the adaptation of the learning process to students with different needs and language competence.
- Alternative forms for expressing: if students cannot express their knowledge through language, they will be able to draw, select the correct answer, perform a physical action...

5.8.2. Innovation

There are several innovative measures carried out in this project that have been deeply described previously, due to the general topic of this work: student-centred learning (see 4.2.2). Thereby, these measures are:

- A teaching-learning process based on student-centred learning, whose principles come from Constructivism. This approach means a shift of focus from teacher-based education, to a learning experience in which students are protagonists of their own learning.
- CLIL: its unique character allows bilingual students to learn a foreign language in a very natural and practical way, in which content acquisition,

communication skills, cognition process and intercultural understanding and global citizenship are developed simultaneously.

- Project-based learning: it means an active participation of learners not only in activities and tasks, but also in planning them. They will be involved in a interdisciplinary learning, where they will gain knowledge from different areas but as a whole. Finally, learners are expected to demonstrate their acquired skills, knowledge, and attitudes in a final activity which results in a final product.
- Cooperative learning: this methodology is a basic pillar along this project. Learners will work in small group in order to create a cooperative environment in the class. As a result, they will be benefited from the others, as well as providing assistant to their peers.
- Interdisciplinary: the possibility of interdisciplinary learning around common issues or themes results attractive and engaging for students. In addition, students will be more intrinsically motivated when developing transferable skills and knowledge, and relate them to the real world.
- Use of ICTs: the use of multimedia material, such as videos, tutorials, and forums, in addition to assessment tools like Plickers will foster students' digital competence, as well as promoting a better use of technologies in the classroom (a challenging issue in modern classrooms).

5.9. Time Planning

This integrated lesson plan consists in a 14 sessions' project, which are distributed in 3 main parts which were described previously. Each part is composed by tasks about a similar theme, in a same moment of learning. The project includes sessions from different subjects.

The time planning of the project, according to the main parts of it and its tasks, is shown in the following table:

		s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14
TASK 1	1.1. Introduction to the topic														
	1.2. Creation of a cooperative dynamic														
TASK 2	2.1. Introduction to trekking														
	2.2. Trekking basics														
	2.3. Radiography of the Natural Park of Cazorla, Segura and Las Villas														
	2.4. Environmental awareness and human activity														
TASK 3	3.1. FINAL PRODUCT														
	3.2. Final product evaluation														
	3.3. Presentation of the final product to a public audience														

Figure 5. Time planning of the Integrated Lesson Plan (my own elaboration)

5.10. Sequencing of Activities

PHASE 1. INTRODUCTION				
SESSIONS	SEQUENCING OF ACTIVITIES	INTELLIGENCES INVOLVED	MATERIALS, RESOURCES & SCENARIOS	AREAS INVOLVED
1-2	1. Introduction to the topic: - Introductory video about outdoor activities and the environment in the Natural Park of Cazorla, Segura and Las Villas - Driving questions - Collect learners' interests and experiences of the topic - Call learners' prior knowledge about outdoor activities in the environment. Brainstorming activities - Outdoor activities' classification. Rotating paper 2. Creation of a cooperative dynamic, in addition to a positive and confidence climate - Introduction games - Confidence games - Sensible games - Cooperative dynamics - Physical cooperative challenges	Linguistic intelligence: <i>learn specific vocabulary about the topic, inquiry, express experiences, prior knowledge, ideas, opinions, etc. in L2</i> Naturalist intelligence: <i>know more about our near environment, particularly the Natural Park of Cazorla, Segura and Las Villas</i> Bodily - kinesthetic: <i>work the physical fitness and motor skills</i> Interpersonal: <i>work with other classmates as part of a group; identify with your group; work together to achieve a same goal; empathy with the others</i> Intrapersonal: <i>express and introduce yourself in a closer approach to the rest of the class; feel confident with your own and as part of the class; know your role into the group; achieve individual goals which influence on the final result of a group activity</i>	- Projector - Computer - General PE material: mats, hops, rope... & Classroom Gym Playground	P.E. (L2) & English

BASIC CURRICULAR ELEMENTS				
LEARNING OBJECTIVES		Activities, techniques and instruments of evaluation	KEY COMPETENCES	CONTENTS
- To extract main ideas of multimedia and text content, and express them in original, sequenced and appropriate texts/writings. - To discuss language and content learning in a collaborative way in different interaction patterns.		- Activities: <i>interactive activities, cooperative challenges, dynamics...</i> - Techniques: <i>direct observation</i> - Instruments: <i>teacher diary and record book</i>	CCL CAA CSC	- Physical activities in the environment for the improvement of the health and quality of life, and as a leisure activity. - Understanding of written texts related to the environment and sports. Specific vocabulary related to trekking. - Understanding of oral texts related to the environment and sports in English. - Oral production in discourses related to the environment and sports in English. Compensation and production strategies. Communication and interaction patterns.
PHASE 2. TASKS DISCOVERY				
SESSIONS	SEQUENCING OF ACTIVITIES	INTELLIGENCES INVOLVED		MATERIALS, RESOURCES & SCENARIOS
3	1. Introduction to trekking - Trekking as a sport - Differences between trekking and other outdoor activities - Trekking tutorials - Well-known trekking routes in Andalusia - Richness of trekking routes in the Natural Park of Cazorla, Segura and Las Villas. Suggest a challenge: what about doing a trekking route at the end of the project?	Linguistic intelligence: <i>learn specific vocabulary about trekking, develop listening skills watching L2 videos, express differences and similarities and classify sports according them</i> Naturalist intelligence: <i>see trekking as a means to preserve the nature, notice that their area is a mine of trekking routes and appreciate them as a natural legacy</i>		- Projector - Computer - Tutorials, documentaries & Classroom

□

4 - 10	2. Trekking basics - Types of trekking trails depending on its nature and distance - Artificial trails: trekking signals - Types of walking paces in hiking 2.1. Material discovery - First contact with the specific equipment in outdoor activities - First contact with trekking tutorials - Trekking backpack: how to gear it properly - Specific clothing and footwear in outdoor physical activities - Feeding, supplies and hydration in outdoor physical activities 2.2. Navigation - Spatial orientation - The topographical map: the concepts of scale, cardinal points, and contour lines - Navigation: read distances and elevation changes on a topographical map - Navigation: introduction to the use of GPS - Sensible and track games - Basic orienteering in conventional and outdoor places	Linguistic: <i>communicate with the other peers; develop linguistic skills and competence in L2, express themselves, develop listening skills, express contrast, read specialised text/manuals, understand texts and express their main ideas</i> Logical - mathematical: <i>the efficiency in walking; different types of walking paces in hiking; learn the concept of scale, cardinal points and contour lines; learn how to calculate scales on a topographical map; learn how to read distances and elevation changes on a topographical map; reason, create, analyse and process specific information, like safety measures in outdoor activities</i> Spatial: <i>spatial orientation; learn how to orient themselves in conventional and non-conventional places; learn the different types of trekking paths and orientate in marked path; learn how to read a topographical map and a guide book; learn how to navigate with a map and a compass; learn how to read distances</i> Bodily - kinesthetic: <i>learn about the specific feeding, supplies and hydration in outdoor activities; learn the basic hygiene and first-aids in case of an emergency; specific clothing and footwear; learn the different types of walking paces in hiking and its efficiency; enjoy sensible and track games; gain insight into the physical preparation for a hiker; learn some of the body physiological responses and adaptation to outdoor efforts</i>	- Specific trekking manuals - Topographic maps - Natural park guidebooks - Trekking materials and equipment: compass, footwear, ropes... - Trekking tools for navigation - Backpack & - Classroom - Gym - Playground	P.E. (L2), English, Maths (L1) & Biology (L2)
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	- Trekking in artificial trails marked by signals 2.3. Basic hygiene and safety measures in outdoor activities - Safety measures in outdoor physical activities and sports - Preventive measures of environment - Basic hygiene in physical activities in the environment 2.4. Trekking technique - Experiment the different types of walking paces in trekking. Efficiency in walking - Trekking specific warm-ups - Physical preparation for a demanding hiking activity - Body physiological response and adaptations to outdoor efforts	Naturalist: basic orienteering in conventional and outdoor places; learn how to hike in signed trails; learn and respect safety measures in outdoor activities Interpersonal: <i>work with other classmates as part of a group; identify with your group; work together to achieve a same goal; empathy with the others</i> Intrapersonal: <i>express and introduce yourself in a closer approach to the rest of the class; feel confident with your own and as part of the class; know your role into the group; achieve individual goals which influence on the final result of a group activity</i>		
6 - 10	3. Radiography of the Natural Park of Cazorla, Segura and Las Villas 3.1. Natural environment of Andalusia. Biodiversity in the Natural Park of Cazorla, Segura and Las Villas - Natural environment in Andalusia: specific ecosystems, Indigenous flora and fauna - Biodiversity in the Natural Park of Cazorla, Segura and Las Villas 3.2. Physical environment of Andalusia. Geography of the Natural	Linguistic: <i>communicate with the other peers; develop linguistic skills and competence in L2; express themselves, discuss, learn vocabulary (CALP) of different areas (geography, biology...)</i> Naturalist: <i>learn the indigenous ecosystems and flora and fauna species of the surrounding area as well as the specific ones of the protected areas in Andalusia, learn the climate specific aspects of the natural park, as well as its weather conditions and geographical features; learn the local history of the civilisation which occupied the area</i>	Specific materials of Biology, specific material of Geography and History: books, lectures, articles,	Biology (L2) & Geography & History (L1)

	Park of Cazorla, Segura and Las Villas - Physical environment in Andalusia: specific climate, relief, landscapes, hydrography - Local geography and physical features in the Natural park 3.3. History of the Natural Park of Cazorla, Segura and Las Villas - Local history of the civilisations which occupied the Natural Park of Cazorla, Segura and Las Villas	Interpersonal: <i>work with other classmates as part of a group; identify with your group; work together to achieve a same goal; empathy with the others</i> Intrapersonal: <i>express and introduce yourself in a closer approach to the rest of the class; feel confident with your own and as part of the class; know your role into the group; achieve individual goals which influence on the final result of a group activity</i>	migration maps... & Classroom	
11 - 12	4. Environmental awareness and human activity - Preventive measures in the environment - Environmental awareness based on the necessity and responsibility to respect, protect and preserve the natural work from human afflictions. - Environmental awareness and human activity	Linguistic: <i>develop linguistic skills and competence in L2; learn the structure of a debate, how to elaborate arguments...; express themselves, discuss, defend their own points of view with arguments, learn different kind of speeches...; develop their critical thinking when they work a wide range of text about the environment concerning.</i> Logical - mathematical: <i>take into account different data about the human effect in the environment and apply this knowledge</i> Naturalist: <i>be aware of the great impact of human actions on the environment. It also favours the approach to ecologist postures; learn and comprehend the special needs of the environment when human actions are taken place in it</i>	Environmental concerning lectures, news, videos - Projector - Computer & Classroom	English & Biology (L2)

BASIC CURRICULAR ELEMENTS			
LEARNING OBJECTIVES	Techniques and instruments of evaluation	KEY COMPETENCES	CONTENTS
- To know more about the trekking sport, as an ideal way for the improvement of the health and quality of life, and its basics: types of trails, tracking signals, basic materials and walking paces. - To use trekking basic equipment, tools and materials to suit your needs in trekking, taking into account basic safety measures in the environment. - To be aware of the richness of the Natural Park of Cazorla, Segura and Las Villas, according to its biodiversity, physical and natural environment and history. - To develop respect and concern for the environment, particularly developing preservation and protection measures to take care of our near environment. - To identify and learn some specific vocabulary related to the physical activity in the environment, as well as to the nature through different formats. - To discuss language and content learning in a collaborative way in different interaction patterns. - To extract main ideas of multimedia and text content, and express them in original, sequenced and appropriate	<i>- Activities: interactive activities, gymkhanas and track games, driving questions and debates, design a specific warm-up for trekking, fitness tests and activities, class questions, homework, further investigation and assignments, critical lectures, Plickers tests, complete the trekking portfolio, environment debate, use of tools and materials, practical cases, t</i> <i>- Techniques: direct observation, checklists, questionnaires, group discussion, self- and coevaluation, portfolio</i>	CCL CMCT CAA CSC SIEP CEC	- Physical activities in the environment for the improvement of the health and quality of life, and as a leisure activity. - Trekking as a sport, description, and types of trails. - How to follow an artificial trail: identification and meaning of tracking signals. - Progression techniques in trekking. Basic walking paces in trekking and efficient walking. Navigation in trekking: how to read a topographical map. - Basic material and tools in trekking. Personal and collective equipment in trekking. Clothes, foot wearing, backpack and food and hydration. - Safety and protection measures in outdoor activities. Andalusian environmental issues and humans' concerning. Respect for the environment: preservation and protection measures to take care of the environment. - Andalusian natural environment: fauna, flora and ecosystems. Anatomic and physiologic characteristics. Biodiversity of the Natural Park of Cazorla, Segura and Las Villas. - Andalusian physical environment: relief, climate, hydrography, elements and diversity of landscapes, and natural environment. - Understanding of written texts related to the environment and

texts/writings.	- Instruments: rubrics, teacher diary, Plickers app and test, and record book		sports. Specific vocabulary related to trekking. - Understanding of oral texts related to the environment and sports in English. - Oral production in discourses related to the environment and sports in English. Compensation and production strategies. Communication and interaction patterns.	
PHASE 3. FINAL PRODUCT				
SESSIONS	SEQUENCING OF ACTIVITIES	INTELLIGENCES INVOLVED	MATERIALS, RESOURCES & SCENARIOS	AREAS INVOLVED
13	1. FINAL PRODUCT: A trekking trip along the Natural Park of Cazorla, Segura and Las Villas: River Borosa route - Plan the specific material and equipment the previous day to the trekking route - Gear the backpack and check it before getting on the bus - Safety and preservation measures in the nature - Starting point - Trekking specific warm-up - Types of trekking paths - Trekking signals in an artificial trail - Types of walking paces in trekking - Identification of geographical features in the	Linguistic: communicate with the other peers; develop linguistic skills and competence in L2; express themselves, discuss, defend their own point of view; read specific environment and trekking articles... ; develop their critical thinking when they work a wide range of text about the environment concerning. Logical - mathematical: the efficiency in walking; different types of walking paces in trekking; read topographical maps and its components: scale, cardinal points, counter lines, distances, elevation changes...; reason, create, analyse and process specific information, like safety measures in outdoor activities Spatial: spatial orientation; orientate in outside places; recognise the different types of trekking trails and orientate in artificial trails Bodily - kinesthetic: learn the different types of walking paces in hiking and its efficiency; enjoy sensible and track games; apply what they learn about physical	- Bus - Backpacks - Trekking clothing and footwear - Food supplies and water - Flora and fauna guides and worksheets - Notebooks - Pens ...	P.E. (L2), English, Geography & History, Maths (L1) & Biology (L2)

	park - Identification of the historic marks in the park - Identification of the ecosystems, flora and fauna in the park - Relaxation activity with music accompaniment (at the final goal: the spring of the Borosa river) - Final group reflection about the environmental awareness (at the final goal: the spring of the Borosa river) - Complete a trekking diary that includes the following sections: route features (distance, maps, difficulty level...), flora, fauna and ecosystems, physic features of the area, interesting and historical places, gallery, and comment your experience.	<i>preparation for a hiker; demonstrate their knowledge about trekking material, clothing and <u>footwearing</u>, and food supplies and hydration</i> Naturalist: <i>recognise the climate specific aspects of the natural park, as well as its weather conditions and geographical features and aspect; recognise the local history of the civilisation which occupied the area; recognise the biodiversity of the local area</i> Interpersonal: <i>work with other classmates as part of a group; identify with your group; work together to achieve a same goal; empathy with the others</i> Intrapersonal: <i>express and introduce yourself in a closer approach to the rest of the class; feel confident with your own and as part of the class; know your role into the group; achieve individual goals which influence on the final result of a group activity</i>		
14	2. Final product evaluation - Evaluation of the project - Evaluation of the trekking diary			P.E. (L2), English, Geography & History, <u>Maths</u> (L1) & Biology (L2)

14	3. Presentation of the final product to a public audience - Write an article for the school web - Present the final product to their parents at the school Events hall	Linguistic: introduce a topic to a public audience in a confident way; use communicative skills, as well as non verbal communication; <i>demonstrate linguistic proficiency in L2; express themselves, discuss, defend their own point of view; develop their critical thinking; use additional resources that aid them to express themselves</i>	- Projector - Computer - Multimedia content & Events hall	P.E. (L2), English, Geography & History, Maths (L1) & Biology (L2)
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BASIC CURRICULAR ELEMENTS

LEARNING OBJECTIVES	Techniques and instruments of evaluation	KEY COMPETENCES	CONTENTS
- To use trekking basic equipment, tools and materials to suit your needs in trekking, taking into account basic safety measures in the environment. - To be able to lay, follow and orientate yourself in artificial trekking trails, connecting navigation to progression techniques in trekking, efficient walking, and knowledge about trails and its signals. - To be aware of the richness of the Natural Park of Cazorla, Segura and Las Villas, according to its biodiversity, physical and natural environment and history. - To develop respect and concern for the environment, particularly developing preservation and protection measures to take care of our near environment.	- Activities: <i>check their backpack, a final trekking route, Plickers test, complete the trekking portfolio</i> - Techniques: <i>direct observation, checklists, questionnaires, portfolio</i> - Instruments: <i>rubrics, teacher diary, Plickers app, and record book</i>	CCL CMCT CAA CSC SIEP CEC	- Physical activities in the environment for the improvement of the health and quality of life, and as a leisure activity. - Trekking as a sport, description, and types of trails. - How to follow an artificial trail: identification and meaning of tracking signals. - Progression techniques in trekking. Basic walking paces in trekking and efficient walking. Navigation in trekking: how to read a topographical map. - Basic material and tools in trekking. Personal and collective equipment in trekking. Clothes, foot wearing, backpack and food and hydration. - Safety and protection measures in outdoor activities. Andalusian environmental issues and humans' concern. Respect for the environment: preservation and protection measures to take care of the environment.

- To discuss language and content learning in a collaborative way in different interaction patterns.		- Andalusian natural environment: fauna, flora and ecosystems. Anatomic and physiologic characteristics. Biodiversity of the Natural Park of Cazorla, Segura and Las Villas. - Andalusian physical environment: relief, climate, hydrography, elements and diversity of landscapes, and natural environment. - Understanding of written texts related to the environment and sports. Specific vocabulary related to trekking. - Understanding of oral texts related to the environment and sports in English. - Oral production in discourses related to the environment and sports in English. Compensation and production strategies. Communication and interaction patterns.
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6. CONCLUSIONS

This work began by reviewing and explaining student-centred learning as an innovative and effective approach in order to carry out a shift of paradigm in education, from teaching-centred to learning. After the preceeding review of the specialized literature, some conclusions can be drawn. Firstly, student-centred learning contributes to Life-long learning in a meaningful way by developing autonomy, creativity and competences for the real life life. Secondly, the unique character of student-centred learning facilitates interdisciplinary work and the flexible use of the curriculum. Thirdly, student-centred methodologies are based on students' needs, aspirations, strengths, and interests, so that they promote intrinsic motivation and real interest for learning. Finally, a radical shift of focus must be applied in teaching, providing students with a protagonist and active role in the classroom.

As regards to CLIL approach, student-centred learning results in a perfect complement to CLIL, mainly due to two relevant reasons. On the one hand, SCL and CLIL shares core principles, such as considering learners as the main focus of the learning. In this sense, the CLIL classroom is not teacher-driven, but student-led. On the other hand, student-centred methodologies facilitates content and language learning in a CLIL environment.

The second part of the present work includes an integrated lesson plan on the global issue of the Environment, in a project format. It can be claimed that this project demonstrates the interdisciplinary character of SCL, as well as the involvement of learners in their own learning in the CLIL classroom.

Moreover, there were some limitations in this work, as the limited literature on the topic of CLIL and its relationship with SCL. Another limitation was the shortage of CLIL resources, such as activities and evaluation instruments.

Finally, regarding further research, the small steps suggested in this work may be of use along the path of connecting student-centred learning to CLIL approach.

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ANNEX

Project success criteria checklist

Charo Reyes - Dpto. de Inglés – Coordinadora Bilingüe

PROJECT SUCCESS CRITERIA CHECKLIST

Unit: Grade:

Brief final product or problem description:

Teacher's Success Checklist:

Are these elements present?

Is the project related to (or based on) ... ?

- Trigger question ☐ - Expected outcome • Problem solving ☐ • Product ☐ - Clear instructions ☐	The curriculum ☐ - - - -
- Initial Tasks ☐ - Development Tasks ☐ - Final Tasks ☐ - Reinforcement ☐ - Further practice ☐	Does it activate prior knowledge? ☐
Language scaffolding • language frames ☐ • vocabulary lists ☐	The real world, the labour market ☐
The 4Cs : • Communication BICS ☐ CALPS ☐ • Cognition HOTS ☐ LOTS ☐ • Critical thinking ☐ • Creativity ☐	Other content areas ☐ - - - -
Assessment: - Rubrics ☐ - Other ☐ - Checklist ☐ - Procedural Worksheet ☐	Cross curricular contents ☐ - - -
Presenting outcomes: how, when and where?	

Figure 6. Project success criteria checklist (Reyes, 2018, p. 38)