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Master's Dissertation

THE SIMULTANEOUS APPLICATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING AND SUCCESSFUL EDUCATIONAL ACTIONS FOR INCLUSION AND SOCIAL COHESION

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0. SUMMARY/RESUMEN

0.1. Summary

CLIL is a methodological approach that is gradually being applied in more schools, and it is forecast that it will keep gaining relevance because of the positive outcomes that have been witnessed. Nevertheless, the context should be taken into account to apply CLIL correctly, and thereby, to get good outcomes. In this way, it is possible to keep applying other techniques, educational practices or methodologies that are already being applied and that demonstrate good results. Thereby, a goal of in this MA Dissertation is to analyze the simultaneous application of CLIL and Successful Education Actions in order to design a methodological proposal that needs to be developed following CLIL guidelines and which includes a Successful Education Action. As regards the methodology that has been followed to develop this MA Thesis, it begins with a summary of the research on CLIL, and on Successful Education Actions (SEAs), and Learning communities (the schools where all the SEAs are implemented). Subsequently, the objectives of the MA Dissertation are introduced followed by the methodological proposal which is designed taking into account not only the previous research but also the educative level, the current legislation, and the context of the school and the center for which the proposal is designed. Finally, it is concluded that it is possible to apply simultaneously CLIL and SEAs, but the participation of volunteers and the commitment and adaptability of teachers are essential to get optimal results.

Key words: Infant Education, CLIL, Successful Education Actions, Methodological Proposal.

0.2. Resumen

AICLE es un enfoque metodológico que se está aplicando progresivamente cada vez más y se prevé que siga ganando relevancia por los buenos resultados que se están obteniendo. Sin embargo, para aplicar AICLE adecuadamente y conseguir buenos resultados es necesario tener en cuenta el contexto porque cada escuela es diferente. De este modo, entre otros aspectos, es posible mantener la aplicación de otras técnicas, actuaciones educativas o metodologías que se aplican desde antes y que tienen buenos resultados. Por eso, en el presente Trabajo de Final de Máster (TFM) se plantea como objetivo analizar la posible aplicación simultánea del enfoque metodológico AICLE y las Actuaciones de Éxito Educativo para poder presentar una propuesta metodológica que se desarrolle siguiendo AICLE y que incluya una Actuación de Éxito Educativo. En cuanto a la metodología que se

ha seguido para elaborar este trabajo, el trabajo se inicia con la investigación sobre AICLE y sobre las Actuaciones de Éxito Educativo y las Comunidades de Aprendizaje (escuelas donde todas las Actuaciones de Éxito Educativo se aplican), de manera que posteriormente se establecen los objetivos y se presenta la propuesta metodológica diseñada teniendo en cuenta tanto la investigación, como el nivel educativo concreto, la legislación vigente al respecto y el contexto del centro y del aula. Finalmente, se concluye que es posible aplicar simultáneamente AICLE y Actuaciones de Éxito Educativo, pero para poder conseguir resultados óptimos es necesario tanto la participación de voluntarios como el compromiso y capacidad de adaptación del maestro o de la maestra.

Palabras claves: Educación Infantil, AICLE, Actuaciones de Éxito Educativo, Propuesta Metodológica

1. INTRODUCTION

CLIL is increasingly being applied in more schools nowadays, but it has been classified as a methodological approach that is not suitable to be used in contexts in which students do not belong to families with a medium or high socioeconomic situations. (Pérez Cañado, 2018c). Among the experts that defend this idea, Bruton and Paran can be highlighted. Paran (2003) defends that CLIL “probably work best in elite contexts” (p. 331) and Bruton (2011b) upholds that “there is every reason to believe some students may be prejudiced by CLIL” (p. 523) because, according to Bruton (2013) “rather than increasing the equality of opportunity, CLIL in certain contexts is subtly selecting students out” (p. 593), this author also classifies CLIL as elitist like Paran, as can be seen in the following quotation (2013), “Implicitly, CLIL is likely to be elitist and cream off certain students” (p. 595). Nevertheless, Pérez Cañado (2019) examines this thought and advocates that it is not true; she uses empirical evidence to demonstrate that CLIL has the potential to work even in the most deprived settings and has a great influence on English language attainment due to the “CLIL effect” that is the reason why students found in CLIL groups are more motivated and linguistically proficient according to an analysis that carried out between CLIL and non-CLIL groups. Thereby, her research and analysis verify that CLIL can work favorably in any kind of context, including deprived contexts also with a low socio-cultural level. (Pérez Cañado, 2019)

As it has been demonstrated, CLIL could be suitable in every educational context, but it is essential to remember that it is crucial to adapt the methodological approach to the context and the students’ needs. Therefore, the motivation of this research is, on the one hand, to provide a literature review to analyze deeply how CLIL should be applied to be worth it in schools where some or all the Successful Educational Actions are applied, taking into account that most of them have a high percentage of students at risk of exclusion in Spain. Subsequently, once a detailed literature review about the CLIL methodological approach and about schools as learning communities is delivered, an analysis and justification of the simultaneous application of CLIL and Successful Educational Actions is presented.

Finally, the last but not least goal of this dissertation is to present a methodological proposal that simultaneously applies CLIL and a Successful Educational Action (SEA), specifically Interactive Groups. This aim will be achieved by means of the proposal part of the present research study. Even though the methodological proposal has been designed for a specific context, the application of it hasn’t been possible due to the fact that Successful Educational Actions are not implemented at the present time due to the health crisis in which we are immersed.

2. METHODOLOGY

In this MA Dissertation a methodological proposal that follows a CLIL methodological approach and which includes a Successful Educational Action is presented, so students can benefit from both. It is designed for the students of the third course of the second cycle of Infant Education of Bienaventurada Virgen María Irlandesas Madrid school. This methodological proposal is designed to be applied in a context where bubble classes are not necessary due to the fact that SEAs are not able to be applied with the coronavirus presence.

To design the methodological proposal, the elaboration of this MA Dissertation has followed different phases. Firstly, research about CLIL and Learning Communities was necessary. Thereupon, in the didactic proposal, the simultaneous application of CLIL and Successful Educational Actions was analyzed, and finally, a methodological proposal that was developed following CLIL guidelines and which includes a Successful Education action, specifically Interactive Groups.

To develop the didactic proposal, previous research about the current legislation of Infant Education, and Bilingual Education in Infant Education was necessary. The analysis of the simultaneous application of CLIL and SEAs includes legislation considerations and the methodological proposal was designed taking into account the mentioned legislation.

After this process, the conclusions, the introduction, and the summary were written, so they show clearly and truly what this MA Dissertation includes. Finally, the text was revised to ensure that everything was clear and this section was written.

3. THEORETICAL FRAMEWORK

This section of the dissertation is divided in two main parts, each of them with subsections. The first part of the theoretical framework is a literature review about the CLIL methodological approach that includes an analysis of the approach itself and a description of the implementation of it in the Valencian Community. The second part of the theoretical framework is a literature review about schools as learning communities that includes not only a clarification of the term ‘school as learning community’ but also a clarification of both dialogic learning and the Successful Educational Actions for Inclusion and Social Cohesion, that are main features that define these kind of schools.

3.1. CLIL principles and methodology

In this section of the dissertation, CLIL methodological approach is described and analysed. To describe this methodological approach, an explanation of the term CLIL is presented followed by an introduction of the specific methodological aspects of this bilingual education teaching model. After the description, an analysis of CLIL which includes the benefits of its implementation is included. To finish with this section, a description of the implementation of CLIL in the Madrid Community is introduced.

3.1.1. *What is CLIL?*

Content and Language Integrated Learning, henceforth CLIL, is an acronym that was coined by David Marsh in 1994. “CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language” (Biçaku, 2011, p. 3822)

After David Marsh coined the mentioned acronym, different relevant authors have presented definitions of CLIL. Definitions are really useful to clarify terms, consequently, a few relevant definitions of CLIL are submitted, which have been selected because of their well-known authors and their clearance. The most often cited definition is probably, as Cañado (2018a) claims, the one provided by Marsh & Langé (2000): CLIL is “a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language” (p. 2).

Marsh, one of the authors of the provided definition, has introduced more definitions of the studied term at a later date. Among which he introduced one that clarifies that even though the emphasis can be grater on language or content at a given time, there is never a focus only on one or the other. This definition can be found on Coyle, Hood & Marsh (2010).

As can be observed in the presented definitions, CLIL is an innovative fusion of both subject education and language education. In the last provided definition, it is said that the emphasis can be greater either on the content or on the language at a given time. Consequently, a distinction can be made between “strong” or “hard” CLIL and “soft” or “weak” CLIL (Ball 2009; Bentley 2009).

According to Ikeda (2013), the “hard/strong” version of CLIL is that “where academic subjects such as geography or science are taught in English by non-native content teachers” (p. 31). In turn, “soft/weak” CLIL “is taught by native or non-native language teachers with more focus on language learning” (p. 31, as cited in Cañado, 2018, p.6).

As can be observed, CLIL is a bilingual education initiative. However, it is different from predecessors’ bilingual models: Canadian immersion programs and North American bilingual teaching models (Content-based Instruction or CBI) (Cañado, 2018b). Among the differences between CLIL and the predecessors’ bilingual models, Coyle et al. (2010) highlights the integration of “content, cognition, communication and culture” (p. 6) in CLIL. Coyle (2007) refers to the integration of the 4 parts as “the 4C’s framework”, and it is visually represented in figure 1.

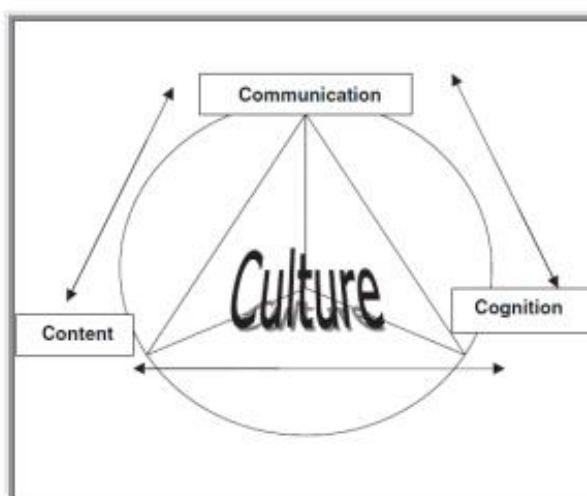


Figure 1. The 4C's Framework for CLIL (Coyle 2007, p. 551)

To understand what the 4C's Framework implies for teaching practice, it is essential to clarify the meaning of content, culture, communication and cognition. The clarification of these four elements is based on the ideas presented by Darn (2020). According to this author, content refers to “knowledge, skills and understanding related to specific elements of a defined curriculum” (Darn, 2020, p.1), therefore content varies according to the subjects which are taught in English following the CLIL methodological approach. As regards culture,

it concerns the different perspectives and understandings that people have according to the cultural group they belong to. When CLIL is applied, every lesson promotes the students' awareness of both the others and self. Regarding communication, it has to do with using the target language to learn the content, having both the learning of the content and the development of the communicative competence as consequences. Last but not least, the final C is cognition which refers to the development of thinking skills. There are different degrees of thinking skills, and the development of each of them implies specific procedures, i.e. doing different activities by the students.

Once the 4C's Framework has been introduced, it can be assumed that the practical consideration of the 4C's Framework implies a change in the teaching practice because the teacher needs to design or plan each session taking into account the four aspects mentioned. This teaching-practice change can seem difficult at the beginning, but it is worth putting into practice due to the benefits that children get thanks to this methodological approach.

Benefits are more extensively presented later, but the promotion of cognitive development will now be expounded upon due to the relationship with the 4 C's. Cognitive development is possible in CLIL because this methodological approach gives as much importance to content as to this aspect, unlike traditional teaching. According to Dale & Tanner (2012) one of the benefits of CLIL is that "CLIL learners develop cognitively and their brains work harder" (p.10) because "the understanding of a particular subject in a vehicular language requires more mental effort than when trying to understand it in the L1" (Ortega, 2018b, p.11). It requires more mental effort due to the fact that students are required to put thinking skills in a foreign language into practice. However, not all the thinking skills are equal, thereby they are classified in High Order Thinking Skills (HOTS) and Low Order Thinking Skills (LOTS). This is based on Ávila (2018).

The classification of thinking skills is deeply related to Bloom's Taxonomy. Bloom proposed a taxonomy which recognised six levels at which questions can be addressed: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. This is based on Bloom et al. (1956). This taxonomy presented in the 20st century, was revised in the 21st century by Anderson and Krathwohl (2001). This revised version, which still stands, also includes six levels of understanding: "1. Remember, 2. Understand, 3. Apply, 4. Analyze, 5. Evaluate and 6. Create" (Ortega, 2018b). As it can be seen in Figure 2, "the comparison between both proposals reveals an exchange of competences between the two upper levels and the change from noun category levels in Bloom's taxonomy to verb category levels in Krathwohl's proposal" (Ortega, 2018b, p.12).

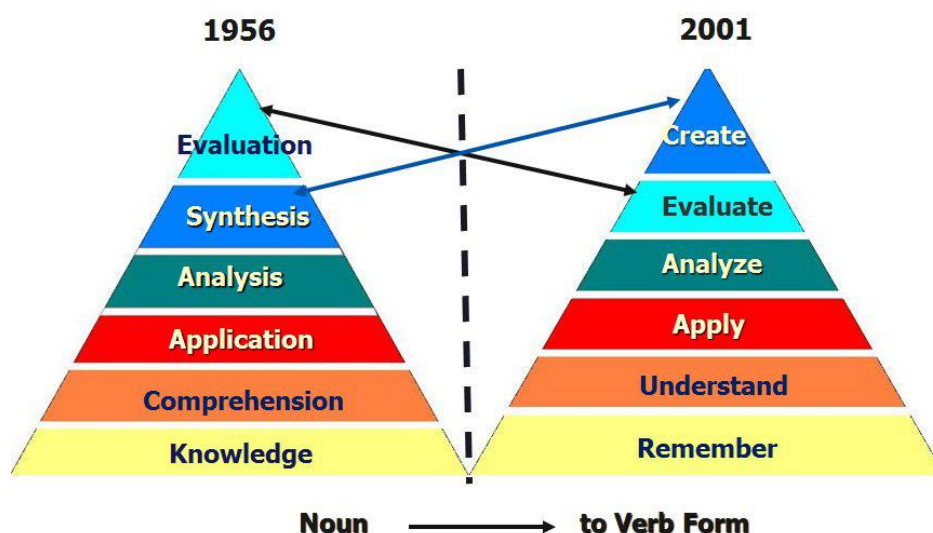


Figure 2: Bloom's taxonomy revised by Anderson and Krathwohl

Once Bloom's Taxonomy has been presented, it is important to clarify the meaning of each of the levels of understanding due to the fact that it is essential to understand the different theories from which CLIL is based on to adequately apply the methodological approach. Thereby, the levels of Bloom's taxonomy revised by Anderson and Krathwohl are explained in figure 3.

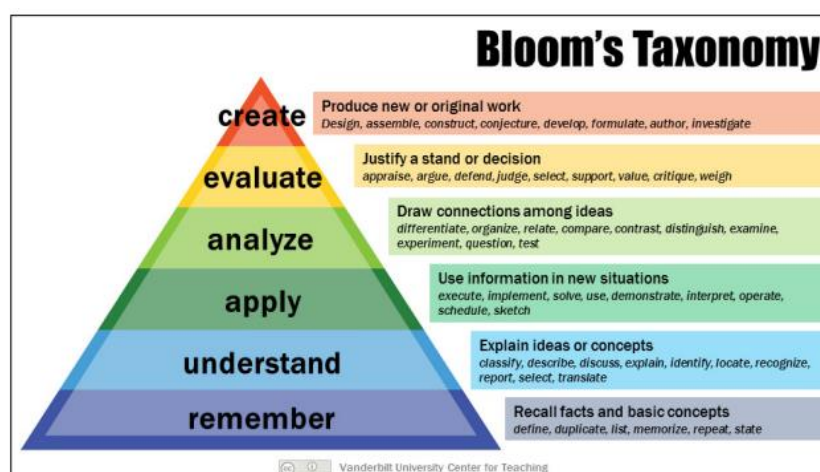


Figure 3. Explanation of the levels of the revised Bloom's Taxonomy

A teacher who follows CLIL needs to develop the different levels of thinking skills that have been presented, but in order to minimize the cognitive load on the student, scaffolding is the strategy that has proved to be most successful. "The scaffolding process has to be done through a careful selection of tasks and materials" (Ávila, 2018, p. 15). The scaffolding techniques promote understanding and learning of the subject content; thereby, language is considered in CLIL not as the aim of the lesson in itself, but as a means for communication and learning, as the communicative approach defends. However, students learn the target language when they are

studying content matter, so it is essential to put students in learning situations in which they need to use the language to solve the task (Ávila, 2018).

To solve tasks, students will need to use two different areas of language: Basic Interpersonal Communication Skills (BICS) and Cognitive academic Language Proficiency (CALP). On the one hand, BICS, social language or conversational language refers to the language that is commonly used in everyday situations, such as on the street or in playgrounds. On the other hand, CALP refers to the language which is used in academic classes, therefore a more abstract variety of language is included in CALP or academic language, which is the other name that this concept receives (Ortega, 2018a).

Besides the mentioned aspects that should be taken into account to apply CLIL in a classroom for students, there are other criteria that should be considered to select and develop materials following the CLIL methodological approach, which are presented in table 1. Therefore, we have to consider the mentioned criteria not only to design our own materials, but also to select existing materials.

CRITERIA FOR MATERIALS SELECTION AND DEVELOPMENT
Expose the learners to language in authentic use,
Provide the learners with opportunities to use the target language to achieve communicative purposes
Promote interaction and intellectually demanding activities
Be affectively engaging. Achieve impact in the sense that they arouse and sustain the learners' curiosity and attention
Promote multicultural awareness
Foster a multidimensional experience that facilitate a sensory and affective experience of the text
More experiential than analytical activities (from the language point of view, not from the content area ones)
Require investment on the part of the learner
Personalise (relate to learner's self)
Locally relevant materials
Provide opportunities for outcome feedback
Stimulate intellectual, aesthetic and emotional involvement

Table 1. Criteria for materials development (Ávila, 2018)

3.1.2. Application of CLIL

To apply CLIL correctly and design a didactic proposal it is important to consider the theoretical aspects that have been already mentioned, but it is also important to know which common methodologies are used in bilingual schools that follow the CLIL methodological approach.

Among the methods, methodologies and approaches that are used to design a CLIL didactic proposal for Infant Education, we can find Cooperative learning, Total Physical Response and Task Based Language Learning (TBLL), the last two are explained in table 2

A method and an approach used to design CLIL didactic proposals in infant education

Name	Total Physical Response	Task based learning
Description	This method was created by J. Asher in the 1960s “to minimize the anxiety experienced by students when speaking English through play that implied psychomotor actions” (Rascón, 2018b, p.5). It is based on “Nunan’s (1991) idea that children need to learn and be exposed to a great amount of input before starting to speak and that, at the same time, they understand more language than they are able to produce” (Cortina-Pérez and Andúgar Soto 2018, p. 55, as cited in Rascón, 2018b, p.5).	“It is an approach that revolves around a task that students must perform. That task has a communicative purpose” (Rascón, 2018a, p.4).
Structure	Rascon (2018b) adapts the steps of TPR according to Varela (2003, p. 107-108): » “The teacher gives a command in English. Students listen to her/him, trying to understand. » Students perform an action, as an answer to their teacher’s command. » Students are silent. » The teacher gives the command again, but this time more quickly. » A volunteer performs the action. » The teacher asks other children to perform this action too. » The teacher presents new orders once s/he is sure that the first ones have understood. » The teacher changes the order of the sentences. » If a child makes a mistake, the teacher does not correct him/her, but repeats the sense of the sentence or word, in the correct way. » Teachers clap their hands or say a sentence of appraisal when students perform the orders	According to Willis (1996, as cited in Cortina-Pérez and Andúgar Soto, 2018, p. 51), the sessions based on TBLL have three different parts: 1.Pre-task (2-20 min): presentation of the task and the topic to the students. “The child must understand the task and the instructions, for which the teacher will provide words or useful expressions” (Rascón, 2018a, p. 4) 2.Task: students do the task and the teacher acts as a guide, controlling the pupils’ work and explaining anything that is necessary. The task is divided in three stages: - The task per se - Preparation of a report on how the task has been performed. “Although it can be oral or written in other levels, it is only oral in Infant Education” - Presentation of the report to the rest

	well. » The teacher makes students give orders to other children.” (p. 6).	of the class “or –in higher educational levels- exchange written reports and compare their results” (Rascón, 2018a, p.4). 3. Language: “specific aspects related to the language are analysed and discussed” (Rascón, 2018a, p.4).
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Table 2. A method and an approach used to design CLIL didactic proposals in infant education, following Rascón (2018a) and Rascón (2018b).

3.1.3. *Importance of teaching collaboration*

As Pavón (2019) claims, collaboration is essential in CLIL because this methodological approach has as an objective to foster the use and the development of the foreign language, and to achieve this goal, it is crucial that teachers make the content understandable to students and provide them with the linguistic tools required to manipulate it. A fantastic way to fulfill this last aim is through teacher collaboration, a characteristic that enhances the quality of CLIL, and which can be found in institutions providing CLIL education, as Lorenzo and Moore (2010), Lorenzo, Trujillo and Vez (2011) and Viebrock (2012) claim.

This mentioned collaboration can be at three different levels: the collaboration between language teachers and content teachers, the collaboration between language teachers, and the collaboration between content teachers (who work with similar thematic areas and employ similar methodologies). According to Pavón (2019), the exchanges between language and content teachers are particularly significant in the CLIL context, due to the fact that they are the responsible agents for planning, implementing, and assessing the CLIL subjects. For this reason, this kind of collaboration is defined as the most ideal and most frequent by Pavón (2018) because in this kind of collaboration language teachers and content teachers work together and content specialists could benefit from the work of language specialists in their classes. Specifically, content teachers can benefit from the work of language specialists when the associated language is covered in the language class. In this way, the student is aided in their development of language skills and, therefore, problems in the understanding of the content, as a result of a language deficiency are avoided. The collaboration between foreign language teachers and content teachers, the most frequently adopted kind of collaboration in CLIL contexts, contributes to encouraging the use of linguistic skills associated with the

manipulation of academic content (CALP), promotes fluency and attention to meaning in the use of the language, fosters the micro and macro linguistic strategies required for the transmission of content, allows language teachers to advise content teachers on the strategies and techniques needed to develop the different linguistic skills, and provides the possibility of agreeing on the decisions and on the activities that would put a correct evaluation of content and language into practice. Consult Pavón (2019).

In other words, the collaboration between language and content teachers has two general objectives. On the one hand, it facilitates the learning and consolidation of academic content. On the other hand, it facilitates the improvement of the linguistic capacity of the students (Lorenzo et al. 2011, p. 1).

As regards the collaboration between content teachers, the one in which similar thematic areas are used in the different subjects, it helps students to assimilate the content. Regarding the collaboration between language teachers, it has benefits too. In this kind of collaboration, teachers select common linguistic objectives and contents from which they design activities that require similar use of the language. This kind of collaboration may benefit the comprehension and verbalization of content and may strengthen the processing and consolidation of the academic material in the content subjects. See Pavón (2019).

Finally, it is important to say that coordination and collaboration determine important decisions that have to be taken by the school management team that “will be crucial for the organization of the teaching and for the achievement of subsequent outputs” (Baetens Beardsmore, 2009, p. 210).

3.1.4. *Benefits of applying CLIL*

There are different authors who defend the CLIL methodological approach, some examples are as follows: Pérez Cañado (2013), Marsh (2011) and Canga & Arribas (2015). Most of the benefits are defended by different authors, but this section is mainly inspired by Pérez Cañado (2018a), although other authors’ perspective have also been studied and taken into account.

Pérez Cañado (2013) affirms that CLIL or the “European solution to a European need” (Marsh, 2002, p. 11) carries numerous assets for the students. Following Pérez Cañado (2013), an original taxonomy of the *dimensions* into which CLIL merits can be categorized is presented below, articulated into nine main headings: “linguistic, content knowledge,

learning, cognitive, teaching, orectic/volitional, social, cultural, and pragmatic dimension” (Pérez Cañado, 2018a, p. 11).

CLIL involves benefits in the linguistic dimension because the increase in the amount of relevant input and exposure to the language produces “an increase in overall language competence in the target language (particularly in communicative skills), and the enhancement of specific language terminology” (Pérez Cañado, 2018a, p.11). As regards this, the research carried out by Canga & Arribas (2015) proved that students’ productive vocabulary is significantly higher in CLIL students than in non-CLIL students. Moreover, it has been observed that this asset takes place without causing collateral damage to the L1.

Regarding content knowledge, CLIL not only not causes collateral damage to the L1 nor the content knowledge, but “it provides opportunities to study content through different perspectives” (Pérez Cañado, 2018a, p. 12), and it may imply learning the subject better. Thus, there are also consequences in the learning dimension. Acquisition of the learning instead of enforced learning is promoted by CLIL advocates, whereby both more efficient learning outcomes and more meaningful language learning are possible.

As regards the cognitive dimension, CLIL is known for promoting cognitive engagement due to the fact that it is essential to rise the opportunities for language acquisition. Therefore, applying CLIL has positive outcomes in the students’ cognitive development, making it possible for them to develop their High Order Thinking Skills (HOTS).

On the teaching front, CLIL can be applied across all educational levels, and contributes to “build a community of practice where all stakeholders have a role to play” (Pérez Cañado, 2018a, p.12). Moreover, it promotes modern classroom didactics and methodologies, such as cooperative learning, and team or tandem teaching, which are both actions which offers the teachers chances to refresh their skills and cause an improvement in students’ learning.

As for orectic/volitional, “motivation is enhanced and sustained, and interest is increased in both the L1 and the FL through the linking of content study and language learning... The methodologies associated with it (task-based teaching or cooperative learning) are also more intrinsically motivating” (Pérez Cañado, 2018a, p.12). Motivation is a factor that determines the learning due to the fact that learners who are more motivated have a higher implication in their own learning, in doing so their effort is higher and they use better strategies to achieve their academic goals, as Domenech & Abellán (2017) and Domenech & Gomez-Artiga (2010) defend.

In respect of social assets, CLIL makes it possible for everyone, regardless of social class and economic consideration, to learn an additional languages in a meaningful way. Therefore, CLIL, despite other unproved considerations, promotes social inclusion and egalitarianism, and thereupon it is a methodological approach that can have a positive impact on students from different contexts, including at-risk-learner types (Pérez Cañado, 2019).

Content Language and Integrated Learning also has an impact on the cultural dimension due to the fact that “it builds intercultural knowledge and understanding, develops intercultural communication skills, and promotes intercultural communicative competence. It equally raises awareness of cultures and the global citizenship agenda.” (Pérez Cañado, 2018a, p.13). In other words, CLIL provides much more opportunities for students to develop their cultural awareness than traditional language learning settings.

Finally, on the pragmatic front, CLIL students are more prepared for future studies or working life, not only in Spain but also abroad because this methodological approach also prepares students for internationalization and EU integration. Moreover, as students in CLIL are themselves the centre of their learning, they are more prepared for lifelong learning than students who study following traditional methodologies where the teacher is the main focus of the teaching-learning process and the contents are learnt by heart by the students instead of being discovered by themselves.

3.1.5. Implementation of CLIL in Madrid

CLIL is being implemented in several schools in Madrid, from Infant Education to Higher Education, whereby there are different laws that determine how it needs to be applied in each educational level. In this section the actual legislation that needs to be followed to apply CLIL in Infant Education in Madrid is presented due to the fact that the didactic proposal presented in this MA Thesis is designed for this educational level.

First of all, the importance of learning a foreign language is an objective of the national education system, as presented in the Order 2/2006. As regards the Madrid legislation, it defends that Consejería de Educación should promote first contact with a foreign language in the second cycle of Infant Education, as it is presented in the Decree 17/2018. This Decree is essential to design a didactic proposal for Infant Education because learning areas and goals of the mentioned level are presented in it.

In the Decree 17/2018, it is indicated that this educational level should promote the achievement of the goals of figure 9.

- To know their own body and the others and their possibilities of action, to acquire an accurate image of themselves and learn to respect differences.
- To observe and explore their surrounding context (familiar, cultural, natural and social).
- To acquire progressive autonomy in their usual activities.
- To develop their affective capacities.
- To acquire and maintain basic habits related to hygiene, health, food and safety.
- To relate with others and progressively acquire basic guidelines for coexistence and social relationships, as well as exercise in the peaceful resolution of conflicts.
- To develop communication skills in different languages and forms of expression.
- To get started in logical-mathematical skills, reading, in writing and in movement, gesture and rhythm.
- To develop creativity
- To get started in the knowledge of science.
- To get started in oral knowledge of a foreign language

Figure 9. General goals of Infant Education following Decree 17/2018

Moreover, the Decree 17/2008 organizes the contents into three different areas: Personal autonomy and self-awareness, Knowledge of the environment and Languages: communication and representation. However, these are not independent areas, so they are worked through globalized activities which are interesting and meaningful for the children. Thereby, a lesson plan for Infant Education should include activities which develop contents from the three different areas.

In addition to the Decree 17/2008, the Order 1434/2018 needs to be considered because the application of bilingual education Spanish-English in the second cycle of Infant Education at privately-owned but state-funded schools is regulated in it, so the information about how bilingual education in this level needs to be organized in this kind of schools in Madrid can be found in the article 2 of it.

In article 2 of the Order 1434/2018, it is said that the main goal of Bilingual Education in Infant Education is to make the normalization of the use of English as a vehicle of communication for students possible, giving them the chance of using the language in different activities in which both students oral intervention and the development of oral comprehension are promoted. Moreover, the Order says that oral comprehension and oral expression should be studied through the contents of the different areas in which the

curriculum is divided, and that games, songs and other resources suitable and interesting for the students should be used in order to achieve it.

Finally, according to Order 1434/2018, schools need to offer a minimum of hours per week in English to the students in order to be considered as Bilingual Schools. Specifically, teachers of the first year of the second cycle of Infant Education needs to use English during 3 lessons of 45 minutes per week as vehicular language, while teachers of the second year need to use it for at least 4 lessons of 45 minutes and teachers of the third year need to use it for at least 5 lessons of 45 minutes.

3.2. Learning communities

In this part of the dissertation schools as learning communities are going to be deeply analyzed and explained. In order to achieve this, a clarification of the term is included, followed by the explanation of Dialogic Learning that is one of the main features of Schools as Learning Communities. Finally, Successful Educational Action for Inclusion and Social Cohesion, which are based on Dialogic Learning, are presented because a goal of this MA dissertation is to plan a methodological proposal that applies CLIL and a Successful Educational Action simultaneously.

3.2.1. Clarification and origins of the notion: Learning Community

To begin with, a clarification of the notion is necessary. A Learning Community is an educational model or project, which is formed by a number of educational practices (Successful Educational Actions) which have the aim of changing education to adapt it to the knowledge society in which we live nowadays See Elboj & Oliver (2003).

Learning Community is a notion that is not new. The idea of school as a community centred on learning has origins in “Dewey’s philosophy of learning and teaching where teachers and students participate together in the process of learning and share experiences of learning” (Kleine-Kracht, 1993, p. 91).

Dewey’s philosophy of learning and teaching, as can be observed in the presented quotation, differs from the traditional educational model in which students can only learn from the teachers. It is different because Dewey presents that both students and teachers are the protagonists of the process of learning, so following his perspective classes should not be places where the teacher explains and the students listen to the teacher to learn. Instead of that, Dewey defends learning in which students learn from their own experiences and from others’ experiences, as is promoted in learning communities, where:

everyone is about the business of learning, questioning, investigating, and seeking solutions. The basis for human interaction is no longer a hierarchy of who knows more than someone else, but rather the need for everyone to contribute to the process of asking questions and investigating solutions (Kleine-Kracht, 1993, p. 392).

Taking that into account, communicative interaction becomes the source of the learning, and, therefore, the contribution of everyone who surrounds students is meaningful for their learning, including not only their teachers but also their classmates, families and in general everyone who interacts with them at some point has some impact in their process of learning. As Learning Communities' origins are related to the mentioned ideas, "the school as a Learning Community is characterized by active participation by all in a collaborative culture taking responsibility for learning" (Cocklin, Coombe, & Retallick, 2020, p. 1). As everyone collaborates and participates in the process of learning, it could be said that everyone has voice in the class, in other words not only the teacher has the chance to speak in the class because it is considered that everyone can contribute to the process of learning.

As it has been claimed, communicative interaction is an element that generates learning, and, therefore, it is an element of social change (Flecha & Elboj, 2002). This fact has been studied in several educational pieces of research from Vygotsky's Social Constructivist Theory (Vigotsky, 2010; Freire, 2012), to dialogic learning (Aubert et al., 2010) including dialogic pedagogy of Paulo Freire, among others. See Freire (2012) and Valls (2000).

3.2.2. *Dialogic learning*

Dialogic learning is one of the main features that defines a school as a Learning Community. Nevertheless, it is important to consider that even the term 'dialogic' is recurrent in education nowadays, dialogic learning is a specific psycho-pedagogical model. As Valls (2000) claims, dialogic learning is a theoretical approach and a teaching and learning model, which defends that learning is the consequence of dialogue among equals (teachers, students, families, neighbours, etc.). The studied approach and model is based on seven principles, which are considered as essential to generate high levels of learning and social change at the same time. These principals are egalitarian dialogue, cultural intelligence, transformation, instrumental dimension, creation of meaning, solidarity, and equality of differences (Aubert et al. 2010 and Valls, 2000).

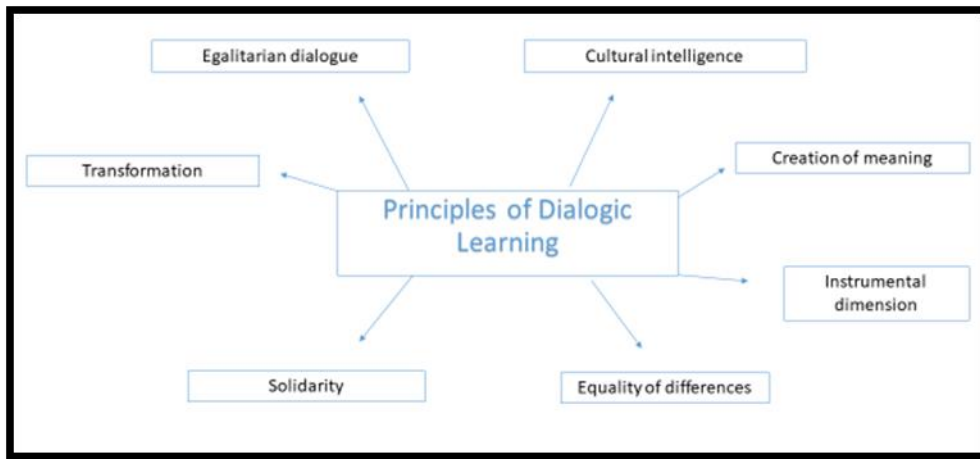


Figure 4. Principles of Dialogic Learning

1. Egalitarian dialogue principle is reached if the interventions and ideas of everyone are taken into account and considered according to the arguments that are presented, i.e. the ideas are not considered valid according to whoever says it, but according to the arguments that defend this person's idea because there are not voices with more power than others in an egalitarian dialogue. See Aznar et. al (2010).

2. Cultural intelligence principal is reached if everyone's contributions are respected and accepted independently of the cultural context of the interlocutor due to the fact that it is considered that that everyone has the same competences or skills to participate in an egalitarian dialogue, even though not everybody shows them in the same way. Consult Padrós & Formaiz (1999).

3. Transformation principle is reached if the aim of transforming not only the students' level but also the relationships among the different members of the Learning Community and their interactions with their context exists, transformation principle has to be reached in order to promote equity, equality, and freedom, which are aspects that makes human being's life worthy. Moreover, if our actions are oriented to the transformation, it helps to overcome complaints, which are an obstacle to transforming education, and they can be substituted with a culture of transformation. This is based on Aubert et al. (2010).

A way to reach this principle is by creating inclusive classes in which students are organized in little heterogeneous groups. Please, complete with Aubert et al. (2010). An example of a transformation principle outcome is when genre inequalities are overcome through dialogue. See Arbelaez (2020).

4. Instrumental dimension principle implies that dialogic learning is able to include any aspect that is necessary to be learnt; in other words, it is possible to work on any knowledge, skill or attitude that forms part of the curriculum following the studied teaching and learning model. Consult Aznar et al. (2010).

5. Creation of meaning implies that the needs and specific personal situations of the members of the Learning Community are taken into account to create learning, i.e. individual situations of the members are taken into account and considered to design the educational programmes, and, therefore, students find that they are learning aspects that are meaningful and useful for them. This is based on Valls (2000).

6. Solidarity principle implies that dialogic learning is only possible in contexts where solidarity, democracy and equality are fostered, so it is only possible in places where exclusive attitudes and violence are forbidden. See Aubert (2010).

7. Equality of differences is a principle that gives value to the diversity of people, considering that differences are positive and a natural feature of human beings due to the fact that each one has different previous experiences and has different knowledge, but everybody should have the same rights. See Giroux & Flecha (2006). Therefore, the background of each student has consequences on his/her interpretation of reality and that means that after reading a text, each student “comes up with his or her own interpretations. The aim of reaching homogeneous opinions or assessments is explicitly rejected. On the contrary, the idea is to develop and maintain personal views on the world and on literature” (Flecha, 2000, p.25). Moreover, heterogeneous opinions improve the quality of the gathering, eliminating stigmas and prejudices. This idea is taken from Irlandesas Madrid (2020).

Given the principles of Dialogic learning have been presented, it is now important to highlight that this teaching and learning model, which plans to achieve educational equity of all students through dialogue among the entire learning community, is one of the bases of the Successful Educational Actions for Inclusion and Social Cohesion.

3.2.3. Successful Educational Actions for Inclusion and Social Cohesion

As has been mentioned, Dialogic learning is one of the bases of the Successful Educational Actions for Inclusion and Social Cohesion, henceforth SEAs, the other one is the active participation of all the member of the Learning Community in the learning processes. As researchers of the Community of Research on Excellence for All (2020) claim, the

inclusion and participation of all the members of the learning community promote the transformation of the social context (Gatt, Ojala & Soler, 2011; Amador & Girbés, 2016).

Sampe, Arandia & Elboj (2012) claims that there are four different ways of participation that are related to the success of the schools:

1. Participation in the class and the learning areas
2. Participation in the elaboration and interpretation of the curriculum and evaluation
3. Participation in the decision-making processes
4. Formation of members of the students' family

These make not only student learning possible, but also the learning of all the members of the learning community.

As it has been mentioned, Successful Education Actions for Inclusion and Social Cohesion are based on both dialogic learning and the active participation of all the members of the Learning Community in the learning process. Therefore, they are a number of actions or practices that assure or guarantee both the academic success of the students and the inclusion and eradication of inequalities irrespective of the sociocultural and socioeconomic context in which they are applied (Calero 2015; Flecha & Buslon, 2016; Sampé, Arandia & Elboj, 2012; Valls & Padrós, 2011). SEAs lead to both efficiency and equity. These are the outcomes of 5-years research in the project INCLUD-ED: *Strategies for inclusion and social cohesion in Europe for education* (INCLUD-ED, 2007a; INCLUD-ED, 2007b; INCLUD-ED, 2008a; INCLUD-ED, 2008b; INCLUD-ED, 2009; INCLUD-ED, 2010; INCLUD-ED, 2011a and INCLUD-ED, 2011b).

“INCLUD-ED identified two main groups of Successful Educational Actions. The first group is inclusion actions, which are based on specific approaches to grouping pupils and allocating human resources. The second is successful types of family and community participation in schools, which are promoting school success” (INCLUD-ED, 2011b; cf. Figure 5).

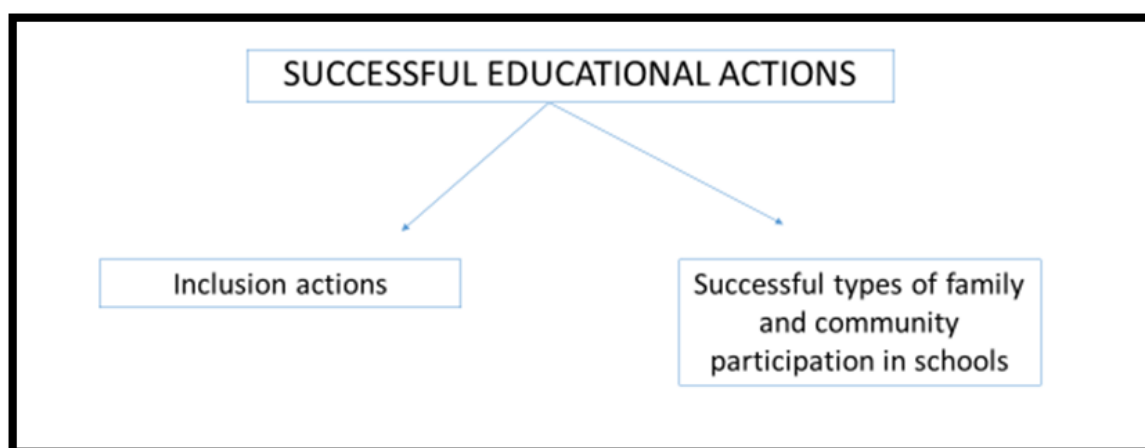


Figure 5. Groups of Successful Educational Actions

We will now focus on the former actions: there are three types which are delineated below in figure 6. These actions will be described and contrasted before paying attention to the latter actions in the following section.

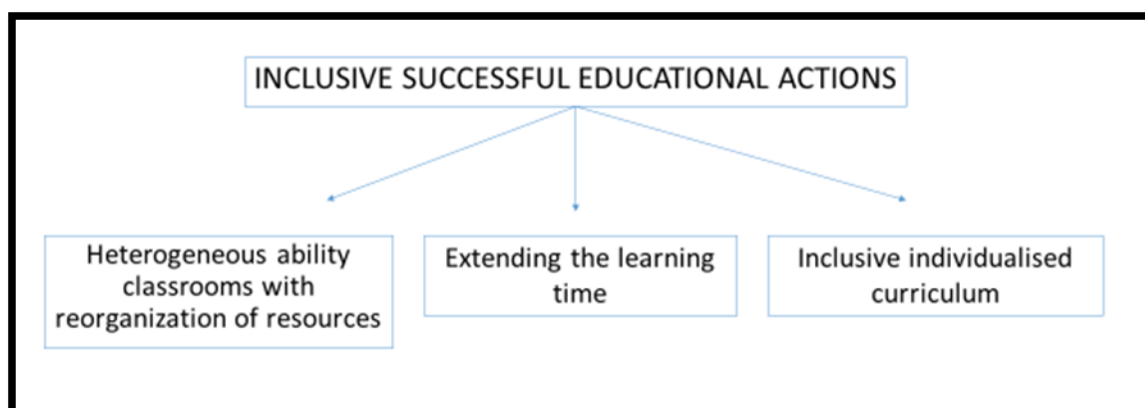


Figure 6. Inclusive SEAs

Firstly, **heterogeneous ability classrooms with reorganization of resources** is an action that implies the organization of the class in small heterogeneous groups, each of them organized regarding ability level, gender, culture, language, and ethnicity; this organization makes it possible to make Interactive Groups. These groups have support from the volunteers that go into the regular classroom, which are often family and community members with different educational levels, including illiterate people or those with very low educational levels. However, the teacher's duties are not any lighter due to the presence of volunteers because it is the responsibility of the teacher to prepare all the classroom activities, so it could be said that both teachers and volunteers intervention and participation are essential to carry out this action.

The Interactive Group dynamic consists in the design of different curricular activities in which students have the support of a specific adult in each of the activities. Each activity is

about 15 or 20 minutes long and, after this time, students move into the next one and work with a different adult. Consequently, this dynamic increases instrumental learning due to the fact that all the students learn 4 times more than in a regular classroom. Moreover, it improves the motivation of students, as well as coexistence, as learning is based on the principle of solidarity, but not rivalry, so all members within the group help each other to finish the common task. This is based on Community of Research on Excellence for All (2020).

Secondly, **extending the learning time** is an action that offers extra learning activities and support classes beyond the regular school hours. This action tries to give support for those pupils with less support at home and who have difficulties, in this way it is possible to give extra support to the students that need it without segregating them from the regular classroom during school hours. (INCLUD-ED, 2011b).

There are different ways to implement these actions adapted to the different students' needs. A really recurrent way of doing it is through afterschool programmes focused on instrumental learning which are called tutored libraries (in some countries they are called homework clubs). These learning spaces are organised by educators and the presence of volunteers and community members is necessary as well, providing the opportunity to multiply the number and the diversity of the interactions, which promotes increased learning. Consult Tellado & Sava (2010).

The last inclusive action, **Inclusive individualized curriculum**, involves adapting the teaching methods to facilitate students' learning, taking into account the individualized features of the students to ensure that they attain the highest possible level of learning; in other words, it is an adaptation of the teaching-learning process, but not an adaptation or reduction of the learning objectives and curriculum standards (Flecha, 2015).

As can be observed, to apply the mentioned actions, a huge investment is not necessary due to the fact that SEAs foster the efficient use of the existent resources in order to achieve the objective of school success for all pupils (INCLUD-ED, 2011b).

We will now proceed to highlight the **Successful Types of Family and Community participation actions** in figure 7.

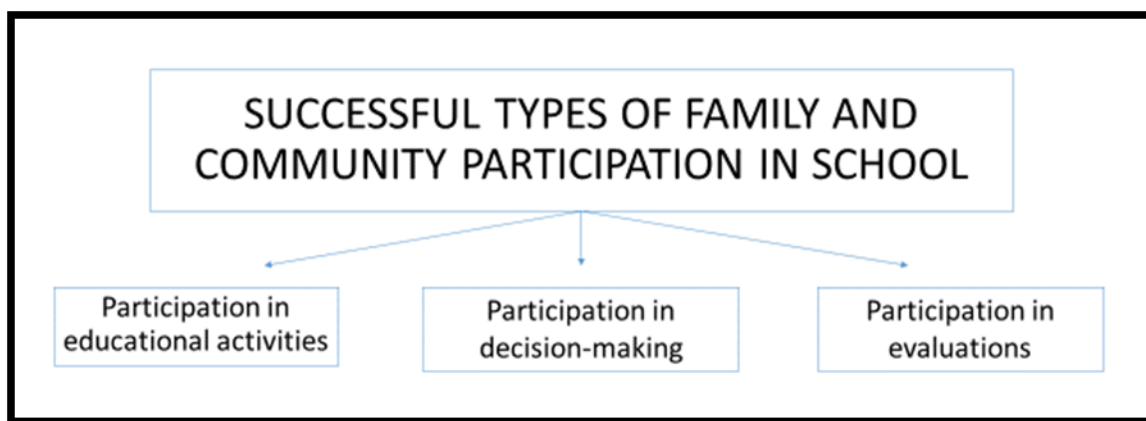


Figure 7. Successful Types of Family and Community Participation in Schools

Firstly, **Participation in educational activities** has shown to have the greatest positive impact on children's learning outcomes among the types of family and community participation in school (INCLUD-ED, 2011b). Moreover, this action not only has an impact on the children's learning but also improves the educational level of everyone in society who interacts with the children because of the role that interactions play in the learning environment and the presence of the community in the schools, as Rogoff, B. et al. (2001) claim.

INCLUD-ED has documented family and community education initiatives in several successful Learning Communities in Spain, all of them focus on promoting basic education for family members, along with other educational and cultural activities for adults. It is important to highlight that to design successful forms of family and community education it is essential that the activities are a response to the needs and requests of families. (INCLUD-ED, 2011b). In figure 8 we can see some of the successful forms of family education that have been implemented in Spain:

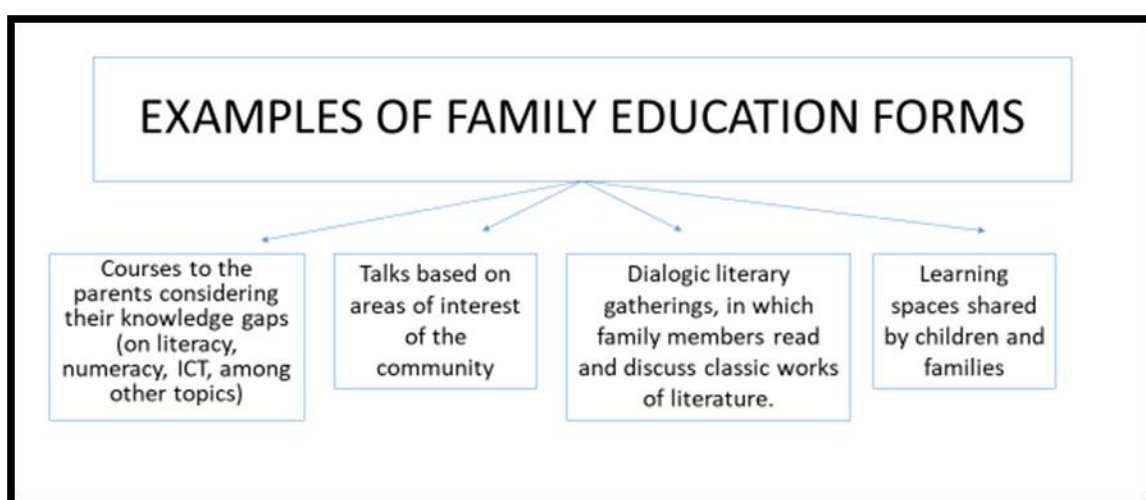


Figure 8. Examples of family education forms following INCLUE-ED (2011b)

Secondly, **Participation in decision-making** implies that school makes decisions in a democratic way and representatives from the different groups of members of the Learning Community participate in the decision-making; thereby, the voices of all participants are considered in managing the centre because it is considered as the cultural intelligence principal, as Flecha (2000) claims. Consequently, all the members of the community have a voice to participate in the decision-making on issues related to learning, ways to resolve and prevent conflicts, ways to organize school activities, and the organization of the school itself Valls (2000).

Finally, **Participation in evaluations** is based on the premise that all the educational agents in a community want their children to do well at school, so they all can share their knowledge to enhance the effectiveness of the actions implemented in order to improve learning through the design of the curriculum in a more inclusive way, considering the specific needs of the students (INCLUD-ED, 2011b).

The application of all the different Successful Educational Actions in schools implies that this school is considered as a community of learning, as it has been said. However, there are schools which apply only one of the Successful Educational Actions, so they can be considered as schools in process to become learning communities, but not as learning communities itself.

4. OBJECTIVES

-To analyze the simultaneous application of CLIL methodological approach and Successful Educational Actions for Inclusion and Social Cohesion.

-To justify the application of CLIL in different contexts.

-To make connexions between CLIL and Successful Educational Actions for Inclusion and Social Cohesion

-To combine Interactive Groups and the application of CLIL methodological approach to design a methodological proposal for a specific school

-To do a brief research about the specific context school

-To choose objectives from the Decree 17/2008 in order to select and design activities to plan the sessions taking into account the previously selected objectives

- To choose assessment tools to check achievement of learning objectives

5. DIDACTIC PROPOSAL

5.1. Simultaneous application of CLIL and Successful Educational Actions

CLIL is a methodological approach that some people have criticized for being considered useless and inadequate for the needs of the students that do not belong to the “elite”. Nevertheless, as Pérez Cañado (2019) claims it is not true at all. She defends that CLIL is worthy in different contexts if the methodological approach is applied correctly. Moreover, she statistically demonstrates in her research that students at risk of exclusion can still benefit from CLIL methodology.

Taking into account her studies, we can affirm that CLIL can be applied in different kinds of contexts with positive outcomes, but we must not forget to adapt the didactic proposal to the features of the students and the context in which CLIL is applied. Considering this, in this section we are going to analyze if CLIL can be applied in Learning Community schools.

Firstly, in a Learning Community school students are organized in heterogeneous groups of 4 or 5 students. This feature is completely compatible with the cooperative learning typical of CLIL. Therefore, it could be said that both methodological approaches complement each other regarding the organization of the class and methodological procedures because both defend teamwork, so it is possible to foster interaction working in heterogeneous groups with the help of an adult to achieve a task that develops content, cognition, communication, and culture; in other words, it is possible to include the different methodological features of each approach at the same time.

Secondly, the participation of the volunteers and other members of the community, a SEA, is still possible because bilingual schools do not use English as the only language of communication, so people who belong to the community but do not know English still can have voice in the community. Moreover, they can participate in the interactive groups because different activities from different disciplines are studied at the same time during interactive groups dynamic, therefore members of the community that do not know English can participate at the beginning in the activities that are in Spanish. Besides, it is possible to include courses of English for the families, so they will be able to help and participate in the activities in English and they will improve their abilities at the same time.

Moreover, schools as learning communities foster the interaction and the use of dialogue before making decisions, an aspect that can be included without any inconvenience

in a bilingual school and that can be really productive to foster teachers collaboration, which is essential in bilingual schools as well, as Pavón (2019) claims.

To sum up, all the arguments seem to show that Pérez Cañado (2019) is right in saying that CLIL can be applied in any educational context and, thereby, it is possible to apply CLIL in a Learning Community school. Consequently, the students of these schools will benefit both from the community context and from CLIL.

5.2. Methodological proposal

In this didactic proposal, the idea that CLIL can be applied in learning community schools has been defended, and this idea entails that CLIL can be applied in schools where just some of the Successful Educational Actions for Inclusion and Social Cohesion are applied as well. In this part of the Master's dissertation, a methodological proposal for a school where both a Successful Education Action and the CLIL methodological approach are applied is going to be presented.

Specifically, the Successful Education Action which is going to be included in the methodological approach is Interactive Groups due to the fact that it is a Successful Education Action that has already been applied in Irlandesas Madrid, which is the selected school, but using Spanish as a vehicular language.

The methodological proposal is divided into different parts which are as follows: Justification, Contextualization, Learning areas and learning objectives, Contents, Timing, Methodology, Interdisciplinarity, Sessions, materials and extension activities, and Evaluation.

5.2.1. Justification

This methodological proposal is formed by 4 sessions of 45 minutes for 5-year-old students, and it is about Christmas, i.e. it is about a celebration which forms part of different cultures, but that it is celebrated in many different ways. Therefore, it is a topic which not only can be used as an interest center to develop contents of the Decree 17/2008, communication skills (oral communication skills because it is Infant Education), and cognition but also to raise awareness of cultures. Moreover, Christmas is one of the topics that can be developed during Infant Education according to Rascón (2018c). Rascón (2018c) claims that “topics provide an opportunity for children: to develop cognitively, physically, emotionally and socially through the teaching of all the curriculum areas; and to understand new concepts and vocabulary in a meaningful context” (p. 4), so all the sessions are about this

topic, and are designed considering the different curriculum areas of the *Decree 17/2008*, which is based in the *ORDER ECI/3960/2007*.

Therefore, it is possible to work this topic through the CLIL methodological approach. Physical Total Response, Cooperative Learning and Task Based Learning are the methodologies elected, which are associated to the application of CLIL in Infant Education, that have been selected to design the different sessions. In addition to these methodologies, the application of Interactive Groups is simultaneously applied, so students can benefit from both CLIL and a Successful Education Action. To apply Interactive Groups different volunteers and the English assistant need to participate, and some of them are communicatively competent in English, so some of the activities in the session in which Interactive Groups are developed are designed to be lead by the volunteers or English assistant using English as vehicular language, and the others to be lead by volunteers which want to participate, but are not competent in English, so they lead the activities using Spanish as vehicular language.

As regards the organization of the sessions, the structure of the sessions is inspired in the stages presented by Puchta & Elliot (2017). They say that each session should include a wide variety of short activities because

children will get bored if activities take too long.... Get them standing and moving, then sitting and singing, then moving again. Craft activities will also keep children involved. Try to provide individual and group working and playing time within the lesson. Encourage good interaction but also independent endeavour (Puchta & Elliot 2017, p.16, as cited in Rascón, 2018c, p.11).

Moreover, Puchta & Elliot (2017) present an order which each lesson could follow, which is as follows: “warmer, circle time, story, topic/craft, game or TPR and wrap up” (p. 17). This order has been used as inspiration to organize some of the sessions of the methodological proposal presented in this MA Thesis. In addition to the aspects that are included in their lesson plan template, the contents learned in Instrumental English for Infant Education related to methodology, language, materials, and resources are also taken into account in the design of the methodological proposal.

5.2.2. Contextualization

It is essential to take into account the context to design a methodological proposal, so it is crucial to say that Bienaventurada Virgen María Irlandesas, Madrid is the school which has been selected as the context for the methodological proposal. Nevertheless, it the application

of the methodological proposal hasn't been possible because the Interactive Groups are not being implemented during the academic year 2020-2021 due to Covid 19 pandemic situation in which we are immersed.

The following ideas are summarized from Irlandesas Madrid (2020). Bienaventurada Virgen María Irlandesas Madrid is commonly known as Irlandesas Madrid and it is a bilingual charter school which has the integral development of their students as an objective which are students from the second cycle of Infant Education to the last year of Secondary school. Its founder was Mary War who was open minded and committed to the society. Therefore, this school, which is situated in a neighborhood where families haven't got a lot of resources in general (Latina/Aluche/Carabanchel), is characterized for trying to help their students to develop themselves and become citizens of our society independently of their origins, but respecting them. As regard the respect to the origins, it is an aspect which can be developed easily through cooperative learning in the students thanks to the diversity of nationalities which are among the students. Besides, two other main aspects characterize the school which are as follows: the development of Multiple Intelligences to help the students to develop themselves integrally and become competent people, and educational innovation.

Regarding educational innovation, the school applies different methodologies which are cutting edge in the different educational levels. Among them, it is important to highlight the fact that the school is in process of becoming a community school due to its relationship with the topic of this MA Thesis.

Now the school center has been described, it is important to describe the class for which the methodological proposal is designed. It is a class of 20 students in the third year of the second cycle of Infant Education. In the class there are not children with any special educational needs, but it is a class with heterogeneous students, so activities for the students who finish early are provided in the sessions of this methodological proposal.

Finally, it is important to say that as Irlandesas Madrid is a bilingual school, the school need to offer a minimum of hours per week to the students of each education level. Specifically, a minimum of 5 lessons of 45 minutes per week need to be offered to the students of the third year of the second cycle of Infant Education. Irlandesas Madrid offer 2 lessons of 1 hour of English per week and 5 lessons of 30 minutes per week, which are.

5.2.3. *Learning objectives and learning areas*

The methodological proposal has the following objectives:

-Personal autonomy and self-knowledge

- To identify one's own feeling and emotions and those of others, and to be able to name them
- To develop respect for differences
- To accept rules when playing games
- To promote basic organizational habits: consistency, attention, effort, initiative...
- To be aware of the importance of a job well done

-Knowledge of the environment

- To explain some typical Christmas traditions in Spain
- To recognize typical Christmas traditions in England
- To raise curiosity to learn about different traditions and celebrations
- To use comparisons: longer than, shorter than, smaller than, and bigger than
- To identify and participate in positive behaviour at home and school: sharing materials, respecting others, caring for others
- To differentiate between sweet and salty

-Languages: communication and representation

- To use set phrases to ask for permission or help
- To enjoy listening to stories
- To learn vocabulary related to Christmas: Santa, toys, presents, Christmas tree, Christmas card, bell, star, reindeer
- To represent the feelings using body language
- To participate actively in singing songs and begin to pronounce more of the lyrics correctly
- To use, explore and experiment with a range of basic materials: crayons, paints, water, paper, card, glue

5.2.4. Learning areas and contents

1. PERSONAL AUTONOMY AND SELF KNOWLEDGE
1.1. THE BODY AND THE SELF-IMAGE
- Identification and expression of feelings and emotions. -Respect differences
1.2. MOVEMENT AND GAMES
-Acceptance of rules when playing games
1.3. EVERYDAY LIFE AND ACTIVITIES
-Basic organizational habits: consistency, attention, effort, initiative... -The importance of a job well done
2. KNOWLEDGE OF THE ENVIRONMENT
2.1. PHYSICAL ENVIRONMENT: ELEMENTS, RELATIONSHIPS AND MESURES.
-Comparisons: longer than, shorter than, smaller than, and bigger than
2.3. CULTURE AND LIFE IN SOCIETY
-Participation in positive behaviour at home and school: sharing materials, respecting others, caring for others -Typical Christmas traditions in Spain - Typical Christmas traditions in England -Participation in positive behaviour at home and school: sharing materials, respecting others, caring for others
3. LANGUAGES: COMMUNICATION AND REPRESENTATION
3.1. VERBAL LANGUAGE
3.1.1 Listen, talk, and converse
-Knowledge of the rules of verbal interaction
3.1.3. Approach to literature
-Active listening when a poem is read. -Active listening when a story is read
3.1.4.Foreign language
-Phrases to ask for permission or help -Comprehension of easy stories told orally -Vocabulary related to Christmas: Santa, toys, presents, Christmas tree, Christmas card, bell, start, reindeer
3.3. ARTS AND CRAFTS
-Use of a range of basic materials: crayons, paints, water, paper, card, glue
3.4. MUSIC
-Participation in singing songs and begin to pronounce more of the lyrics correctl

3.5. BODY LANGUAGE
-Representation of the feelings using body language

5.2.5. *Timing*

The didactic proposal has 4 sessions of 45 minutes. Taking into account the Order 1434/2018, schools need to offer a minimum of 5 lessons of 45 minutes per week to the students of the third year of the second cycle of Infant Education. As has been mentioned above, students in Irlandesas Madrid have 2 lessons of 1 hour of English and 5 lessons of 30 minutes (morning routines) which is more than the minimum. Nonetheless, in addition to the two English lessons, which indeed include aspects of other curricular areas due to the interdisciplinarity that characterizes Infant Education, two lessons which include aspects of other curricular areas are included in the methodological proposal because there is no maximum of hours in which English needs to be used as vehicular language and it is really worthy to teach different content areas in English, which is indeed a feature that characterizes CLIL programs.

5.2.6. *Methodology*

On the one hand, in this methodological proposal, CLIL is being implemented, and Task-Based Learning, Total Physical Response, and Cooperative Learning are the typical CLIL methodologies for Infant Education which are used. Moreover, this methodological proposal has been designed taking into account the importance of learning by doing, so activities have been designed to foster that children are active in both a physical and intellectual sense. To do it, the activities in this unit are variated (in pairs, whole class, small groups). Besides, Interactive Groups is the Successful Education Action which is included in it, as it has already been mentioned.

On the other hand, classroom routines are presented in all the sessions due to the sense of security and know-how they provide. Besides, they make young learners feel confident, among other important assets that the following routines has. Therefore, there are some activities that are repeated in the sessions. It is important to say that an amount of language is used daily by the teacher in the routines and in other moments of the sessions. Both languages, for interaction and for the topic, need to be used by the teacher throughout the methodological proposal. Progressively, students start to use the language too.

Language for the topic: Santa, toys, presents, Christmas tree, Christmas card, bell, start, reindeer

Language for the interaction (students):

Can you explain it? - Could you repeat that? - May I go to the toilet, please? - I don't understand anything - Hang on a minute- Please - Thank you - You're welcome - Can you help me? - I want to do it- Good morning- Bye

Language for the interaction (teachers):

Could you repeat that? - Is everybody ready to start? - Settle down now so we can start-

Hang on a minute- Do you follow me?- Please - Thank you - You're welcome - Can you help me? - Good morning- Bye- We'll learn how to...

The expressions that appear in the language for the interaction section have been taken from Rascón (2018c). These are just some examples, more expressions can be found in Rascón (2018c).

Finally, it is important to say that in session 2 there are some activities designed to be directed by volunteers using Spanish as vehicular language, therefore the participation of families in Interactive Groups is still possible.

5.2.7. *Interdisciplinarity*

Infant Education is an educational level in which contents are divided into three different areas (Personal autonomy and self-knowledge, Knowledge of the environment and Languages), but they are not independent areas, so they need to be studied through globalized activities that are interesting and meaningful for the children, as it has been presented in the *Implementation of CLIL in Madrid* section (cf. section 4.1.5). For this reason, interdisciplinarity should be a feature of all the methodological proposal for Infant Education, and, therefore, contents from the three different areas are worked throughout the methodological proposal.

5.2.8. Sessions, materials and extension activities

In this section of the methodological proposal, the activities which need to be developed in each class are included. Moreover, materials and extension activities are inserted in this section as well.

Session 1

Stage and time	What	Materials
Warmer Time: 2 minutes	The lesson starts with a "hello" routine. The teacher and students get up and make a circle. Then, they sing and make the gestures of the song entitled Hello Hello! Can You Clap Your Hands?	The song can be found in the following link: https://www.youtube.com/watch?v=fN1Cyr0ZK9M
Circle time Time: 15 minutes	Students sit down on the carpet, and circle time starts. Firstly, the teacher shows the students flashcards about feelings and emotions, and he/she repeats all of them a few times. Then, show the flashcards and wait until the students say the feeling that each one represents. Later, he/she ask them how they are feeling today and they represent their feeling with body language. Secondly, students listen to a song about Christmas, and later the teacher shows the students flashcards about Christmas vocabulary and repeat all of them a few times. Then, show again the flashcards and wait until the students say the vocabulary on their own, helping them when necessary. Finally, the teacher puts the flashcards on the floor and he/she asks each student to take a specific flashcard one by one.	-Flashcards about feelings and emotions (Appendix 1) -The song about Christmas can be found in the link as follows: https://www.youtube.com/watch?v=sYwRV7WHzm8 -Flashcards about Christmas vocabulary (Appendix 2)
Story Time: 13 minutes	The teacher shows the students the puppets that are going to be used in the storytelling. He/she presents or reminds?? the name of the characters that each puppet represents. Subsequently, he/she explains that a real story according to Catholic Religion is going to be presented and the teacher starts to tell the story of how Jesus was born and to do it he/she uses the mentioned puppets. While the teacher tells the story, he/she uses different voices for the different characters in the story and uses varying tone and pitch. Finally, the teacher divides the students into groups and hands out the puppets, and tells the story again. This time the student who has the puppet with the character that the teacher mentions has to stand up and show the puppet to the rest of classmates. The students with a puppet are helped by the classmates of his/her group.	-A puppet of Jesús, María, Jose, Melchor, Gaspar, Baltasar, an ox, and a donkey.
Topic/craft Time: 10 minutes	In this part, TBL is followed. Firstly, the teacher explains to the students that they are going to make a puppet of Jesús. Then, he/she explains what they have to do step by step, while she/he is explaining she/he shows the procedure that they have to follow with gestures. (Pre-task) Later, the students go to the tables and create their own	-Puppets photocopies on cardboard (Appendix 3) -Little sticks -Glue -Colours -Scissors -Sheets

	puppet individually following the steps that the teacher has previously indicated. Specifically, to make the puppet students have to paint a Jesus drawing with colours, cut it, and paste it on a little stick. (Task) Finally, the teacher reminds the students of the process of making a puppet with the help and participation of the students, so they remember the vocabulary of the actions that they need to do to make it. (Language) For the students who finish before: They can paint the Nativity scene.	-Drawing of the Nativity scene (Appendix 4)
Wrap up Time: 5 minutes	To finish, students put the materials of the previous activity in their place and go to their location where they remain standing up to <i>sing The Goodbye Song for Children</i> .	The Goodbye Song for Children can be found in the following link: https://www.youtube.com/watch?v=Xcws7UWWDEs

Session 2

Stage and time	What	Materials
Warmer Time: 2 minutes	The lesson starts with a "hello" routine. The teacher and students get up and make a circle. Then, they sing and make the gestures of the song entitled Hello Hello! Can You Clap Your Hands?	The song can be found in the following link: https://www.youtube.com/watch?v=fN1Cyr0ZK9M
Interactive Groups Time: 38 minutes	The students are divided into four different groups of 5 people. Each group starts to do a specific activity which is different from the activities that the other groups are doing. Each activity lasts 8 minutes, but the teacher reminds the students how Interactive Groups work before the division into groups. These are the activities which the students are going to do with the different volunteers: -To listen and repeat a poem which is entitled El Camello cojito by Gloria Fuertes. This activity can be directed by a volunteer who is not competent in English because Spanish is used as the vehicular language. -Cooking workshop: Christmas stars with bread. This activity needs to be directed by the English assistant. -Christmas craft: Christmas ball. This activity needs to be directed by a volunteer who is competent in English. -To write a letter to the Magic Kings. This activity can be directed by a volunteer who is not competent in English since Spanish is used as the vehicular language.	-The poem entitled El Camello cojito by Gloria Fuertes (Appendix 5). -The recipe to elaborate Christmas stars with bread and the ingredients, which are indicated in the recipe (Appendix 6). -The materials which are required to make a Christmas ball, and which are indicated in <i>Steps to follow with the students to make a Christmas craft</i> which is a document that the volunteer in charge of the cooking workshop receives before the activity, and that can be found in the Appendix 7. -Letter to the Magic Kings to complete by the children (Appendix 8).
Wrap up Time: 5 minutes	To finish, students put the materials of the previous activity in their place and go to their location where they remain standing up to <i>sing The Goodbye Song for Children</i> .	The Goodbye Song for Children can be found in the following link: https://www.youtube.com/watch?v=Xcws7UWWDEs

Stage and time	What	Materials
Warmer Time: 2 minutes	The lesson starts with a "hello" routine. The teacher and students get up and make a circle. Then, they sing and make the gestures of the song entitled Hello Hello! Can You Clap Your Hands?	The song can be found in the following link: https://www.youtube.com/watch?v=fN1Cyr0ZK9M
Circle time Time: 15 minutes	Students sit down on the carpet, and circle time starts. Firstly, the teacher shows the students flashcards about feelings and emotions, and he/she repeats all of them a few times. Then, show the flashcards and wait until the students say the feeling that each one represents. Later, he/she ask them how they are feeling today and they represent their feeling with body language. Secondly, students listen to a song about Christmas, and later the teacher shows the students flashcards about Christmas vocabulary and repeat all of them a few times. Then, s/he shows the flashcards again and waits until the students say the vocabulary on their own, helping them when necessary. Finally, the teacher put the flashcards on the floor and he/she asks each student to take a specific flashcard one by one..	-Flashcards about feelings and emotions (Appendix 1) -The song about Christmas can be found in the link as follows: https://www.youtube.com/watch?v=sYwRV7WHzm8 -Flashcards about Christmas vocabulary (Appendix 2)
Story Time: 13 minutes	The teacher explains to the students that Christmas is celebrated in different ways around the world and he/she shows different flashcards of traditional Christmas food in different locations of the world. Later, the teacher explains that they are going to watch a short video about Christmas in which typical traditional aspects of Christmas in England appear. Subsequently, the students watch the video. Once the students have seen the video, the teacher puts the flashcards of traditional Christmas food in Spain and in other countries on the floor and ask a student to choose the traditional Christmas food in England. Finally, the teacher asks some volunteers to choose traditional aspects of Christmas in our country among the variety of flashcards.	-Flashcards of traditional food in different locations of the world (Appendix 9)
Topic/craft Time: 10 minutes	In this part, TBL is followed. Firstly, students go to their tables and the teacher explains to them how to make a Christmas cracker, which is the traditional table decoration in England. It has a small gift inside. To explain the process to the students, the teacher shows to the students the different steps that they need to follow to make it, and these steps	-Power Point with the steps to make a Christmas cracker (Appendix 10) -White paper (I just used ordinary A4 printer paper) -Empty loo rolls* - Cracker snaps

	are shown with the projector as well, to help the students to remember the different steps that they need to follow during the process. (Pre-task) Secondly, the students make the cracker following the steps, which is the task itself. Later, all the students distribute the Christmas crackers in the class, so they have the chance to show their Christmas crackers. (Task) Finally, the teacher remembers the process of making a cracker with the help and participation of the students, so they need to remember the vocabulary of the actions that they need to do to make the cracker. (Language) For the students who finish before: They can make a draw about Christmas in England.	-Sellotape -Black pen -Printer -Twine/ribbon/wool
Wrap up Time: 5 minutes	To finish, students put the materials of the previous activity in their place and go to their location where they remain standing up to <i>sing The Goodbye Song for Children</i> .	The Goodbye Song for Children can be found in the following link: https://www.youtube.com/watch?v=Xcws7UWWDEs

Session 4

Stage and time	What	Materials
Warmer Time: 2 minutes	The lesson starts with a "hello" routine. The teacher and students get up and make a circle. Then, they sing and make the gestures of the song entitled Hello Hello! Can You Clap Your Hands?	The song can be found in the following link: https://www.youtube.com/watch?v=fN1Cyr0ZK9M
Circle time Time: 15 minutes	Students sit down on the carpet, and circle time starts. Firstly, the teacher shows the students flashcards about feelings and emotions, and he/she repeats all of them a few times. Then, show the flashcards and wait until the students say the feeling that each one represents. Later, he/she ask them how they are feeling today and they represent their feeling with body language. Secondly, students listen to a song about Christmas, and later the teacher shows the students flashcards about Christmas vocabulary and repeat all of them a few times. Then, s/he shows the flashcards again and wait until the students say the vocabulary on their own, helping them when necessary. Finally, the teacher put the flashcards on the floor and he/she asks each student to take a specific flashcard one by one.	-Flashcards about feeling and emotions (Appendix 1) -The song about Christmas can be found in the link as follows: https://www.youtube.com/watch?v=sYwRV7WHzm8 -Flashcards about Christmas vocabulary (Appendix 2)

Topic/craft Time: 15 minutes	The students go to their seats and listen to the teacher, who is going to present the vocabulary of typical actions at Christmas following Total Physical Response Methodology. The steps that the teacher needs to follow can be found in the 1.1.2. section, and in Appendix 11. These are the actions that are going to be studying through Total Physical Response Methodology: -Decorate the Christmas tree -Sing a Christmas carol -Set up the Nativity scene -Open a Christmas Cracker -Eat Turkey -Sit down at the table -Unwrap presents	- Steps that the teacher need to follow to apply Total Physical Response (Appendix 11).
Game Time: 8 minutes	The magic present of typical actions at Christmas: the game consists of passing a box around that looks like a present until the teacher says stop, then, whoever has the box, will represent the action that the teacher says to him in secret. Therefore, only the student who has the box can move the body or make sounds. And the rest of the group have to guess the action but to answer they have to raise their hand.	-A decorated box -The photos of the studied animals which have been used in the previous part to present the vocabulary.
Wrap up Time: 5 minutes	To finish, students go to their location where they remain standing up to <i>sing The Goodbye Song for Children</i>.	The Goodbye Song for Children can be found in the following link: https://www.youtube.com/watch?v=Xcws7UWWDEs

5.2.9. Evaluation

Infant Education is not a compulsory academic level, but it is formal education. Thereby, Infant Education is regulated by a curriculum like the rest of the educational levels, so it is also necessary to evaluate the students.

The methodological proposal presented uses observation and the Portfolio assessment to gather information about children's knowledge, understanding, ability, attitudes, and motivation. As regards the portfolio assessment, it includes all the activities that are designed to be done during the topic/craft time, and they will be assessed using a rubric which is presented in Appendix 12.

6. CONCLUSIONS

In this MA Dissertation, the objectives which were proposed have been reached because not only has the possibility of applying the CLIL methodological approach and SEAs simultaneously been analyzed and defended but also a methodological approach that simultaneously applies both has been designed. However, due to the current situation the application of the methodological proposal hasn't been possible because volunteers' presence in the school is not possible nowadays, so the application of Interactive Groups is also not possible. Therefore, no conclusions about the implementation of the methodological proposal have been possible, but some conclusions from the MA Thesis in itself are presented.

After the process of developing this MA Dissertation, not just the simultaneous application of CLIL and Successful Educational Actions for Inclusion and Social Cohesion has been justified but also the idea that their fusion gives a lot of benefits to the students and their families has been defended. This fusion gives the families the chance to feel part of the school, and it makes it possible for the students to learn from others through dialogic learning while they are improving their English skills and learning the contents of the curriculum, aspects about different cultures and developing their thinking skills. In other words, benefits from both CLIL and Successful Educational Actions are present in the fusion, and besides, the simultaneous application of both shows to the students that English can be a vehicular language in any situation, including situations to interact with the others and learning situations.

Nevertheless, this great fusion requires the participation of the families and other volunteers to be worth it because it is not possible to apply Interactive Groups without the active participation of the volunteers and to apply CLIL and Interactive Groups simultaneously the participation of different kind of volunteers, including some who need to be communicatively competent in English, such as university students who are studying to become teachers is necessary. Therefore, the promotion of participation is an aspect that needs to be promoted by the schools in which SEAs are implied. Consequently, if a school would like to start to implement SEAs, a previous campaign to promote volunteers participation will be necessary. However, no promotion campaign has been included in the methodological proposal which is presented in this MA Thesis because Irlandesas Madrid, which is the context in which ideally the methodological proposal would have been implemented, has previously implemented SEAs using Spanish as a vehicular language, so there are already a

diverse group of people who are interested in participating as volunteers in this kind of activities.

In addition to the participation of volunteers, a change in teaching practice is essential, and it is necessary to plan everything in detail before the classes. Therefore, teachers who have never worked with CLIL and SEAs would need to read and study about the CLIL methodological approach and SEAs before being able to apply the methodological proposal which has been presented and to design similar methodological proposals.

Finally, as regards future research projects, I would like to say that I am really interested in being able to apply the methodological proposal presented in this MA Dissertation. Moreover, I would like to keep learning about and applying CLIL in different contexts, so I will be able to apply CLIL in any school where I work in the future.

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8. APPENDICES

Appendix 1

The flashcards of this appendix are taken from the following link:

<https://www.pinterest.es/pin/398639004506248459/>



Appendix 2

The flashcards that are presented in this appendix have been created using Adobe
<https://spark.adobe.com/es-ES/sp/design/post/urn:aaid:sc:EU:673afe24-7c83-461a-a999-c22427f54c8a>

CHRISTMAS



Santa

Sp Adobe Spark

CHRISTMAS



Toys

Sp Adobe Spark

CHRISTMAS



Presents

Sp Adobe Spark

CHRISTMAS



Christmas tree

Sp Adobe Spark

CHRISTMAS



Christmas cards

Sp Adobe Spark

CHRISTMAS



Bell

Sp Adobe Spark

CHRISTMAS



Star

Sp Adobe Spark

CHRISTMAS



Reindeer

Sp Adobe Spark

Appendix 3

The picture of Jesús can be found in the following link:

<https://www.pinterest.es/pin/391602130092682785/>



www.tuttodisegni.com

Appendix 4

The drawing of this appendix can be found in the following link:

<https://www.guiainfantil.com/1184/recortar-y-colorear-un-belen-de-navidad.html>



Appendix 5

The worksheet that includes the poem of Gloria Fuertes can be found in the following link:
<http://www.edu.xunta.gal/centros/ceipisaacperal/system/files/EL%20CAMELLO%20COJITO.pdf>



El camello cojito (AUTO DE LOS REYES MAGOS)

El camello se pinchó
Con un cardo en el camino
Y el mecánico Melchor
Le dio vino.

Baltasar fue a repostar
Más allá del quinto pino....
E intranquilo el gran Melchor
Consultaba su "Longinos".

-¡No llegamos,
no llegamos
y el Santo Parto ha venido!

-son las doce y tres minutos
y tres reyes se han perdido-.

El camello cojeando
Más medio muerto que vivo
Va espeluchando su felpa
Entre los troncos de olivos.

Acercándose a Gaspar,
Melchor le dijo al oído:
-Vaya birria de camello
que en Oriente te han vendido.

A la entrada de Belén
Al camello le dio hipo.
¡Ay, qué tristeza tan grande
con su belfo y en su hipo!

Se iba cayendo la mirra
A lo largo del camino,
Baltasar lleva los cofres,
Melchor empujaba al bicho.

Y a las tantas ya del alba
-ya cantaban pajarillos-
los tres reyes se quedaron
boquiabiertos e indecisos,
oyendo hablar como a un Hombre
a un Niño recién nacido.

-No quiero oro ni incienso
ni esos tesoros tan fríos,
quiero al camello, le quiero.
Le quiero, repitió el Niño.

A pie vuelven los tres reyes
Cabizbajos y afligidos.
Mientras el camello echado
Le hace cosquillas al Niño.



Autora: Gloria Fuertes



RECIPE



Ingredients

- Sandwich bread
- Star party mood
- Nutella
- Strawberry jam and raspberry jam (other flavours are possible)
- M&M
- Chocolate sprinkles

Steps

- 1) Cut the slices of bread with a star mold
- 2)Decorate the stars that you have cut using the ingredients you want

Appendix 7

Steps to follow with the students to make a Christmas ball

Steps to follow with the students to make a Christmas ball

Materials

- Pledge Wood Floor Finish
- Clear Ornaments
- Glitter
- Funnel



PLEDGE GLITTER ORNAMENTS

Steps

- 1) Put about a table spoon of the Pledge into the ornament and SWIRL around. Pour excess back into the bottle.
- 2) Using a funnel (we rigged a paper funnel this morning) put in your glitter of choice. We found that fine glitter worked better than chunky.
- 3) Swirl the glitter around...Oooooo! Eeeeeee! AHHHHHH! (you can shake it but cover your hole with a paper towel and finger if you do)
- 4). Pour excess glitter back into the container.
- 5). Put the cap back on the ornament and tada! They are SO EASY and beautiful!

The procedure to make this craft is taken from the following link: <https://www.craft-e-corner.com/blogs/project-inspiration/so-easy-6-step-pledge-glitter-ornaments>

The resource of this appendix can be found in the following link:
<https://www.etapainfantil.com/carta-reyes-magos-imprimir>



Appendix 9

The flashcards that are presented in this appendix have been created using Adobe <https://spark.adobe.com/es-ES/sp/design/post/urn:aaid:sc:EU:673afe24-7c83-461a-a999-c22427f54c8a>

CHRISTMAS FOOD



Nougat

Sp Adobe Spark

CHRISTMAS FOOD



Seafood

Sp Adobe Spark

CHRISTMAS
FOOD



Turkey

Sp Adobe Spark

CHRISTMAS
FOOD



Roast potatoes

Sp Adobe Spark

CHRISTMAS
FOOD



Cappelliti in Broth

Sp Adobe Spark

CHRISTMAS
FOOD



Fruit cake

Sp Adobe Spark

Christmas crackers



Prepare the tissue paper with the toilet paper rolls



Wrap the toilet paper rolls with tissue paper



Make sure to leave a small space between each of the rolls when wrapping them



Make a loop at one end of the Christmas cracker with the craft cord



Put confetti and gifts inside



Close the opposite end of that roll of paper with another loop, and decorate it

Steps that the teacher need to follow to apply Total Physical Response

Rascon (2018b) adapts the steps of TPR according to Varela (2003, pp. 107-108):

- The teacher gives a command in English. Students listen to her/him, trying to understand.
- Students perform an action, as an answer to their teacher's command.
- Students are silent.
- The teacher gives the command again, but this time more quickly.
- A volunteer performs the action.
- The teacher asks other children to perform this action too.
- The teacher presents new orders once s/he is sure that the first ones are understood.
- The teacher changes the order of the sentences.
- If a child makes a mistake, the teacher does not correct him/her, but repeats the sense of the sentence or word, in the correct way.
- Teachers clap their hands or say a sentence of appraisal when students perform the orders well.
- The teacher makes students give orders to other children.

Appendix 12

Item and moment to assess	Not achieved	In process	Achieved
Personal autonomy and self-knowledge			
Identification and expression of feelings and emotions (Circle Time in Sessions 1, Session 3 and Session 4)	The student does not participate in circle time, so neither he/she does not repeat and say the emotions and feelings that are represented in the flashcards nor answer the question “how are you?”.	The student participates in circle time, repeating and saying the emotions and feelings that are represented in the flashcards. But, he/she does not answer the question “How are you?” using the vocabulary learnt in class.	The student participates in circle time, repeating and saying the emotions and feeling that are represented in the flashcards. Moreover, he/she answers the question “¿How are you?” using the vocabulary of the flashcards.
Respect to differences (Story Time in Session 3)	The student is not interested in learning about typical Christmas traditions in other countries, and he/she makes negative comments about them.	The student is not interested in learning about typical Christmas traditions in other countries, but he/she does not make negative comments about them.	The student shows a positive attitude towards the typical Christmas traditions in other countries.
Acceptance of rules when playing games (Topic time and game time in session 4)	The student neither follows the teacher’s indications nor the rules of the game.	The student follows the teacher’s indications in every moment or most of the time. However, he/she does not accept that he/she is not always the protagonist, thereby he/she does not follow the rules when he/she is not the protagonist.	The student follows the teacher’s indications at every moment. Moreover, he/she accepts that he/she is not always the protagonist, and he/she respects his/her classmates when they are protagonists.
Basic organizational habits (transversal)	The student does not pay attention to the teacher’s indications, so he/she neither follows the routines nor tries to follow the teacher’s indications.	The student pays attention and makes an effort to try to follow the routines and the teacher’s indications most of the time. Moreover, he/she is sometimes participatory.	The student pays attention and makes an effort to try to follow the routines and the teacher’s indications. Moreover, he/she is participatory.
The importance of a job well done (topic/craft in session 1 and 3, and interactive groups in session 2)	The student does not try to achieve the goal, so he/she does not follow the indications, and therefore he/she hasn’t a product at	The student tries to achieve the goal, but he/she is not focused on following the steps to do it correctly.	The student makes an effort to try to follow the steps indicated by the teacher or the volunteers in interactive groups to achieve the goal.

	the end of the different activities.		
Knowledge of the environment			
Participation in positive behaviour at school (transversal)	The student neither shares his/her materials nor respects the others.	The student does not share his/her materials with his/her classmates, or he/she is violent physically or verbally with his/her classmates.	The student respects the others and shares his/her materials with his/her classmates.
Typical Christmas traditions in Spain (Story time in session 3)	The student does not try to point the flashcards that represent traditional Christmas food in Spain among a variety of flashcards that include traditional Christmas food in different parts of the world.	The student makes mistakes when he/she tries to point to the flashcards that represent traditional Christmas food in Spain among a variety of flashcards that include traditional Christmas food in different parts of the world.	The student points to the flashcards that represent traditional Christmas food in Spain among a variety of flashcards that include traditional Christmas food in different parts of the world.
Typical Christmas traditions in England (Story time in session 3)	The student does not try to point to the flashcards that represent traditional Christmas food in England among a variety of flashcards that include traditional Christmas food in different parts of the world.	The student makes mistakes when he/she tries to point to the flashcards that represent traditional Christmas food in England among a variety of flashcards that include traditional Christmas food in different parts of the world.	The student points to the flashcards that represent traditional Christmas food in England among a variety of flashcards that include traditional Christmas food in different parts of the world.
Languages: Communication and Representation			
Knowledge of the rules of verbal interaction (transversal)	The student does not try to use set phrases to ask for permission or help, he/she always uses his/her mother tongue to do it.	The student tries to use set phrases to ask for permission or help, but he/she is still in the process of learning the phrases.	The student uses set phrases to ask for permission or help.
Active listening when a poem is read (Interactive Groups, activity of Gloria Fuertes' poem in the session 2)	The student does not listen to his/her classmates or the volunteer when they read Gloria Fuertes' poem, so he/she does not give a coherent opinion on the poem.	The student listens in silence his/her classmates or the volunteer when they read Gloria Fuertes' poem. However, he/she does not give a coherent opinion on the poem.	The student listens in silence to his/her classmates or the volunteer when they read Gloria Fuertes' poem. Therefore, he/she talks about the poem after listening to it.
Active listening when a story is read	The student does not listen to the	The student listens in silence to the teacher	The student listens in silence to the teacher

(Story time in Session 1)	teacher when he/she tells the story of how Jesus was born according to Catholic Religion, and he/she disturbs his/her classmates during the storytelling.	when he/she tells the story of how Jesus was born according to Catholic Religion. However, he/she does not recognize the different characters of the story.	when he/she tells the story of how Jesus was born according to Catholic Religion. Therefore, he/she recognizes the different characters of the story.
Phrases to ask for permission or help	The student does not try to use set phrases to ask for permission or help, he/she always uses his/her mother tongue to do it.	The student tries to use set phrases to ask for permission or help, but he/she is still in the process of learning the phrases.	The student uses set phrases to ask for permission or help.
Comprehension of easy stories told orally (Story time in Session 1)	The student does not listen to the teacher when he/she tells the story of how Jesus was born according to Catholic Religion, and he/she disturbs his/her classmates during the storytelling.	The student listens in silence to the teacher when he/she tells the story of how Jesus was born according to Catholic Religion. However, he/she does not recognize the different characters of the story.	The student listens in silence to the teacher when he/she tells the story of how Jesus was born according to Catholic Religion. Therefore, he/she recognizes the different characters of the story.
Vocabulary related to Christmas: Santa, toys, presents, Christmas tree, Christmas card, bell, start, reindeer (Circle time in sessions 1,3, and 4).	The student does not participate in the activity, so he/she neither says the vocabulary that is represented in the flashcards nor takes the flashcard that represents the word that the teacher indicates.	The student does not participate in the activity. Thereby, he/she neither says the vocabulary that is represented in the flashcards nor takes the flashcard that represents the word that the teacher indicates.	The student says the vocabulary of the flashcards, and he/she takes the flashcard that represents the word that the teacher indicates.
Use of a range of basic materials: crayons, paints, water, paper, card, glue (Topic/craft time in session 1 and 3, and interactive groups in session 2.	The student does not want to use the different materials that the teacher indicates.	The student does not use the material that the teacher indicates all the time.	The student uses the materials indicated by the teacher in each activity to achieve the proposed goal.

Participation in singing songs and beginning to pronounce more of the lyrics correctly (Stage and time, and wrap up time in the different sessions)	The student does not participate in singing songs.	The student participates actively in singing songs, but he/she does not try to sing the lyrics.	The student participates actively in singing songs and begins to pronounce more of the lyrics correctly.
Representation of the feelings using body language	He/she does not answer the question “How are you?” using body language.	He/she answers the question “How are you?” using the vocabulary learnt in class and body language, but the body language used by the student does not represent the vocabulary told by him/her.	He/she answers the question “How are you?” using the vocabulary of the flashcards and body language.