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# Using CLIL in a Didactic Proposal for Natural Science

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# 1. INTRODUCTION

## 1.1 Motivations of the Study

Currently, students are learning languages earlier and earlier as we live in a globalised society where communication is essential as much as required. English is one of the most spoken languages all around the world. Following this, the learning of this language by students seems to be one of the most important aspects in order to continue to evolve as a contemporary society. In recent decades, many methodologies for language learning have emerged, although not all of them have been successfully developed. In this dissertation, a didactic proposal will be made to teach the topic of the human body to 6th grade students using the Content and Language Integrated Learning methodology (CLIL).

Firstly, a bibliographical review of the aspects related to CLIL will be carried out, such as the Language Triptych, Bloom's Taxonomy, Krathwohl's Revision, High Order Thinking Skills or Low Order Thinking Skills, which will be taken into account once the didactic unit has already been designed. At this point, CLIL will be related to motivation and the use of ICTs. Then, the didactic unit will be elaborated and developed, including all the corresponding sections such as introduction, contextualization, objectives, contents, temporalisation, sessions, and evaluation. Finally, in the conclusions section, the learning obtained during the course of this work will be detailed and some personal reflexions will be done. The conclusions will be followed by the used references to develop this dissertation and annexes related to the didactic proposal.

This study was carried out for three main reasons: to develop a natural science didactic unit by using ICTs and to motivate students through it. Motivation is the most important part of education so if learners are motivated, education will success and using ICTs we would promote the motivation we want to get.

I have been a teacher since 2017, but it was not until the 2019/2020 academic year that I started teaching bilingualism. Teaching a subject in another language is not an

easy task and that was the main reason why I decided to do this master's degree. I needed to learn about CLIL methodology in order to be able to implement it properly in my classes. Now that I am finishing it and I have learnt a lot about it, I have decided to do my dissertation on this methodology but with an emphasis on motivation. In these years I have seen how many students get bored in class and do not enjoy learning. This is a serious problem because students spend a quarter of their lives in class and being happy and motivated is important for the development of the whole person. Therefore, one of the main objectives of my work is to promote motivation. In trying to achieve my goal, I have often asked myself how I could do it.

After several years of teaching at school, I have noticed that today's students spend many hours using tablets and computers, which motivate them a lot. So, I thought that including the use of ICTs in class would make the students enjoy it more and not get bored in class.

## 1.2 Research Questions

- Is motivation important during the learning-teaching process?
- How can we motivate our students?
- Should we use ICTs in class?
- How can we use ICTs in class?

## 1.3 Research Objectives

Taking into account what has been analysed above, the main objective of this work is to make a proposal for a didactic intervention aimed at the 6th grade of primary education, using the CLIL methodology in the field of natural sciences, focusing on the theme of the human body, promoting motivation and using ICTs.

The objectives I would like to achieve would be the following ones:

- To motivate learners in Natural Science subject

- To use student-centered methodologies
- To promote the use of ICTs in class

## 2. LITERATURE REVIEW

This section describes the Theoretical Framework that supports the design of a Teaching Unit in the Natural Science subject. It addresses the three main elements of the suggested design: the CLIL Approach, the motivation element, and the role of technology in the CLIL teaching unit.

### 2.1 CLIL Approach

According to Marsh and Langé (2000, p.2) Content and Language Integrated Learning, henceforth, CLIL, is “a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language”. In words of Pérez Cañado (n.d., p. 4), the term CLIL “was coined in 1994 and launched in 1996 by UNICOM, the University of Jyväskylä (Finland) and the European Platform for Dutch education”. In schools where CLIL is implemented, both languages (L1 and L2) are used and, in words of Dalton-Puffer et al. (2014, p.15) “CLIL does not happen instead of foreign language teaching, but alongside it”, so CLIL does not replace English subject, but rather supplements it, providing more L2 inputs.

Following Lorenzo (2007, p. 28), CLIL is “the European label for bilingual education” and Pérez Cañado (2016, p. 10), CLIL was “heralded as the potential lynchpin to tackle the foreign language deficit in our continent”. Thus, it can be stated that CLIL is the European approach to bilingual education. In words of Lorenzo (2007, p.27) CLIL is “not just a new expression of educational bilingualism. The time when it has appeared, the places where it has been adopted and the learning theory behind it turns CLIL into a successful attempt at language and social change in 21<sup>st</sup> century Europe”.

Historically, there have been many approaches to working with bilingualism in schools, however CLIL differs from other bilingual initiatives due to it is “planned pedagogic integration of contextualized content, cognition, communication and culture into

teaching and learning practice” (Coyle et al. 2010, p. 6), which is known as 4 C’s framework (Coyle, 2007). CLIL aims not only to change bilingualism, but to improve it, as Marsh et al. (2015, p. 1) explain, CLIL is “a lever for change and success in language learning”.

There are many advantages of using CLIL, as Bruton (2011, p. 530) states: “there is no doubt that there are potentially beneficial effects from adopting CLIL initiatives”. Using CLIL, students can develop a foreign language at the same time they learn new content. Furthermore, CLIL improves spontaneity in the use of L2, oral and written skills.

CLIL has burgeoned owing to many factors. As San Isidro (2018) explains, CLIL has adapted to the variegated contexts of the European language diversity and policies through various models in the different countries and regions and it is one of the aspects that make it succeed.

In a CLIL lesson, there might be a problem of a lower level of language knowledge in comparison with the pupils’ cognitive level (Coyle et al., 2010), so implementing CLIL in a school is not an easy task. However, in schools where CLIL is implemented, there is a very important figure: the coordinator. As Coyle (2007) points out, the figure of the CLIL coordinator becomes a key element, in particular to assist the construction of sound teacher collaboration. The main role of the coordinator is to guarantee that the programme is being implemented in a correct way, and to define the actions that have to be adopted in order to monitor the achievement of positive results in the areas of language and content (Julian, 2007). The CLIL coordinator is in charge of making possible the collaboration between teachers. The implementation of an effective methodology and evaluation procedure is one of the most important tasks the coordinator must do.

What is more, coordinators have to advise teachers in the following areas: to ensure that lessons are interactive and participative instead of expositive ones, through involving students to manipulate, understand, show, apply, analyse, and use the content by themselves in a significant way. Apart from this, the resolution of tasks and cooperative and collaborative learning should be an essential part of the methodology when teaching practical contents.

Regarding the curriculum, we must emphasize the following elements: evaluation criteria instruments and procedures, design of tasks, activities, materials, and resources. Last but not least, all the subjects should offer communicative functions and strategies in order to achieve the construction and verbalisation of content.

Another important figure in CLIL methodology are Language Assistants (LA). The impact produced in schools by language assistants is positive. They provide opportunities for immersion and improve the conversation among the educational community. Actually, the collaboration between Language Assistants and content teachers means the success of CLIL programmes due to the fact they help both students and content teachers. The benefits for students are the following ones, (Pavón, n.d.):

- The level of their working is improved
- Language happens in a more natural way
- Learners feel more confident

One of the functions of LAs is to act as scaffolders and they should be advised on the basis of CLIL methodology to provide appropriate support for students. In order to improve the teaching-learning process, LAs and content teachers need to have time to coordinate. It would be suitable that language assistants would always use English with both students and teachers, due to the fact that if students think LAs cannot speak Spanish, they will try to speak better.

The person in charge of supervising the work of LAs, content teachers and their organization should be the bilingual coordinator. In order to achieve a good implementation of CLIL programmes the function of the language assistants should be established and they would have to get involved progressively. Furthermore, they should be integrated in the educational community from the beginning.

According to Deller and Price (2007) foreign language teacher in his/her class deals with the linguistic functions, grammar structures and specific vocabulary previously agreed so that the students can suitably use them in the class of content. In this sense, it must be noticed that coordination between content teachers and language teachers is a must too.

Applying CLIL is not an easy task. Çekrezi (2011) states that CLIL is not easy to apply and it requires considerable effort to be put in practice. It needs quite a strong collaboration among subject teachers and language teachers. CLIL classes need a great range of activities, more than in normal classes. The material that will be used in class has to be well prepared and accurate.

If the CLIL programme is not well implemented, it can fail. In fact, there are several authors against this methodology. As Bruton (2011) highlights CLIL instruction is not always necessarily that beneficial, and there is every reason to believe some students may be prejudiced by CLIL. It happens especially when teachers show training lacunae. Paran (2013) suggests that CLIL probably works best in elite contexts

However, many authors defend CLIL. Thus, the broader take-away is that commonly harboured beliefs vis-à-vis the elitism of bilingual programmes need to be re-examined and a possible future research agenda is suggested to continue advancing in this area (Pérez Cañado, 2019).

CLIL teachers combine the functions of content and L2 teachers, and should ideally possess knowledge related both to their content discipline and L2 teaching (Yuen, 2020), so it makes the teacher's job more difficult.

Factors such as these require teachers to move out of a traditional 'comfort zone' and enter into a more complex and less secure space, which has implications for teacher confidence and can lead to teachers feeling anxious in their new role. (Coyle et al., 2010)

Although a wide range of subjects can be taught through CLIL (mainly depending on teacher qualifications), the scope tends to narrow and focus on History, Geography, Science, and Social Sciences (Pérez Cañado, 2012). Therefore, very positive learning outcomes are obtained when CLIL is applied in Natural Science subject “se ha podido establecer que las ciencias naturales en ingles brindan a las estudiantes vocabulario básico con el que se pueden expresar ideas clave, describir una situación o comprender una lectura en inglés garantizando resultados académicos muy positivos” (Reyes & Bolívar, 2015, p. 28).

Bearing the relationship between language learning and content learning in mind, Coyle et al. (2010) suggest a conceptual map in which the relationship of the 4 blocks

of CLIL (content, communication, cognition, and culture) is shown. It is called 4Cs Framework (figure 1 below).

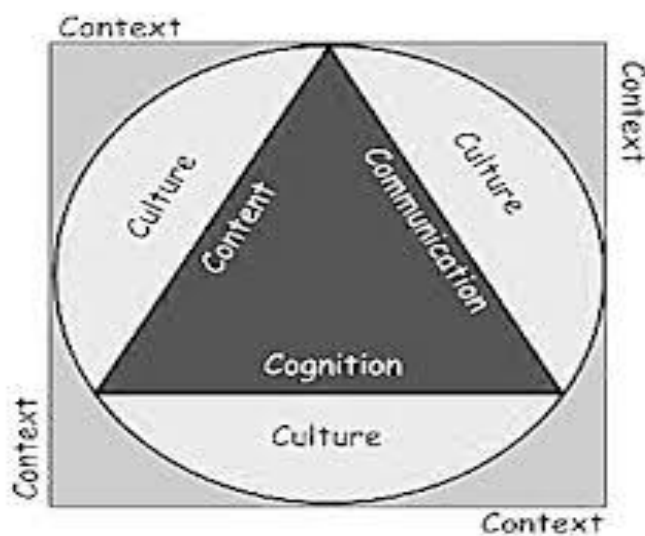


Figure 1: The 4Cs Framework (Coyle et al., 2010, p. 41)

Moreover, the relationship between language and learning in CLIL can have three different interpretations, which are shown in the Language Triptych, figure 2 below (Coyle et al., 2010): Language of learning, Language for learning and Language through learning. The contents of the proposed CLIL lesson plan will be presented by using this way.

As Martín (2016) explains, Language of learning refers to the language needed to access concepts and skills of the studied area. Language for learning allows the student to be functional in the foreign language-teaching environment. Language through learning is the language that occurs during the process of learning

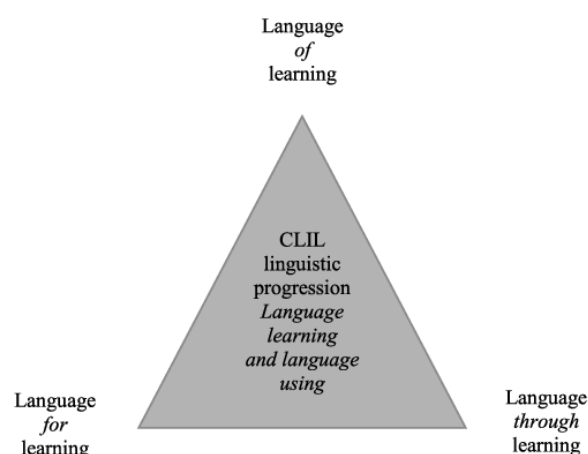


Figure 2: The Language Triptych (Coyle et al., 2010, p. 36)

CLIL didactic proposals should promote the progression from LOTS to HOTS. LOTS are Low Order Thinking Skills, and following Bloom's Taxonomy and Krathwohl's revision (2002) are: apply, understand, and remember. On the other hand, HOTS means High Order Thinking Skills, which are create, evaluate, and analyze. Bentley (2010) proposed a cognitive skills list that can be used when design CLIL proposals.

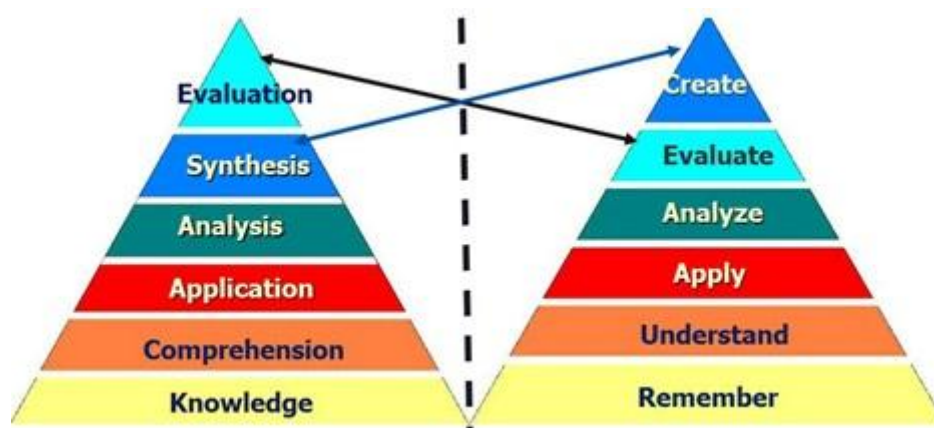


Figure 3: Bloom's Taxonomy and Krathwohl's revision (2002)

## 2.2 Motivation and learning

The second element of the suggested design is motivation. Harmer (1991) defines motivation as some kind of internal drive that encourages somebody to pursue a course of action. Empirical researchers show that motivation in students improve learning due to when pupils are motivated, they work in a better way, developing their knowledge and their competences. Triarisanthi & Purnawarman (2019) explain that a good and appropriate learning process will motivate learners, and will eventually have an impact on improved learning outcomes. Karim (2012) regarded learning motivation as the inherent belief to guide individual learning goal, induce learning behaviours to make continuous efforts, reinforce cognition history, and strengthen and improve the learning outcome.

So as to achieve success in education, and as Elizondo et al. (2018) recommend, schools need to banish the traditional conception of a teaching based on the mere and aseptic transmission of information and focus on the holistic education of students understood as people who have very diverse emotional realities, projecting as a final objective the use of the natural functionality of the brain and emotions in the development of an education that should be oriented not only towards the acquisition of knowledge but also of wisdom.

On the other hand, following Elizondo et al. (2018), this requires the involvement of the teacher in the incorporation of new methodological proposals that focus mainly on strengthening the intrinsic motivation of the student and generating a favourable context for enrichment at all levels.

Motivation has many benefits and, as Rodríguez (2012) points out, being motivated drives students to raise his self-esteem, the ability he has to highlight his previous and acquired knowledge. Huitt (2011) explains that motivation can be categorized as either extrinsic (outside the person) and intrinsic (internal to the person).

The figure of the teacher is determining to achieve this motivation. Ospina (2006), mentions that the teacher is a character that plays an important role in establishing a relationship of trust to motivate in the construction of knowledge and learning. The

teacher has to encourage students' work, foster creativity, and promote responsibility among learners. In order to achieve motivation, one of the best ways is to adopt CLIL as methodology due to many authors agree that CLIL motivates learners. As Gučec (2019) states CLIL lessons are more interesting and challenging for both teacher and pupils and it, can potentially improve motivation.

Kerstin & Thompson (2015) did a research and showed that CLIL students were more motivated than non- CLIL ones. Learner motivation in most of the literature on CLIL programmes has been shown to increase (Corrales and Maloff, 2011). A study carried out by Coyle (2011) demonstrated that nearly two-thirds of students were positive about CLIL and felt motivated to continue learning the foreign language. A higher proportion (84 %) voted to carry on with CLIL lessons.

### 2.3 ICTs and learning

The final element of the suggested Teaching Unit includes the use of technology in CLIL lessons. We live in a society in which everybody has got a smartphone, a tablet or a computer at home. They have become indispensable tools in our daily lives and we use them for work, recreation, play and entertainment. Nowadays, the use of ICTs is considered a synonym of success in education. Several studies confirm that students enjoy using technology in L2 learning and they prefer using technology over more traditional methods and materials (Golonka et al., 2014).

However, the use of ICTs in the class has to be carefully planned. Teachers must pay attention to students' online safety in order to prevent risks. Furthermore, teachers should provide tutorials with instructions at the beginning of the scholar course to promote a good and responsible use of ICTs among students. What is more, all the tools and resources that will be used in the teaching-learning process should be reviewed by the teacher in order to be able to solve doubts when learners ask. Having said this, the use of ICTs has a lot of benefits.

Due to ICTs, students tend to be more engaged in the process of learning, and they have more positive attitude towards learning (Casado & García, 2000), and as mentioned in the previous chapter, motivation is essential during the learning-teaching

process. What is more, ICTs not only improve motivation but also the learning outcomes.

The contextual presentation of words enriched with audio and visual multimedia resources is effective for retention of the words previously taught in the classroom (Baturay et al., 2009). In addition to this, the use of ICTs enhances traditional foreign language teaching (including assessment), making it quicker, easier and more efficient. Furthermore, it offers innovative ways of teaching and learning which are expected to improve learners' competences more than traditional methods (Scott & Beadle, 2014).

The combination of CLIL and ICT gives good results as suggested by some authors. In words of Schietroma (2019, p. 185) "teaching a non-language school subject (e.g. Natural Science) through the second language, mainly English, using up-to-date technology and including tailored and catch-up lessons for support, increases motivation, prevents school truancy and segregation and enhances the school's success".

### 3. THE TEACHING UNIT

This section describes the main elements of the didactic intervention, or teaching unit from now on. It includes the aspects related to designing a CLIL teaching unit with an emphasis on using ICTs and promoting students' motivation. These aspects were covered in the previous section.

#### 3.1 Introduction

Natural Science subject helps students to understand the world which they live in and through this subject, students will be involved in scientific environment. The development of the science is of utmost importance to understand the human evolution, the world around us and its changes.

This lesson plan belongs to Natural Science subject. The proposal includes the development of concepts, procedures, and attitudes to make the learners aware of Human Body: the organs, body systems, and how they work.

The proposed lesson plan includes knowledge, abilities, and skills with a specific vocabulary related to the organs knowledge and systems involved in the vital functions so that their location and structure are identified. Students will develop the scientific knowledge. Curiosity, motivation, respect, and communication will be promoted through text driven approach and task-based learning methodologies in this lesson plan. Activities will be ordered to facilitate the progression from LOTS to HOTS, so the type of the thinking process and language of every activity will be taken into account. LOTS are Low Order Thinking Skills, and following Bloom's Taxonomy and Krathwohl's revision (2002) are: apply, understand, and remember. However, the main objective is to develop HOTS: High Order Thinking Skills, which are create, evaluate, and analyze.

### 3.2 Contextualization

This lesson plan is going to be taught in La Reina School (Málaga, Spain) and it has been designed for 6th course of primary school. In this group there are 24 students who are 11-12 years old and their families belong to a medium sociocultural level. La Reina is a well-equipped school which counts with PCs, speakers and a projector in each classroom. The current lesson plan is formed by 6 sessions of 55 minutes each, and the methodologies used are text driven approach and task-based learning, and will be taught in April and May.

Each material and session are focused on the content through the language. The main goal is communication, and scaffolding is employed in every session. Learners can make mistakes although the teacher, of course, will make corrections and give advice and feedback, indications, instructions, and points for improvement, but the most important thing is communication of contents by students.

### 3.3 Objectives

All the competences compiled in the *Currículum* will be explicitly worked on during the development of all the lesson plan. At the same time, all the objectives mentioned in the different sessions have been designed in order to reach the general objectives of the Regional Directive 15<sup>th</sup> January 2021. The general objectives of the Regional Directive are:

O.CN.1. Utilizar el método científico para planificar y realizar proyectos, dispositivos y aparatos sencillos, mediante la observación, el planteamiento de hipótesis y la investigación práctica, con el fin de elaborar conclusiones que, al mismo tiempo, permitan la reflexión sobre su propio proceso de aprendizaje.

O.CN.2. Analizar y seleccionar información acerca de las propiedades elementales de algunos materiales, sustancias y objetos y sobre hechos y fenómenos del entorno,

para establecer diversas hipótesis, comprobando su evolución a través de la planificación y la realización de proyectos, experimentos y experiencias cotidianas.

O.CN.3. Reconocer y comprender aspectos básicos del funcionamiento del cuerpo humano, estableciendo relación con las posibles consecuencias para la salud individual y colectiva, valorando los beneficios que aporta adquirir hábitos saludables diarios como el ejercicio físico, la higiene personal y la alimentación equilibrada para una mejora en la calidad de vida, mostrando una actitud de aceptación y respeto a las diferencias individuales.

O.CN.4. Interpretar y reconocer los principales componentes de los ecosistemas, especialmente de nuestra comunidad autónoma, analizando su organización, sus características y sus relaciones de interdependencia, buscando explicaciones, proponiendo soluciones y adquiriendo comportamientos en la vida cotidiana de defensa, protección, recuperación del equilibrio ecológico y uso responsable de las fuentes de energía, mediante la promoción de valores de compromiso, respeto y solidaridad con la sostenibilidad del entorno.

O.CN.5. Conocer y valorar el patrimonio de Andalucía y contribuir activamente a su conservación y mejora.

O.CN.6. Participar en grupos de trabajo poniendo en práctica valores y actitudes propias del pensamiento científico, fomentando el espíritu emprendedor, desarrollando la propia sensibilidad y responsabilidad ante las experiencias individuales y colectivas

O.CN.7. Comprender la importancia del progreso científico, con el fin de valorar su incidencia y transcendencia en la mejora de la vida cotidiana de todas las personas y en el progreso de la sociedad como conjunto.

O.CN.8. Utilizar las tecnologías de la información y la comunicación para obtener información, como instrumento de aprendizaje como para compartir conocimientos y

valorar su contribución a la mejora de las condiciones de vida de todas las personas, así como prevenir las situaciones de riesgo derivadas de su utilización.

In CLIL didactic proposals, both type of objectives (content and language) have to be specified (Echevarría, Vogt and Short, 2007). As Perez & Ortega (n.d.) recommend, language objectives [...] may be focused on different categories such as key vocabulary, language functions, language skills, grammar structures, tasks or learning strategies. From general objectives (obtained from the Regional Directive 15<sup>th</sup> January 2021), the following specific objectives have been designed for this unit. Table 1 has been created following all these considerations.

**Specific content objectives of the unit:**

- To understand how the human body works
- To study the different organs of the body systems (digestive system, circulatory system and respiratory system)
- To learn basic and relevant information of the different body systems and their functions
- To recognize the composition of the body systems
- To learn the functions of the different body systems
- To understand the importance of the scientific advances
- To promote healthy habits among students
- To understand the movements of the heart (systole and diastole)
- To understand the movements of the respiratory system (exhalation and inhalation)

## **Language objectives of the unit:**

### Key vocabulary

- To deduce the meaning of unknown vocabulary through brief explanations about it.
- To increase the vocabulary used in the class related to the topic.
- To identify key vocabulary linked to the human body's functions
- To recognize the right vocabulary in terms of recognize and connect the verb with the corresponding function
- To distinguish vocabulary through its pronunciation (listening)
- To achieve vocabulary in order to enable students to justify their decisions about the final task

### Grammar structures

- To use present simple and continuous respecting their rules
- To use the right auxiliaries and question words to make questions
- To initiate the use of the first conditional
- To distinguish the right use of "there is/there are" and to use them respecting their rules
- To differentiate 3<sup>rd</sup> person rules and put them into practice when speaking or writing
- To implement key vocabulary in whole structures
- To identify mistakes related to grammar structures and correct them

### Language functions

- To interact by using simple structures which include typical vocabulary
- To ask for information
- To understand the input given in the class.
- To express information learnt and own ideas about the topic.
- To identify specific parts of the human body regardless their functions
- To enable students to summarize information
- To acquire the meaning of the key words through listening
- To justify their choices

### Language skills

- To promote comprehension of the main ideas related to the topic (listening)
- To express, discuss and verbalize as well as make questions about relevant information and features about the human body (Speaking)
- To identify and understand vocabulary and important features of the human body in written language (Reading)
- To express and connect main ideas building structures by creating a healthy weekly diet to expose in the class (Writing)

| Specific objectives of the unit                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Key Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Grammar structures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>To understand how the human body works</li> <li>To study the different organs of the body systems</li> <li>To learn basic and relevant information of the different body systems and their functions</li> <li>To recognize the composition of the body systems</li> <li>To learn the functions of the different body systems</li> <li>To understand the importance of the scientific advances</li> <li>To promote healthy habits among students</li> </ul> | <ul style="list-style-type: none"> <li>To deduce the meaning of unknown vocabulary through brief explanations about it.</li> <li>To increase the vocabulary used in the class related to the topic.</li> <li>To identify key vocabulary linked to the human body's functions</li> <li>To recognize the right vocabulary in terms of recognize and connect the verb with the corresponding function</li> <li>To distinguish vocabulary through its pronunciation (listening)</li> <li>To achieve vocabulary in order to enable students to justify their decisions about the final task</li> </ul> | <ul style="list-style-type: none"> <li>To use present simple and continuous respecting their rules</li> <li>To use the right auxiliaries and question words to make questions</li> <li>To initiate the use of the first conditional</li> <li>To distinguish the right use of "there is/there are" and to use them respecting their rules</li> <li>To differentiate 3<sup>rd</sup> person rules and put them into practice when speaking or writing</li> <li>To implement key vocabulary in whole structures</li> <li>To identify mistakes related to grammar structures and correct them</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Language functions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Language skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>To interact by using simple structures which include typical vocabulary</li> <li>To ask for information</li> <li>To understand the input given in the class.</li> <li>To express information learnt and own ideas about the topic.</li> <li>To identify specific parts of the human body regardless their functions</li> <li>To enable students to summarize information</li> <li>To acquire the meaning of the key words through listening</li> <li>To justify their choices</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>To promote comprehension of the main ideas related to the topic (listening)</li> <li>To express, discuss and verbalize as well as make questions about relevant information and features about the human body (Speaking)</li> <li>To identify and understand vocabulary and important features of the human body in written language (Reading)</li> <li>To express and connect main ideas building structures by creating a healthy weekly diet to expose in the class (Writing)</li> </ul>                                                                  |

Table 1. Objectives of the unit. Own Source

### 3.4 Contents

In order to develop this chapter, the Language Triptych developed by Coyle et al. (2010) have been followed. The general contents have been extracted from the Regional Directive 15<sup>th</sup> January 2021, and they belong to the second block: human beings and health.

The general contents extracted from the aforementioned law are the following ones:

2.1. Identificación del cuerpo humano, funcionamiento de las células, los tejidos, los órganos, los aparatos y sistemas. Anatomía y fisiología.

2.2. Identificación de las funciones vitales en el ser humano: función de relación (órganos de los sentidos, sistema nervioso, aparato locomotor), función de nutrición (aparatos respiratorio, digestivo, circulatorio y excretor) y función de reproducción (aparato reproductor).

2.3. Desarrollo de hábitos de vida saludables para prevenir y detectar las principales enfermedades que afectan a los aparatos y al organismo.

2.4. Identificación y adopción de determinados hábitos saludables: alimentación variada, higiene personal, ejercicio físico regulado sin excesos o descanso diario.

2.5. Conducta responsable para prevenir accidentes escolares y domésticos. Realización de actuaciones básicas de primeros auxilios.

2.6. Toma de conciencia sobre los efectos nocivos del consumo de alcohol y drogas en edades tempranas y del uso incontrolado de la tecnología digital y el juego.

2.7. Desarrollo de una actitud crítica ante los factores y las prácticas sociales que perjudican un desarrollo sano y obstaculizan el comportamiento responsable ante la salud.

2.8. Identificación de algunos avances de la ciencia beneficiosos para la salud.

2.9. Realización de forma autónoma y creativa de actividades de ocio, individuales y colectivas.

2.10. Curiosidad por conocerse a sí mismo y a los demás. Aceptación y respeto por el propio cuerpo y el de los demás con sus posibilidades y limitaciones.

Igualdad entre hombre y mujeres.

2.11. Desarrollo de la identidad y autonomía personal en la planificación y ejecución de acciones y tareas.

2.12. Desarrollo de la empatía en sus relaciones con los demás. La resolución pacífica de conflictos.

In this didactic proposal, contents 2.1, 2.2, 2.3, 2.4 and 2.6 will be more specifically worked.

### 3.4.1 Subject specific contents

The general contents are followed by the specific contents of the Teaching Unit. The specific contents of the Teaching Unit are the following ones.

- The function of the digestive system
- The function of the respiratory system
- The function of the circulatory system
- How the body systems interact
- Organs of the body
- Healthy habits
- How to have a healthy diet
- Introduction of the students in the scientific environment

### 3.4.2 Language contents

As mentioned above, the Language Triptych developed by Coyle et al. (2010) has been used so as to develop Language contents.

#### *Language of learning:*

The language that will be stressed during the Teaching Unit is related to the following vocabulary and grammar:

- **Vocabulary:**

-Human body parts: pharynx, esophagus, stomach, small intestine, large intestine, anus, liver, pancreas, lungs, trachea, nasal cavity, heart, veins, arteries, capillaries, blood vessels...

-Processes: systole, diastole, exhalation, inhalation, digestion, excretion...

-Food nutrients: vitamins, proteins, carbohydrates, sugars, fats, minerals...

- **Grammar**

-Adverbs of frequency

-Structure of present simple questions: Question Word + auxiliary + subject + verb + complements + ?

-The first conditional

-How to describe sequencing a process: At the beginning, secondly, then...

-Expressing beliefs with structures such as: I consider, I think, in my opinion...

### *Language for learning:*

The language that allows the teaching-learning process to occur.

-Instructions given to students: look at this activity, read the text, answer the question...

-Request clarifications: Sorry, could you repeat?, Can you understand it?

-Language for presentations: Hello everyone, my group is going to talk about... Hi! We are group number 4 and we are going to explain...

-Language to make debates and express reservations: I am not sure about that, that can be true but...

-Language to justify an argument: I think most people would agree that..., the information I have suggests...

### *Language through learning*

As Llull and Fernández (2016) explain, the *language through learning* refers to the student's language or linguistic necessities that come out spontaneously during the lesson. For example, when the students want to say something and they do not know how to do it. This type of language is difficult to predict owing to the fact that it happens spontaneously.

-Language to answer a student that asks the relationship between nutrients and high-performance athletes.

### 3.5 Competences

As follows the Regional Directive 15<sup>th</sup> January 2021, the competences developed in Natural Science subject are the following ones:

- Competencia en comunicación lingüística (CCL).

El área contribuye de forma sustancial a esta competencia en buena parte de sus aprendizajes. Durante el desarrollo curricular de la misma, la información se presenta en diferentes códigos, formatos y lenguajes, por lo que requiere procedimientos diferentes para su comprensión. Leer un mapa, interpretar un gráfico u observar un fenómeno, exige procedimientos diferenciados de búsqueda, selección, organización e interpretación que son objeto prioritario de aprendizaje en el área. El alumnado deberá diferenciar progresivamente entre el lenguaje que hace posible la comunicación entre las personas y el que utiliza la ciencia para explicar los hechos y fenómenos, empleando tanto el lenguaje oral como el escrito, el gráfico o el simbólico, y utilizando el vocabulario específico del área.

- Competencia matemática y competencias básicas en ciencia y tecnología (CMCT).

El área Ciencias de la Naturaleza tiene una estrecha vinculación con esta competencia ya que muchos de los aprendizajes que integra, están totalmente centrados en la interacción del ser humano con el mundo que le rodea. Su aportación a la misma, se va construyendo a través de la apropiación de conceptos y habilidades que permiten interpretar el mundo físico próximo, así como del acercamiento a determinados rasgos del método con el que se construye el conocimiento científico: saber definir problemas, estimar soluciones posibles, elaborar estrategias, diseñar pequeñas investigaciones, analizar resultados y comunicarlos.

Por otra parte, ayuda al alumnado a construir un conocimiento de la realidad que, partiendo de sus propias vivencias, percepciones y representaciones, sea progresivamente más objetivo y compartido, además de proporcionarle los instrumentos necesarios para comprender, explicar y actuar en esa realidad.

Asimismo, contribuye de manera significativa a la educación para la sostenibilidad, desarrollando habilidades

y competencias que fomentan el uso responsable de los recursos naturales, la conservación de la diversidad natural, el consumo racional, la protección de la salud individual y colectiva, el reparto equitativo de la riqueza y la solidaridad global e intergeneracional.

Por último, destacar que el área ofrece la posibilidad de utilizar las herramientas matemáticas en contextos significativos de uso, tales como: lectura de mapas; comprensión y realización de escalas; lectura, representación interpretación y comunicación de gráficas; empleo de unidades de medida, etc., contribuyendo así al desarrollo de la competencia matemática.

- Competencia digital (CD).

El área potencia explícitamente el desarrollo de la competencia digital, en la medida en la que conduce al conocimiento de la alfabetización digital que abarca desde el uso del vocabulario adecuado, a la comprensión del funcionamiento correcto de recursos, herramientas y aplicaciones tanto de forma individual como colectiva.

El uso de las nuevas tecnologías constituye un acceso rápido y sencillo a la información sobre el medio, siendo además una herramienta atractiva, motivadora y facilitadora de los aprendizajes, pues permite aproximar seres vivos, reacciones químicas o fenómenos físicos a su experiencia. Además, la utilización básica del ordenador, el manejo de un procesador de textos y la búsqueda guiada en internet, contribuyen de forma decisiva al desarrollo de esta competencia, propiciando la creación de producciones propias que faciliten la comunicación de resultados y conclusiones, seleccionando para ello los programas o aplicaciones que mejor se ajusten a las necesidades de la propuesta planteada.

- Competencia de aprender a aprender (CAA).

Para que esta área contribuya al desarrollo de la competencia aprender a aprender, deberá orientarse de manera que se favorezca el desarrollo de técnicas y estrategias para aprender, para organizar, memorizar y recuperar la información, tales como resúmenes, esquemas o mapas mentales que resultan especialmente útiles en los procesos de aprendizaje de esta área. Por otra parte, el desarrollo de las actividades requiere de la puesta en marcha de estrategias de planificación, revisión y evaluación

o ajuste de la misma, lo que implica por tanto la necesidad de una permanente presencia de la autorregulación como mecanismo de aprendizaje.

Del mismo modo, necesita de la aplicación de manera autónoma de aprendizajes previamente adquiridos y utilizarlos en aquellas situaciones donde se soliciten. La reflexión sobre qué y cómo ha aprendido, la motivación, seguridad en sí mismo, curiosidad por aprender y hacer las cosas bien, ejercer como protagonista del proceso y del resultado de su aprendizaje también contribuirá al desarrollo de esta competencia.

- Competencias sociales y cívicas (CSC).

Esta área Ciencias de la Naturaleza propicia en el alumnado los mecanismos para el desarrollo de una activa participación ciudadana, potenciando el respeto y cuidado del medio ambiente, desde el desarrollo de la responsabilidad en su uso y conservación a partir de un análisis reflexivo y crítico de las problemáticas medioambientales. También impulsa el trabajo cooperativo con el que mejorar la participación, la confianza en los demás, la aceptación de roles, etc.

- Sentido de iniciativa y espíritu emprendedor (SIEP).

El área Ciencias de la Naturaleza incluye contenidos directamente relacionados con el desarrollo del sentido de iniciativa personal al enseñar a tomar decisiones desde el conocimiento de uno mismo, tanto en el ámbito escolar como en la planificación de forma autónoma y creativa de actividades de ocio. La planificación y gestión de proyectos de trabajo bien de forma individual o en equipo, contribuyen al desarrollo de esta competencia ya que implican transformar las ideas en acciones, afrontar los problemas y aprender de los errores, calcular y asumir riesgos, elegir con criterio propio, ser perseverante y responsable, ser creativo y emprendedor, mantener la motivación, ser crítico y mantener la autoestima y también obliga a disponer de habilidades sociales de relación y liderazgo de proyectos. En esta área el trabajo por proyectos o el aprendizaje basado en problemas harán que el alumnado adquiera todas estas destrezas.

This lesson plan will be put into practice during the first weeks of the third trimester, between April and May.



The Principles and Procedures of Materials Development for Language Learning (Tomlinson, 2010) have been followed, to ensure a progression in the teaching-learning process. While the first session will be used to explore the students' previous knowledge, the other sessions will develop the contents.

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## Session 1

This section will have two activities to introduce the unit of the human body. Through this introduction, students will be given a general overview of the topic that will be taught along this didactic unit.

### ACTIVITY 1

This is a task-free/activation activity. An anecdote about the human body will be told to students at the beginning of the lesson. Students are expected to make questions about the human body.

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives          | <ul style="list-style-type: none"><li>-To introduce the topic of the human body</li><li>-To foster motivation</li><li>-To expose learners to a rich and meaningful input</li><li>-To deduce meaning of the information given and to establish connection with the topic to work on in class</li></ul>                                                                                                                               |
| Timing              | 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Skills              | <ul style="list-style-type: none"><li>Remembering the last year's contents</li><li>Identifying the reviewed parts of the body</li></ul>                                                                                                                                                                                                                                                                                             |
| Interaction pattern | The whole class                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Materials           | No required materials apart from teacher's voice and body language                                                                                                                                                                                                                                                                                                                                                                  |
| Contents            | <p><b>Content of learning</b></p> <ul style="list-style-type: none"><li>-Human body parts</li><li>-Structure of present simple questions</li></ul> <p><b>Content for learning</b></p> <ul style="list-style-type: none"><li>-Instructions given to students</li><li>-Request clarifications</li></ul> <p><b>Content through learning</b></p> <ul style="list-style-type: none"><li>-Language that comes out spontaneously</li></ul> |

## ACTIVITY 2

This is an activation activity. Learners will watch a video of the human body to maximize the exposure to the language in use. A brainstorming about healthy habits will be done and the main aim is to involve students in a debate to foster interaction, motivation and to solve doubts. The debate will be evaluated by using a rubric found in the Annex 2. Rich and comprehensible inputs of the video will be used in order to reinforce the language acquisition. Students are expected to debate respectfully, taking into account other students' opinions.

The video of the human body can be found by clicking in the following link:

<https://www.youtube.com/watch?v=8fG5Pxr9ZQ0>

|                     |                                                                                                                                                                                                                                                                                                                |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives          | <ul style="list-style-type: none"><li>-To foster motivation</li><li>-To explore previous knowledge and build background</li><li>-To engage students both cognitively and affectively</li><li>-To stimulate language production</li></ul>                                                                       |
| Timing              | 40 minutes                                                                                                                                                                                                                                                                                                     |
| Skills              | Remembering the last year's contents<br>Identifying the human body systems                                                                                                                                                                                                                                     |
| Interaction pattern | The whole class                                                                                                                                                                                                                                                                                                |
| Materials           | A PC, projector and speakers.                                                                                                                                                                                                                                                                                  |
| Contents            | <p>Parts of the human body and main features</p> <p><b>Content of learning</b></p> <ul style="list-style-type: none"><li>-Human body parts</li><li>-Structure of present simple questions</li><li>-Adverbs of frequency</li><li>-Structures to expressing beliefs</li></ul> <p><b>Content for learning</b></p> |

|  |                                                                                                                                                                                                                                                                                                                                 |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>-Instructions given to students</li> <li>-Request clarifications</li> <li>-Language to make debates</li> <li>-Language to justify an argument</li> </ul> <p><b>Content through learning</b></p> <ul style="list-style-type: none"> <li>-Language that comes out spontaneously</li> </ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Session 2

This section will have two activities to introduce the digestive system.

### ACTIVITY 3

This is a Development activity. Students will read an adapted text in which new concepts about the digestive system are explained. The original text will be found by clicking the following link: <https://www.niddk.nih.gov/health-information/digestive-diseases/digestive-system-how-it-works>. As original text is considered to be too difficult for students, learners will also have the chance of reading an adapted text (that can be found in annex 1) to facilitate learners' understanding. To make input comprehensible, the graphic organizer found in the annex 1 will be shown to students as well.

Then, in pairs, they will make a graphic organizer of this system by using Canva and they will describe what is the function of each organ of the digestive tract.

|            |                                                      |
|------------|------------------------------------------------------|
| Objectives | -To acquire new knowledge about the digestive system |
| Timing     | 35 minutes                                           |
| Skills     | Ordering the parts of the digestive system           |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | Remembering parts of the digestive system<br>Identifying the organs of the digestive system                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Interaction pattern | In pairs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Materials           | PCs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Contents            | <p>Composition of the digestive system and functions of their mechanisms</p> <p><b>Content of learning</b></p> <ul style="list-style-type: none"> <li>-Digestive system parts</li> <li>-Language to describe the process of digestion</li> </ul> <p><b>Content for learning</b></p> <ul style="list-style-type: none"> <li>-Instructions given to students</li> <li>-Request clarifications</li> </ul> <p><b>Content through learning</b></p> <ul style="list-style-type: none"> <li>-Language that comes out spontaneously</li> </ul> |

#### ACTIVITY 4

Development activity. Students will have to fulfill and answer the questions found in the worksheet below, related to the human body.

Activity 4 (worksheet):

1. Where does the digestive tract end? Through what organ enters food our body?
2. Correct the following sentences related to the position of the organs:

- a) The stomach is the first part of the digestive tract
- b) The esophagus is under the stomach
- c) The rectum is in the middle of the digestive system
- d) The pancreas is between the stomach and the pharynx
- e) The liver produces a liquid called chyme
- f) We can find the chyle in the stomach and in the small intestine
- g) The stomach produces insulin
- h) The pharynx is next to the anus

3. Could you define what is the function of these organs?

- a) Small intestine
- b) Large intestine
- c) Mouth
- d) Anus
- e) Pancreas
- f) Tongue
- g) Teeth

4. Classify the organs of the list into the table

-Mouth – Rectum – Esophagus – Liver – Pancreas – Small intestine

-Salivary glands – Stomach – Large intestine

| Digestive tract | Glands |
|-----------------|--------|
|                 |        |
|                 |        |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives          | -To achieve and reflect the knowledge reached about the topic by the previous input                                                                                                                                                                                                                                                                                                                                                                                                   |
| Timing              | 20 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Skills              | <p>Defining the function of the digestive system organs</p> <p>Ordering the parts of the digestive system</p> <p>Identifying the functions of the digestive system organs,</p> <p>Remembering parts of the digestive system</p> <p>Classifying the digestive organs into two groups: glands and digestive tract</p>                                                                                                                                                                   |
| Interaction pattern | In pairs                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Materials           | Worksheet, pencil, rubber, crayons                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Contents            | <p>The digestive system</p> <p><b>Content of learning</b></p> <ul style="list-style-type: none"> <li>-Digestive system parts</li> <li>-Language to describe the process of digestion</li> </ul> <p><b>Content for learning</b></p> <ul style="list-style-type: none"> <li>-Instructions given to students</li> <li>-Request clarifications</li> </ul> <p><b>Content through learning</b></p> <ul style="list-style-type: none"> <li>-Language that comes out spontaneously</li> </ul> |

### Session 3

This section will have two activities to learn about the digestive system.

#### ACTIVITY 5

Development activity. Students will have listen to this audio (that can be found in the following link: <https://drive.google.com/file/d/1-ah-0zP3TFFlpZ-K2O3wJBXe5NE6KcKO/view?usp=sharing>). This audio is about the food wheel and the types of nutrients each food has got. While the students are listening the audio, they will be watching the graphic organizer as well. Then, learners will be involved in a Q&A round about the effects of healthy and unhealthy habits and diets and they will answer a Plickers test (Plickers cards and examples of questions can be easily found in annex 1 below).

|                     |                                                                                                                                                                                                              |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives          | -To learn how to classify the types of food<br>-To understand the types of nutrients each food has                                                                                                           |
| Timing              | 15 minutes                                                                                                                                                                                                   |
| Skills              | Predicting what would happen if people eat unhealthy food<br>Reasoning and understand the importance of healthy diets<br>Comparing healthy and unhealthy diets                                               |
| Interaction pattern | In pairs                                                                                                                                                                                                     |
| Materials           | A PC, projector and speakers.                                                                                                                                                                                |
| Contents            | Types of nutrients, healthy diets<br><br><b>Content of learning</b><br>-Digestive system parts<br>-Food nutrients<br>-Structure of present simple questions<br>-The first conditional<br>-Expressing beliefs |

|  |                                                                                                                                                                                                                                                                                                                                                                                             |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Content for learning</b></p> <ul style="list-style-type: none"> <li>-Instructions given to students</li> <li>-Request clarifications</li> <li>-Language to make debates and express reservations</li> <li>-Language to justify an argument</li> </ul> <p><b>Content through learning</b></p> <ul style="list-style-type: none"> <li>-Language that comes out spontaneously</li> </ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## ACTIVITY 6

Ending activity. Several diets will be shown to students. In groups of 4, students will have to discuss the benefits and the cons of each diet and they will have to choose the best one for them. At the end of the class, each group will have to justify the reason by which they have chosen that diet and discuss respectfully and properly about it with their classmates.

|                     |                                                                                                                                                                                                             |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives          | <ul style="list-style-type: none"> <li>-To encourage learners to remember what they have already learnt</li> <li>-To promote healthy habits</li> <li>-To foster team work and digital competence</li> </ul> |
| Timing              | 40 minutes                                                                                                                                                                                                  |
| Skills              | Evaluating diets<br>Reasoning and understand the importance of healthy diets                                                                                                                                |
| Interaction pattern | Groups of 4                                                                                                                                                                                                 |
| Materials           | Laptops, projector                                                                                                                                                                                          |
| Contents            | Food's categories and frequency of each one<br>Balanced diet                                                                                                                                                |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Content of learning</b></p> <ul style="list-style-type: none"> <li>-Food nutrients</li> <li>-Structure of present simple questions</li> <li>-The first conditional</li> <li>-Expressing beliefs</li> </ul> <p><b>Content for learning</b></p> <ul style="list-style-type: none"> <li>-Instructions given to students</li> <li>-Request clarifications</li> <li>-Language to make debates and express reservations</li> <li>-Language to justify an argument</li> </ul> <p><b>Content through learning</b></p> <ul style="list-style-type: none"> <li>-Language that comes out spontaneously</li> </ul> |
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#### Session 4

This section will be divided into two different activities mainly focused to learn about the respiratory system.

#### ACTIVITY 7

Activation activity. Students will have to watch a video about the different parts of the respiratory system. To watch the video, students will need to click in the following link: <https://www.youtube.com/watch?v=EKhZgBDQCjk>. After watching the video, they will have to complete the following worksheet according to the information given:

1 What organ do we use to take air? Is it better to take air with our nose or with our mouth?

2 Correct the following sentences related to the respiratory system:

- The bronchi connect the trachea with the pharynx
- The nasal cavity makes the exchange of air
- Inhalation is to expel air
- The muscle that allows us to breathe is called biceps
- Alveoli are inside the mouth
- There are three bronchi inside our body
- We have only one lung
- Human beings have three nostrils
- The ear belongs to the respiratory system

3 Could you define what is the function of the alveoli?

4 Can we use our nose to exhale and to inhale? Do we use our head to breathe?

5 Classify the sentences into inhalation or exhalation

- Diaphragm goes up
- We expel carbon dioxide
- We take oxygen
- Diaphragm goes down
- The mouth is open in this movement

| Inhalation | Exhalation |
|------------|------------|
|            |            |

|                     |                                                                                                                                                                                                                                                                                                                         |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives          | -To learn the respiratory system parts<br>-To understand how the respiratory system works                                                                                                                                                                                                                               |
| Timing              | 15 minutes                                                                                                                                                                                                                                                                                                              |
| Skills              | Defining respiratory system organs<br>Ordering the respiratory system organs<br>Identifying what are the functions of the respiratory system organs<br>Remembering the parts of the respiratory system<br>Classifying the respiratory movements                                                                         |
| Interaction pattern | Individually                                                                                                                                                                                                                                                                                                            |
| Materials           | A PC, projector and speakers.                                                                                                                                                                                                                                                                                           |
| Contents            | The respiratory system parts<br><br><b>Content of learning</b><br>-Respiratory system organs<br>-Processes: inhalation and exhalation<br><br><b>Content for learning</b><br>-Instructions given to students<br>-Request clarifications<br><br><b>Content through learning</b><br>-Language that comes out spontaneously |

## ACTIVITY 8

Development activity. Learners will have to create a model of the respiratory system using a plastic bottle, balloons and latex gloves. With this model they will fully understand how the human respiratory system works and its inhalation and exhalation movements.



Figure 5: Model of the respiratory system

|                     |                                                                                                                                                                                                                                                                |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives          | <ul style="list-style-type: none"><li>-To understand how the respiratory system works</li><li>-To learn the movements of the respiratory system (inhalation and exhalation)</li><li>-To encourage learners to remember what they have already learnt</li></ul> |
| Timing              | 40 minutes                                                                                                                                                                                                                                                     |
| Skills              | <ul style="list-style-type: none"><li>Creative thinking</li><li>Reasoning how the respiratory system works</li></ul>                                                                                                                                           |
| Interaction pattern | Groups of 4 students                                                                                                                                                                                                                                           |
| Materials           | Plastic bottle, balloons, scissors and latex gloves                                                                                                                                                                                                            |
| Contents            | <p>How our respiratory system works</p> <p><b>Content of learning</b></p> <ul style="list-style-type: none"><li>-Respiratory system organs</li><li>-Processes: inhalation and exhalation</li></ul> <p><b>Content for learning</b></p>                          |

|  |                                                                                                                                                                                                                                                    |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>-Instructions given to students</li> <li>-Request clarifications</li> </ul> <p><b>Content through learning</b></p> <ul style="list-style-type: none"> <li>-Language that comes out spontaneously</li> </ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Session 5

This section will have two activities to learn about the circulatory system, its parts and how it works.

### ACTIVITY 9

Activation activity. To introduce the circulatory system, students will be involved in a Q&A round after watching the following video:  
[https://www.youtube.com/watch?v=f9ONXd\\_-anM](https://www.youtube.com/watch?v=f9ONXd_-anM)

|                     |                                                                                                                                                                                                                           |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives          | <ul style="list-style-type: none"> <li>-To learn how the circulatory system works</li> <li>-To understand the movements of the heart (systole and diastole)</li> <li>-To remember the circulatory system parts</li> </ul> |
| Timing              | 15 minutes                                                                                                                                                                                                                |
| Skills              | Defining the organs of the circulatory system<br>Identifying blood vessels                                                                                                                                                |
| Interaction pattern | The whole class                                                                                                                                                                                                           |
| Materials           | A PC, projector and speakers.                                                                                                                                                                                             |
| Contents            | The circulatory system parts<br><br><p><b>Content of learning</b></p> <ul style="list-style-type: none"> <li>-Circulatory system organs</li> </ul>                                                                        |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>-Processes: systole and diastole</li> <li>-Expressing beliefs</li> </ul> <p><b>Content for learning</b></p> <ul style="list-style-type: none"> <li>-Instructions given to students</li> <li>-Request clarifications</li> <li>-Language to justify an argument</li> <li>-Language to make debates</li> </ul> <p><b>Content through learning</b></p> <ul style="list-style-type: none"> <li>-Language that comes out spontaneously</li> </ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## ACTIVITY 10

Development activity. Students will do a reading with this interactive circulatory system book: <https://www.twinkl.es/resource/t2-s-870-year-6-interactive-science-pdf-the-circulatory-system>. After that, they will complete an interactive test found in the same link.

|                     |                                                                                                                                                                                                                                                                   |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives          | <ul style="list-style-type: none"> <li>-To learn how the circulatory system works</li> <li>-To understand the movements of the heart (systole and diastole) and the heart beat rythm</li> </ul>                                                                   |
| Timing              | 40 minutes                                                                                                                                                                                                                                                        |
| Skills              | <ul style="list-style-type: none"> <li>Defining the circulatory system function</li> <li>Identifying the circulatory system organs</li> <li>Remembering the parts of the circulatory system</li> <li>Classifying blood vessels into arteries and veins</li> </ul> |
| Interaction pattern | In pairs                                                                                                                                                                                                                                                          |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Materials | PCs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Contents  | <p>How our circulatory system works</p> <p><b>Content of learning</b></p> <ul style="list-style-type: none"> <li>-Circulatory system organs</li> <li>-Processes: systole and diastole</li> </ul> <p><b>Content for learning</b></p> <ul style="list-style-type: none"> <li>-Instructions given to students</li> <li>-Request clarifications</li> </ul> <p><b>Content through learning</b></p> <ul style="list-style-type: none"> <li>-Language that comes out spontaneously</li> </ul> |

## Session 6

### FINAL TASK

This section will have the final task of the unit. In groups of 4 students, learners will be asked to create a healthy diet for a whole week, justifying the reason why they have chosen each type of food depending of its nutrients (vitamins, proteins, fats, carbohydrates, and minerals). Students will be expected to create the diet by using Genially, Prezi or Canva. At the end of the class, students will do an exposure of their creation. This presentation will be evaluated by using a rubric found in the annex 3 mentioned below.

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives          | <ul style="list-style-type: none"> <li>-To encourage learners to remember what they have been taught and they have learnt</li> <li>-To promote healthy habits among students</li> <li>-To foster team work and digital competence</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Skills              | <ul style="list-style-type: none"> <li>Evaluating diets depending on the nutrients they have</li> <li>Creative thinking to design healthy diets</li> <li>Reasoning why a diet is healthy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Interaction pattern | Groups of 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Materials           | Laptops, projector                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Contents            | <p>Food's categories and frequency of each one</p> <p>Balanced diet</p> <p><b>Content of learning</b></p> <ul style="list-style-type: none"> <li>-Food nutrients</li> <li>-Structure of present simple questions</li> <li>-The first conditional</li> <li>-Expressing beliefs</li> </ul> <p><b>Content for learning</b></p> <ul style="list-style-type: none"> <li>-Instructions given to students</li> <li>-Request clarifications</li> <li>-Language to make debates and express reservations</li> <li>-Language to justify an argument</li> <li>-Language for presentations</li> </ul> <p><b>Content through learning</b></p> <ul style="list-style-type: none"> <li>-Language that comes out spontaneously</li> </ul> |

### 3.8 Evaluation

Evaluation is a fundamental element in the teaching-learning process, owing to the fact it allows us to know and assess the different aspects that we find in the educational process. The current evaluation plan has been designed for the Natural Science subject, human body unit, for students of 6<sup>th</sup> grade of Primary Education. As San Isidro (n.d.) states, designing and carrying out CLIL assessment is a demanding and complex endeavour whether the purpose is formative, summative or purely diagnostic, so evaluation has been divided into three different parts: diagnostic, formative, and summative assessment.

- Diagnostic assessment provides the teacher important information of the students. Thanks to this, the teacher will be able to apply correct scaffolding when necessary, will detect lacunae and will help him to cater diversity.
- Formative assessment will take into account the overall progress of pupils through the development of the different elements of the curriculum.
- Summative assessment is carried out at the end of a given period of the teaching-learning process to determine whether and to what extent the proposed objectives and the expected acquisition of the key competences were achieved by each pupil in the class group.

In order to carry out the assessment of the unit, some tools will be used, such as rubrics, targets of evaluation, etc. The used indicators of evaluation have been extracted from the *Orden de 17 de marzo de 2015 por la que se desarrolla el currículo correspondiente a la Educación Primaria en Andalucía*, and are the following ones:

- Uses the scientific method to solve problematic situations, communicating the results obtained and the process followed through reports in paper and digital support.
- Works in teams analysing different types of scientific texts, contrasting information, carrying out experiments, analysing the results obtained and preparing reports and projects.
- Knows the shapes and structures of some cells and tissues, the location and functioning of the main organs and systems involved in vital functions.

The evaluation criterion for this unit has been extracted from the Regional Directive 15<sup>th</sup> January 2021 and is the following one:

CN.03.02. Conocer la localización, forma, estructura y funciones de algunas células y tejidos, de los principales órganos, aparatos y sistemas, que intervienen en las funciones vitales, estableciendo relación entre ellos y valorando la importancia de adquirir y practicar hábitos saludables (higiene personal, alimentación equilibrada, ejercicio físico y descanso) poniendo ejemplos asociados de posibles consecuencias para la salud, el desarrollo personal y otras repercusiones en nuestro modo de vida.

The standards of learning for this unit has been extracted from the Regional Directive 15<sup>th</sup> January 2021 and is the following one:

CN.03.02.01. Identifica y localiza los principales órganos implicados en la realización de las funciones vitales del cuerpo humano: Nutrición (aparatos respiratorio, digestivo, circulatorio y excretor), Reproducción (aparato reproductor), Relación (órganos de los sentidos, sistema nervioso, aparato locomotor).

CN.03.02.02. Identifica y describe las principales características de las funciones vitales del ser humano.

CN.03.02.03. Identifica las principales características de los (aparatos respiratorio, digestivo, locomotor, circulatorio y excretor) y explica las principales funciones.

CN.03.02.04. Reconoce estilos de vida saludables y sus efectos sobre el cuidado y mantenimiento de los diferentes órganos y aparatos.

CN.03.02.05. Identifica y valora hábitos saludables para prevenir enfermedades y mantiene una conducta responsable.

- CN.03.02.06. Identifica y adopta hábitos de higiene, cuidado y descanso.
- CN.03.02.07. Conoce y explica los principios de las dietas equilibradas, identificando las prácticas saludables para prevenir y detectar los riesgos para la salud.
- CN.03.02.08. Reconoce los efectos nocivos del consumo de alcohol y drogas.
- CN.03.02.09. Observa, identifica y describe algunos avances de la ciencia que mejoran la salud (medicina, producción y conservación de alimentos, potabilización del agua, etc.).
- CN.03.02.10. Conoce y utiliza técnicas de primeros auxilios, en situaciones simuladas y reales.
- CN.03.02.11. Identifica emociones y sentimientos propios, de sus compañeros y de los adultos manifestando conductas empáticas.
- CN.03.02.12. Conoce y aplica estrategias para estudiar y trabajar de manera eficaz.
- CN.03.02.13. Reflexiona sobre el trabajo realizado, saca conclusiones sobre cómo trabaja y aprende y elabora estrategias para seguir aprendiendo.
- CN.03.02.14. Planifica de forma autónoma y creativa actividades de ocio y tiempo libre, individuales y en grupo.
- CN.03.02.15. Manifiesta autonomía en la planificación y ejecución de acciones y tareas y desarrolla iniciativa en la toma de decisiones, identificando los criterios y las consecuencias de las decisiones tomadas.

### *Formative assessment*

Formative assessment will be carried out during the entire development of the unit. In words of Petty (2009, p. 480) “The teacher can provide formative assessment, but the learners can also formatively assess themselves and each other”. In order to perform formative assessment, students will do:

- Traffic light self assessment
- Oral debate about healthy habits
- A graphic organizer
- Worksheets

In order to check if students have understood the circulatory system, traffic light technique will be used at the end of the circulatory system session, as a self-assessment. Thus, teachers will be able to check the level of progress: while red indicates misunderstanding, green means full understanding, being yellow colour in the middle.

| Traffic light self/peer evaluation |                          |                         |
|------------------------------------|--------------------------|-------------------------|
|                                    |                          |                         |
| I am stuck or need some help       | I am not completely sure | I completely understand |

*Figure 6: traffic light evaluation tool*

So as to assess language and content, students will do a debate in which they will discuss about healthy habits by using the information acquired in the unit. The debate will be evaluated by using the rubric of the annex 2.

### *Summative assessment*

Summative assessment will be carried out at the end of the unit to check the acquisition and learning of the contents. As Greenstein (2012) explains formative assessments are carried out during learning and can focus on the process of learning and summative assessments are made at the end of the process, once learning has took place. Students will do:

- Can do target evaluation (self-assessment)
- Final task

As a self-assessment strategy, the following target of evaluation, recommended by San Isidro (n.d.), will be used at the end of the unit: On a scale of 1 to 5 – where 1 is “I know perfectly” and 5 is “I am not sure” – please rate the following assessment criteria of our unit 3 “The Human Body”

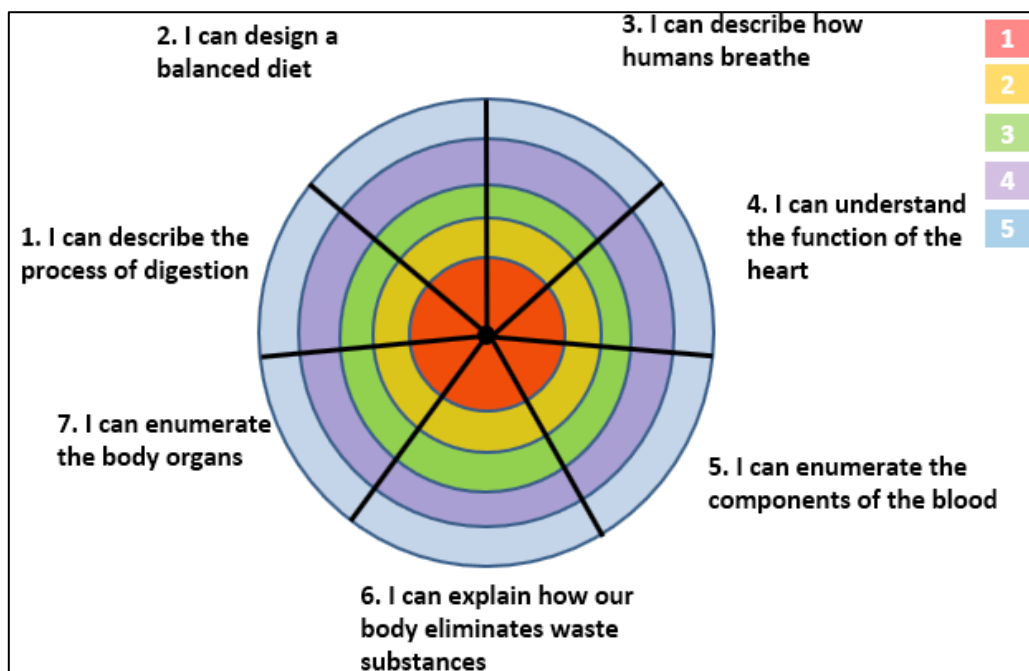


Figure 7: target evaluation tool

The final task will be evaluated by using the rubric found in the annex 3. As Panadero and Jonsson (2013) explain: “Rubrics are documents that articulate the expectations for an assignment, or a set of assignments, by listing the assessment criteria and by describing levels of quality in relation to each of these criteria”. Both rubrics found in the annex are adapted from Anaya Brilliant Ideas book.

## 4. CONCLUSIONS

In this dissertation, a didactic proposal has been designed to teach the human body to students of 6<sup>th</sup> degree of Primary Education. Bearing in mind the aspects mentioned in the literature review, the main goals of the proposal are to motivate students and to use ICTs.

When carrying out the literature review, I realised that working on motivation is very important in teaching, as it also improves the learning outcomes. One of the best ways to work on motivation is through the use of ICTs. ICTs make teaching more attractive and help to develop 21st century skills, which are essential nowadays.

Furthermore, the use of the CLIL approach, although it has some detractors, is positive as long as it is well implemented and teachers are well prepared. As we have seen in previous chapters, implementing CLIL is not easy, but its correct implementation ensures good results and motivation in students.

As we have seen throughout this work, we can establish that the learning of a foreign language such as English in this case, is an interesting object of research because if the CLIL methodology is properly applied, the results can be very satisfactory. In the Literature Review section, many relevant aspects of CLIL methodology have been detailed, but constant research is necessary in order to continue progressing and advancing in the world of bilingual teaching.

In terms of achieving the objectives I set for this dissertation, I consider I have achieved them. ICTs are used in all the sessions and the activities are varied. In addition, the working groups are constantly changing (in pairs, groups of 4, etc.) to encourage dynamism in the classes and prevent students from falling into routines, promoting thus, motivation.

Furthermore, the progression from LOTS to HOTS has been achieved due to the order of the activities has been carefully established. Traditional schools normally develop LOTS skills, which are not useful in today's society. Unfortunately, many schools today still rely on traditional schooling, which means a difficult future for these pupils.

This proposal promotes the development of HOTS, which is as important as it is necessary in 21st century society. In fact, in today's jobs, the ability to create, evaluate or analyse is valued more highly than the ability to simply remember.

In order to check the effectiveness of this proposal, it should be implemented and then a study on the effects it has on students' motivation should be carried out. I currently work in a charter school and we teachers cannot change the programme offered by the school, so I have not been able to put my proposal into practice.

The aim of this work is to promote the use of ICTs among teachers, as they are very useful tools for teaching and also have positive effects on student motivation. However, it is advisable that teachers learn how to teach through ICTs because, if they are not well managed, negative results can be obtained.

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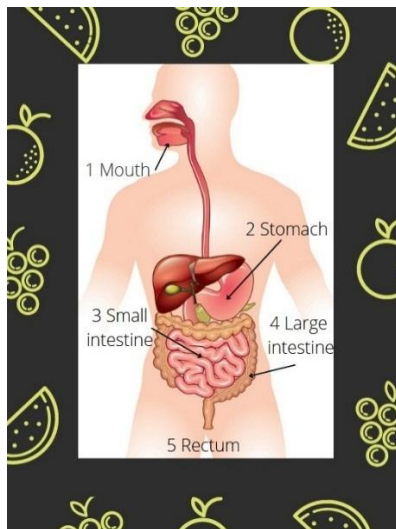
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## 6. ANNEXES

### 6.1 Annex 1

#### Activity 3 adapted text:



**1. In the mouth:** the teeth cut the food and mix it with saliva. A bolus is formed. The bolus travels through the **throat** and the **esophagus** to the **stomach**.

**2. In the stomach:** the walls produce **gastric juices** and the bolus is converted into a chyme. The chyme travels to the small intestine.

**3. In small the intestine:** Intestinal juice is produced. The **intestinal juice** mixed with the **bile** (produced by the **liver**) and the **pancreatic juice** (produced by the **pancreas**) form the chyle. The small intestine **absorbs nutrients**. Water and waste go to the large intestine.

**4. In the large intestine:** **water is absorbed** and feces are formed. Then, feces go to the **rectum**.

**5. In the rectum:** the rectum is the last part of the large intestine. Rectum store feces, that are **expelled** through the **anus**.

#### Activity 5:

-Pickers: students will answer 5 questions by using Pickers cards.

To what groups  
does a banana  
belong?



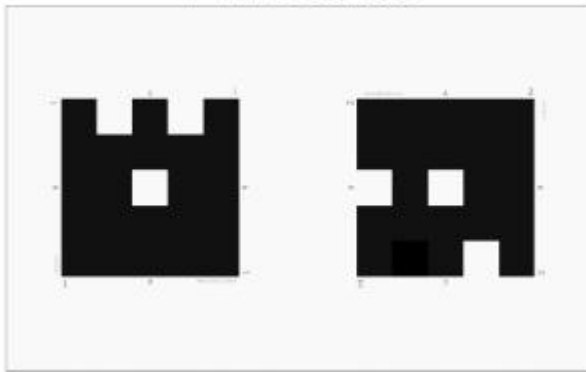
- ☒ A Vegetables and fruit
- ☐ B Protein
- ☐ C Fat and sugars
- ☐ D Dairy products

If you want to  
obtain proteins,  
what product  
should you eat?



- ☐ A Carrot
- ☐ B Bread
- ☐ C Potatoes
- ☒ D Chicken

## Print Cards



6.2 Annex 2

|                                            | <b>Outstanding (9-10)</b>                                                                                                                                                                                             | <b>Good (7-8)</b>                                                                                                                               | <b>Satisfactory (5-6)</b>                                                                                                                          | <b>Unsatisfactory (1-4)</b>                                                                                                                                    |     |  |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|
| <b>Defence of the arguments</b>            | The student maintains the defence of his position with varied arguments and a mastery that allows him to be flexible and to improvise with rigour.                                                                    | The student maintains the defence of his position with a variety of arguments and sufficient mastery to incorporate an unforeseen idea.         | The defence is built on obvious arguments that show that there has been no prior fieldwork.                                                        | The arguments bear some relation, although they are constructed hearsay and without rigour.                                                                    | 20% |  |
| <b>Mastery of the topic</b>                | Demonstrates previous work evidenced by a total mastery of the subject, completely internalised and reflected upon, which allows him/her to make good assessments.                                                    | Demonstrates previous work as evidenced by a knowledge of the subject but needs to make further progress in critical appraisals and judgements. | Demonstrates a basic knowledge of the subject from an expository, perhaps rote or reproductive point of view and without authentic personal input. | Demonstrates a basic knowledge that enables him/her to participate in the debate.                                                                              | 20% |  |
| <b>Ability to listen to other students</b> | Listens attentively to the interventions of classmates and follows the rules for communicative exchange, analysing their arguments, showing respect and consideration for the ideas, feelings and emotions of others. | Listens to classmates and analyses their arguments.                                                                                             | Listens to classmates, showing difficulty in analysing their arguments.                                                                            | Participates in the debate but needs some instructions to respect ideas or the rules of exchange, as well as to analyse and incorporate classmates' arguments. | 15% |  |

|                                                                |                                                                                                                                                                                                     |                                                                                                                                                |                                                                                                                                                                   |                                                                                                                     |     |                   |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----|-------------------|
| <b>Respect for the use of the word and the ideas of others</b> | Applies and has internalised the socio-communicative rules: active listening, turn-taking, respectful participation, adaptation to the interlocutor's intervention and certain rules of politeness. | Occasionally has to be reminded of socio-communicative rules.                                                                                  | On several occasions you have to be reminded of the socio-communicative rules.                                                                                    | Frequently you have to be reminded of the socio-communicative rules: active listening, turn to speak.               | 15% |                   |
| <b>Vocabulary</b>                                              | Uses precise vocabulary according to the ideas presented, incorporating new words and perspectives from listening and the interventions of others.                                                  | In general, the vocabulary used is appropriate to the ideas presented, as well as in the interventions                                         | Predominantly colloquial language with some words appropriate to the ideas presented.                                                                             | The student integrates a basic vocabulary which is highlighted in a script or outline used for their interventions. | 20% |                   |
| <b>Volume of the tone of voice</b>                             | His/her voice volume is adequate, loud enough to be heard from all parts of the classroom without having to shout.                                                                                  | His/her voice volume is adequate and loud enough to be heard by everyone, although sometimes, when he/she hesitates, he/she lowers the volume. | He/she is not heard by the whole classroom when he/she speaks loudly, except if he/she feels very confident and increases his/her voice volume for a few seconds. | His/her voice volume is medium and he/she has difficulty in being heard by everyone in the classroom.               | 15% |                   |
|                                                                |                                                                                                                                                                                                     |                                                                                                                                                |                                                                                                                                                                   |                                                                                                                     |     | <b>Final mark</b> |

### 6.3 Annex 3

|                                   | <b>Outstanding (9-10)</b>                                                                                                                       | <b>Good (7-8)</b>                                                                                                                                      | <b>Satisfactory (5-6)</b>                                                                                                 | <b>Unsatisfactory (1-4)</b>                                                                                                                                   |     |  |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|
| <b>Presentation</b>               | The student respects all the established elements of presentation (title, margins, spelling, legibility, cleanliness, use of images and order). | The student respects almost all the established elements of presentation (title, margins, spelling, legibility, cleanliness, use of images and order). | The student respects the established basic elements of presentation (title, spelling, legibility, cleanliness and order). | The student needs help to respect the established basic elements of presentation (title, spelling, legibility, cleanliness and order), even with some errors. | 20% |  |
| <b>Originality and creativity</b> | The work includes information that catches the eye, and is surprising in its content and presentation.                                          | It provides some interesting information.                                                                                                              | There is some evidence of an intention to contribute something different.                                                 | You should be guided to include some curiosity or creative and original contribution.                                                                         | 20% |  |
| <b>Content</b>                    | Demonstrates a great knowledge of the subject matter.                                                                                           | Shows a good knowledge of the subject matter.                                                                                                          | It masters the essential issues in a very basic way.                                                                      | Using aid, shows some evidence related to the topic of the work.                                                                                              | 40% |  |
| <b>Vocabulary</b>                 | Uses precise vocabulary according to the ideas presented, incorporating new                                                                     | In general, the vocabulary used is appropriate to the                                                                                                  | Predominantly colloquial language with some                                                                               | The student integrates a basic vocabulary which is highlighted                                                                                                | 20% |  |

|  |                                                                        |                                                  |                                           |                                                      |  |  |
|--|------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------|------------------------------------------------------|--|--|
|  | words and perspectives from listening and the interventions of others. | ideas presented, as well as in the interventions | words appropriate to the ideas presented. | in a script or outline used for their interventions. |  |  |
|--|------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------|------------------------------------------------------|--|--|