

Master's Dissertation/
Trabajo Fin de Máster

CLIL AND PBL: AN INTEGRATED LESSON PLAN FOR 6TH GRADE OF PRIMARY EDUCATION FOR THE AUTONOMOUS COMMUNITY OF ANDALUSIA

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“Education is not preparation for life; education is life itself”.

(John Dewey, 1916, p. 239)

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Abstract

This master's dissertation aims to design an innovative pedagogical resource for CLIL teachers and to provide them with an integrated lesson plan combining two approaches: Content Language and Integrated learning (CLIL) and Project-based learning (PBL) interconnecting subjects such as Social Science, English as Foreign Language and Arts and Crafts. My goal is to highlight the benefits these two approaches can produce in the Andalusian Educational System through motivating and engaging activities for the students and connecting contents in a meaningful way. In order to do so, this work initially presents a theoretical review of the CLIL, as well as PBL. Finally, the proposal then presents a practical CLIL project based on the PBL approach.

Keywords: CLIL, PBL, integrated lesson plan, social science and cooperative learning.

Resumen

Este Trabajo Fin de Máster tiene como objetivo diseñar un recurso pedagógico innovador para el profesorado bilingüe y proporcionarles un Unidad didáctica Integrada que combina dos enfoques: Aprendizaje Integrado de Contenidos y Lengua (AILCE) y Aprendizaje Basado en Proyectos (ABP) que interconectan asignaturas como las Ciencias Sociales, el Inglés como Lengua Extranjera y la Educación Artística (Plástica). Mi objetivo es resaltar los beneficios que estos dos enfoques pueden producir en el Sistema Educativo Andaluz a través de actividades motivadoras y atractivas para el alumnado y conectando contenidos de manera significativa. Para ello, este trabajo presenta inicialmente una revisión teórica del enfoque AICLE, así como del ABP. Finalmente, la propuesta presenta un proyecto AICLE práctico basado en el enfoque ABP.

Palabras clave: AICLE, ABP, unidad didáctica integrada, ciencias sociales y aprendizaje cooperativo.

1. INTRODUCTION

This MA dissertation focuses on two approaches. On the one hand, Content Language and Integrated Learning (CLIL) and on the other hand, Project-Based Learning (PBL). These methodologies involve more autonomous, entrepreneurial, cooperative, practical and decisive students. Their communicative competence improves considerably because the created educational context requires communication, problem-solving, critical thinking, and collaboration. This didactic proposal is designed for primary education, 6th grade, and it will take into account subjects such as Social Science, English as a foreign language and Arts and Crafts.

The aims of this academic research are:

- To acquire theoretical background about CLIL and PBL.
- To put into practice acquired research knowledge.
- To provide an account of how CLIL was introduced in Spain and the Autonomous Community of Andalusia.
- To design an integrated teaching unit based on CLIL and PBL criteria.

In order to attain these objectives, this dissertation is divided into different sections, namely, a theoretical framework, an integrated lesson plan, a conclusion and references. On the one hand, the first chapter will provide a comprehensive view of the general aspects of bilingualism and its main definitions and classifications, focusing on Andalusia. Additionally, we will analyze the concept of CLIL and its main characteristics. On the other hand, an overview of PBL will be given concerning cooperative learning in Primary Education and its relationship with CLIL.

The second chapter will begin with an integrated lesson plan for 6th grade of Primary Education, and it will include: justification and contextualization, objectives, key competences, contents, evaluation criteria and attention to diversity. As a result, the step-by-step lesson plan is described, including exercises, activities and the final artefact, and the evaluation and assessment criteria. Finally, we will present the main conclusions and the references used to develop this MD.

2. LITERATURE REVIEW

2.1. Approach to bilingualism

Today, bilingualism is a controversial issue in the world of linguistics and education. Definitions of bilingualism have evolved according to the increase in learning foreign languages in the world and due to globalization. In this chapter, the most relevant authors related to bilingualism will be introduced in chronological order. Bloomfield (1933: 56) proposed a classic definition of bilingualism, “the native-like control of two or more languages”. However, this concept appears too extreme, maximalist and ambiguous (Baker, 2011).

Haugen (1953: 7) pointed out that when he observes “a speaker of one language producing complete meaningful utterances in the other language; he can call him a *bilingual* person”. According to Hockett (1958: 16), “a person might have no effective control over a language but understand utterances in it”. In such instances, he uses the term 'semi-bilingualism'; other linguists generally speak of *passive* or *receptive* types of bilingualism (Romaine, 1995: 10-11).

Diebold (1961) used the concept of *incipient bilingualism* to characterize “the initial stages of contact between two languages”. This concept allows “people with minimal competence in the second language to squeeze into the bilingual category” (Baker, 2011: 8).

In 1965, Chomsky defined bilingualism as:

A linguistic theory concerned with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (Chomsky, 1965: 3)

McNamara (1967) defined bilinguals as “those who possess at least one of the language skills (listening, reading, speaking and writing) even to a minimal degree in their second language” (Cummins, 2014: 7). Besides, McNamara (1967) proposed “that somebody should be called bilingual if he or she has some second language skills in one of the four modalities (speaking,

listening, writing and reading), in addition to his first language skills”. However, Oestreicher (1974) defined bilinguals as “those who demonstrate complete mastery of two different languages without interference between the linguistic processes” (Cummins, 2014: 7). Titone (1972) defined bilingualism as “the individual's capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue”.

Cummins (1979) coined the term balanced bilingual when a person has a similar proficiency level in the two languages. McNamara (1967) and MacNab (1979) have argued that balanced bilinguals are a unique class of bilinguals, who are more likely to become highly proficient bilinguals because they are cognitively more able in the first place (Cummins, 2014: 4). Semilingualism occurs when the mastery of one language is considerably higher than another. Moreover, McLaughlin (1984: 214) stated that “it seems clear that the child who has mastered two languages has a linguistic advantage over the monolingual child. Bilingual children become aware that there are two ways of saying the same thing”.

Cummins (1984, cited in Madrid & Hughes, 2011: 22) has established two types of communication or competence among bilingual individuals:

- BICS (basic interpersonal communicative skills): this term refers “to the ability to maintain a simple conversation, for example in a shop or in the street, which may be acquired in a relatively short space of time. It is developed with contextual cues (including gestures) and often occurs in face-to-face situations”.
- CALP (Cognitive/academic language proficiency): this refers to “the ability to cope with study programs in academic contexts. It is developed in reduced contexts (i.e. the classroom, conferences, seminars, etc.)”.

In order for bilingual learning to be effective, students would ideally have appropriate levels in both areas.

Grosjean (1996: 1) defined bilinguals as “those people who use two (or more) languages (or dialects) in their everyday lives”. Richards and Schmidt (2002: 51) defined bilingualism as “the use of at least two languages either by an individual or by a group of speakers such as the inhabitants of a particular region or a nation”.

Cano (2013) defined bilingualism as “the ability that allows people to communicate in two languages”. García (2009) would sympathize with him in some way since he classifies as *elective bilinguals* “the individuals who choose to learn a language, for example, in the classroom”.

Additionally, Beardsmore (1986) pointed out that “bilingualism is best regarded as occurring on a continuum”. At one end of the continuum is “the monolingual speaker; at the other, the individual who has acquired both languages in naturalistic contexts in childhood and who is best described as speaking LA and LB with equal and native-like fluency”. Such ambi or equi-lingualism is considered “theoretically ideal (Weinreich, 1953, Lyons, 1981), but to be rare in practice” (Lyons, 1981, cited in Moradi, 2014).

Baker (2011) pointed out that:

Yet, a bilingual is a complete linguistic entity, an integrated whole. Bilinguals use their two languages with different people, in different contexts and for various purposes. Levels of proficiency in a language may depend on which contexts (e.g. street and home) and how often that language is used. (Baker, 2011: 12)

Baker (2011) concluded that “bilinguals and multilinguals can be analyzed along with a series of overlapping and interacting dimensions”.

Madrid and Hughes (2011: 21) considered bilingual individuals as those who study the contents of different curricular areas in two languages, despite differences they display in linguistic proficiency between L1 and L2. As Baker stated, being bilingual implies “taking into account its psychological, linguistic, social and educational factors” (Baker, 2011).

Baker (2011) claimed:

If a person is asked whether he or she speaks two or more languages, the question is ambiguous. A person may be able to speak two languages but tends to speak

only one language in practice. Alternatively, the individual may regularly speak two languages, but competence in one language may be limited. Another person will use one language for conversation and another for writing and reading. An essential distinction is, therefore, between language ability and language use. This is sometimes referred to as the difference between degree and function. (Baker, 2011: 3)

According to Baker (2011: 5), functional bilingualism concerns when and where people use their two languages. Moreover, Baker referred to “language choice when bilinguals use both their languages, which means if the other person is already known to the bilingual, a relationship has usually been established through one language”. If both are bilingual, they have the option of changing to the other language, although old habits die hard (Baker, 2011: 5). Language (Baker, 2011: 4) cannot be “divorced from the context in which it is used, nor from the effects of the interactions of different combinations of people in a conversation”.

When dealing with a bilingual person's idea, the question comes up “what particular ability?” As Baker (2011: 7) states, “there are four basic language abilities: listening, reading, speaking and writing”. Besides, these four abilities fit into two dimensions: receptive and productive skills, oracy and literacy.

Skills	Oracy	Literacy
Receptive skills	Listening	Reading
Productive skills	Speaking	Writing

Table 1. The four basic language skills (Baker & Wright, 2017: 7)

When analyzing this table, we have to understand that these four basic language abilities do not exist in black and white terms (Baker & Wright, 2017). This means that between them, there are grades and each language ability can be more or less developed by a person.

Grosjean (1982) stated that “two opposed perspectives on the nature of bilinguals exist”. On the one hand, “a fractional view defines bilinguals as a combination of two monolinguals in one person”. On the other hand, a holistic perspective opposes the conception of bilinguals as the sum of two monolinguals and poses the fact that the bilingual’s command and proficiency of two languages produces a different language system matching the needs to communicate. The bilingual is not the sum of two monolinguals, but the mixture and interaction of the two languages a person can use (San Isidro, 2017: 26).

To conclude, once the definitions of bilingualism have been reviewed, we can say that there is no single definition of bilingualism, as there are so many variables when classifying them. That is why there are so many definitions, so many classifications of bilingualism. Additionally, bilingualism is interconnected to cultural idiosyncrasies and knowing more than one language allows people to become more open-minded, and it affects the way people perceive their surroundings and the way they see the world. When learning foreign languages, people learn cultural and social components and understand more about a community’s history and a shared experience. In the next section, we will analyse the most relevant types of bilingualism.

2.2. Types of bilingualism: How many?

Bilingualism is too broad and comprehensive a spectrum, and there would rightly be many types of bilinguals under different dimensions of bilingualism.

Grosjean (1982) explained that “there has existed a strong tradition and misconception about labeling bilinguals from the perspective of monolinguals (same proficiency in both languages)”. Grosjean also (2010) argued:

If one were to count as bilingual only those who can pass as monolinguals in each language, one would have no label for the vast majority of people who use two or more languages regularly but do not have native-like fluency in each. According to the fluency definition, they are not bilingual either, because they live their lives with more than one language. (Grosjean, 2010: 20)

Crockett et al. (2011: 79) stated that “we have all become elevated to the status of global citizens, both socially and as a workforce”. It is inevitable to think that we must communicate and collaborate with different people and in different environments (personally and virtually).

Lewis (1970, as cited in Liddicoat 1991: 9) stated that “bilingualism has been and is nearer to the normal situation than most people are willing to believe”.

García (2009: 54) stated that ‘citizens in the 21st century must have at their disposal a varying and shifting repertoire of language practices fulfilling different purposes’. She also explained the fact that European scholars use the term “plurilingualism” referring to the “understanding that language use in the twenty-first century requires differentiated abilities and uses of multiple languages as citizens cross borders either physically or virtually”.

Research into bilingualism and bilinguality (Kornakov, 2009) is “interdisciplinary in character, involving social sciences, such as sociology, psychology and linguistics. It has to adopt different methods, criteria and points of view”.

As bilingualism is so complex, there are specific characteristics to be taken into account. The first thing to keep in mind is that “bilingualism has multiple dimensions. Highlighting the multi-dimensionality of bilingualism, researchers have suggested various classifications determined by the different dimensions of bilingualism they focused on” (Moradi, 2014: 108).

1. The age of the bilingual at the time of the acquisition of the L2 varies and therefore several definitions should be taken into account.

Hamers and Blanc (2000: 28) say that the “age of acquisition plays a part not only in respect of cognitive representation but also in other aspects ..., particularly his linguistic, neuropsychological, cognitive and sociocultural development”.

- **Early bilingual**

Harding-Esch and Riley (2003) and Romaine (1995), “set four different categories of early childhood bilingualism or families that foster bilingualism since childhood”.

- ✓ “One person – one language occurs when each parent speaks a language, and one of those languages is usually the dominant language of the community where the family lives”.

- ✓ “Home language is different from the language outside the home.” The child acquires a language in the home and another language outside the home. We could set several examples; both parents speak a language different from the language of the community or even each parent speaking a different language to the child from birth and the kid acquiring another one – outside the home – which may be the community language”.
- ✓ “Mixed language occurs when parents speak both languages to their child since the family may live in a multilingual territory. Code switching is allowed in the home and community, so the kid knows that they can speak to another bilingual in both languages but not to monolingual individuals”.
- ✓ “Delayed introduction of the second language happens when the community and educational language is the dominant one. Families may prefer exposure to the minority language at home” (Harding-Esch & Riley, 2003 & Romaine 1995: 52-53).
- **Late bilingual** refers to a second language that is learnt after six years old and after the first language has been acquired.
- **Infant bilingual** is the state when babies go “directly from not speaking at all to speaking two languages. That is, cases of infant bilingualism necessarily involve the simultaneous acquisition of both languages” (Harding-Esch, 2003: 42).
- **Adult bilingual** refers to a second language acquisition after the age of puberty.

Simultaneous bilingualism & Sequential bilingualism

De Houwer (2009) states that “simultaneous childhood bilingualism refers to a child acquiring two languages at the same time from birth”. Barron-Hauwaert (2004) explains that it happens “when one parent speaks a language to the child and the other speaks to him or her in another language, then, the kid may learn both languages at the same time”.

According to Thompson (2002), sequential bilingualism would occur “when a child has already partially acquired their mother tongue and then learns a second language early in childhood”.

2. The context in which the child acquires the second language

- **Natural bilingual, primary bilingual or ascribed bilingualism** refers to individuals acquiring a second language in a bilingual environment naturally.
- **Achieved bilingualism:** Children naturally learn two languages from their family and environment, which occurs before the age of eleven (Adler, 1977).
- **Secondary bilingual or school bilingualism** refers to the L2 learnt formally.

3. Order and consequence of acquisition

- **Incipient bilingualism:** Diebold (1961) defines it as “the initial stages of contact between two languages”.
- **Ascendant bilingualism** refers to an individual whose second language acquisition increases due to its use.
- **Recessive bilingualism** occurs when individuals lose second language competence due to lack of use.
- **Additive bilingualism** refers to people who continue learning their first and second language simultaneously.
- **Subtractive bilingualism** occurs when the second language learning interferes with the mother tongue, and in the end, the second language replaces the first language.

4. Cognitive organization

According to Weinreich (1953), “compound, coordinate, and subordinate distinctions deal with the properties of how two or more linguistic codes are organized and stored by individuals”.

- **Coordinative bilingualism:** Coordinate bilinguals are “characterized by separate signs, sound images and meaning units for each language” (Beardsmore, 1973). Additionally, he points out that “this type of bilingual speaker has two sets of meaning units and two sets of corresponding sound images or words for each language”. The coordinate bilingual stores information in separate tanks.
- **Compound bilingualism:** The compound bilingual stores information centrally,

i.e. in one tank, Compound bilinguals are “characterized by one unit of meaning with two units of sound images” (Paradis, 1978).

- **Subordinate bilingualism:** The subordinate bilingual are assumed to understand and interpret the L2 through their L1. “They are considered to possess two sets of linguistic codes, however, only one meaning unit, which is accessible merely through their L1. Like the compound bilingual, the subordinate bilingual has only one set of meaning units and two sets of sound images” (Paradis, 1978).

5. Competence

According to Butler (2013: 113), competence is the “relationship between proficiencies in two languages”.

- **Perfect bilingual** and **true bilingual** refer to “a person with similarly high native-like competencies of both L1 and L2”.
- **Balanced bilingual** refers to “a person has similar competencies in both L1 and L2”.
- **Dominant bilingual** refers to “a person who has a superior competence in one language over the other, more often the L1”.

6. Functional ability

- Receptive or passive **bilingualism** means that a person can understand both languages, but he/she is unable to speak one of them.
- Functional **bilingualism** refers to “one’s ability to use and produce both languages across ‘an encyclopedia of everyday events’” (Baker, 2011). Baker (2011: 13) states five actions, which need attention when studying functional bilingualism:
 - Who is a subject and who is a speaker.
 - Who is a language target and who is a listener.
 - What the situation is.
 - What the topic of conversation (context) is.
 - For what purpose and to what effect language is used.

- **Productive bilingualism** means that people can produce and understand their mother tongue and the second language.

7. Exogeneity

- **Endogenous bilingualism** refers to “the mother tongue used in a community and may or may not be used for institutional purposes” (Hamers & Blanc, 2003: 29).
- **Exogenous bilingualism** refers to “the language used as an official language but has no speech community in the political entity using it officially” (Hamers & Blanc, 2003: 29).

8. Cultural identity

- **Bicultural bilingual** indicates that people include the knowledge of the cultures besides both languages.
- **Monocultural bilingualism, also** called language-only, is defined as the “bilingualism which emerges in a monolingual family with the sole purpose to teach the child a foreign language from the earliest possible age”. This type of bilingualism develops “purely from the initiator of the second language wanting the child to be able to develop both languages from birth in the most ‘painless’ way possible” (Jurančič-Petek, 2017: 4).
- **Acculturated bilingualism** occurs when a bilingual person feels more comfortable with his/her L2’s culture. While **deculturated bilingualism** refers to “someone who has lost his L1 culture, he cannot adopt his L2 culture either because he cannot identify with it” (Berry, 1980 cited in Hamers & Blanc, 2000).

9. Social-cultural status of the languages

- **Elite bilingual:** according to Valdés and Figueroa (1994), “it refers to those who choose to learn another language in formal or informal settings but who will remain most of their lives in the community where their L1 is spoken” (Guerrero, 2008: 168).
- **Folk bilingual:** it becomes bilingual involuntarily to survive” (Guerrero, 2008: 168) because their L1 is not that of the majority. It is also called **circumstantial bilingual**,

and it refers to “people with little or no choice because of circumstances” (Valdés and Figueroa, 1994).

The differences between these two types of bilinguals thus “raise(s) differences of prestige and status, politics and power among bilinguals” (Baker, 2011: 4).

According to Miranda Montenegro (2012: 264), “all the definitions trying to account for the phenomenon of bilingualism leave us with the idea that it is extremely complex from psycholinguistic, cognitive, psychological, cultural, societal, and even political perspectives”.

2.3. Bilingual Education

2.3.1. General concepts

Bilingual education has been traditionally defined as “using two languages in education, often to make students bilingual and bi-literate, but on other occasions, especially in educating language minoritized people, to enhance comprehension and develop linguistic competence in a dominant language” (Baker, 2011).

According to Garcia (2009), bilingual education is “entirely different from old language methods since it uses the language as a medium of instruction in various subjects; thus, it teaches content through another language other than the child's native tongue”.

Abelló-Contesse (2013: 3) claimed that bilingual education is a “generic term used to refer to regulated education that uses one or more languages to achieve bilingual competence”. Freeman (2004: 42, cited in Redinger, 2010: 86) explains that part of the confusion about bilingual education is that “the same term is used to refer to a wide range of programs that may have different ideological orientations toward linguistic and cultural diversity, diverse target populations, and different goals for those target populations”.

Stevick (1980: 4) claims that “success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom”. Besides, emphasis should be on oral skills over written skills; that is, it is essential that students, at an early age, be exposed to a considerable amount of oral input (oral comprehension) from various media before they need to produce oral output (oral expression). The same would happen with written input and output.

That is why the general-purpose of bilingual education lays its foundations in promoting multilingualism and linguistic diversity, based on communication, interaction, and prioritization of the oral code. The acquisition of foreign languages allows the knowledge of new cultures and a new way of seeing the world. Bilingual education is not teaching the language, but teaching in the language (Sánchez & Rodríguez, 1997), which implies a methodological approach that goes beyond the teaching of the foreign language and, where the integration of content and, therefore, coordination, appears as a critical factor in the success of bilingual programs (Halbach, 2008).

Research and studies reveal different ways to promote bilingual programs. Ideally, learning a foreign language begins in the first years of a person's life, that the first contact with the foreign language and its culture be as natural as possible and that they develop unconsciously to the students, but we are aware that this is not the norm.

2.3.2. Types of bilingual education

According to Lorenzo, Trujillo & Vez (2011: 173-182), the various bilingual education models are related to "several variables concurrent with the four main types posited by Baker (2011: 123): submersion, transitional, immersion and maintenance". García (2009: 219) added more types: "prestigious, developmental, two-way immersion, CLIL and multilingual".

The typology of the bilingual programs used in the Spanish educational system is very varied and can be organized according to their objectives, pedagogical criteria, or the use of each of the curriculum's vehicular languages. It should be noted that no Autonomous Community has the same bilingual education model, and only the Autonomous Community of Madrid has an external evaluation system for its bilingual program. This inconsistency in our country makes it difficult to agree on a single bilingual education model, so I introduce three classifications of bilingual education in chronological order.

In 1970, Fishman and Lovaas classified bilingual programs according to their objectives:

- **Transitional bilingualism programmes:** students move from the minority family language (at home) to the social majority language (at school). In these cases, students could lose their mother tongue in acquiring a second language or could never develop their minority mother tongue.
- **Single-literate bilingualism programmes:** its purpose is to develop oral habits in both languages, but at the written level they only work with one, which is generally the dominant language. In this way, the mother tongue is kept and is not lost.
- **Partial bilingualism programs:** contents are related to the culture, customs and folklore of the minority language are taught in this language, while the dominant language teaches the curricular contents related to science and technology (of a more scientific nature).
- **Comprehensive bilingualism programs:** languages are used in the same way and without distinction in content or the cultural part. In this way, it promotes biculturalism and the non-segregation or discrediting of the languages.

In 2011, Baker established a classification of bilingual programs concerning the educational context. The different categories lie when the linguistic immersion carries out and assigns to each language in teaching.

- **Immersion program:** more emphasis is placed on the second language (L2) than on the first language (L1) since this is the vast majority of students' mother tongue. Within this category, we can make subcategorization based on the age of the students in which they begin their bilingual immersion and the time of exposure to languages:
 - Early immersion from kindergarten or early childhood education
 - Medium immersion from 9 years onwards
 - Late immersion from high school
 - Total immersion: student body is exposed to 100% in the second language (L2) from the beginning of school until it ends with a 50% exposure in the L2.

- Partial immersion: students are exposed to 50% of the second language (L2) from school.
- **Maintenance programme or cultural heritage language:** the minority language and its culture are protected and developed together with the majority language. The minority language is used in the educational context and is not relegated only to the family environment.
- **Two-way programme:** students develop fluency and academic skills in two languages, allowing additive bilingualism. Each language is used as a form of instruction in different periods and in different areas without one language interfering with the other in the same time frame.
- **Conventional bilingual programme:** students already belong to a bilingual or multilingual society, so they use two or more languages in a balanced and normalized way in the educational context. This type of programme allows for cultural as well as linguistic multilingualism.

In 1999, Met introduced the continuum of language and content integration model:

- **“Immersion programs** are perhaps the most well-established model, thanks to the well-documented Canadian experience from 1965 onwards. A single learning group is offered content instruction in the target language (total immersion – 90%-10%) or part (partial immersion - 50%-50%) of the school day. Teachers typically understand and speak the students’ mother tongue and adapt their teaching to make the material more accessible to the learners.
- **Submersion programs** are slightly different in those non-English speaking children are placed in mainstream English classes with little or no additional support for language learning. Teachers do not speak or understand the non-native speakers’ L1, so that the latter is very much left to their own devices to compete with their native peers, around whose subject instruction is organized.

- **Sheltered subject-matter** teaching is carried out in the target language by a content area specialist to L2 learners separated from native speakers. It is considerably content-driven, and the subject is not watered down.
- **Adjunct language instruction** involves concurrent enrolment in a paired course where language teaching and content instruction are coordinated, thus providing additional support classes for regular subject courses.
- **Theme-based courses** build the language curriculum around selected topics or themes. They exploit both language and content but have explicit language aims, which are typically more important than the content learning objectives”.

In addition to this gradation of models posited by Met (1999), two different paradigms or approaches also deserve to be singled out due to their close connection to CLIL:

- **Content-enriched FL instruction** (Roldán Tapia, 2005) entails teaching several elementary school subjects in the target language by combining the subject and the language objectives.
- **The interdisciplinary module approach** (Wolff, 2005; Coyle et al., 2010) teaches the FL content in non-language subjects over shorter periods, involving teachers from various disciplines.

To sum up, we can affirm that bilingual programs are widely varied, considering different aspects such as subjects, partial or total immersion, methodological approaches, language over content or content over language. In the European context, Coyle (2007) already differentiated between 216 typologies according to variables such as their compulsory nature, intensity, age of beginning of the student body, among others. Additionally, students in a bilingual program learn in a meaningful context, providing the language with a critical role in becoming bilinguals. The Andalusian model has been assimilated to content-enriched FL instruction, theme-based courses, sheltered subject-matter teaching, or the modular approach (Roldán Tapia, 2005; Jáimez Muñoz, 2007; Luque Agulló, 2009).

2.2.3. Bilingual education in Andalusia: A brief evolution of bilingual education in Andalusia

Learning foreign languages is unstoppable throughout Europe and especially in Spain. Spanish society's multilingual and multicultural reality makes it possible to create bilingual and multilingual schools to be launched by an imperative need of the Spanish educational system. Madrid and Hughes (2011:18) consider that plurilingual education includes formal teaching and learning contexts that should cater to multilingualism and plurilingual awareness.

CLIL policies in Spanish monolingual communities such as Andalusia transcend the relevance of learning a particular foreign language (FL); its “ultimate aim is to engender a radical shift from social monolingualism to multilingualism through education” (Lorenzo, Casal and Moore, 2009:2, cited in Méndez García, 2013).

As for Spain, and more particularly the southern autonomous community of Andalusia, CLIL has come to the fore as a stepping stone to foster plurilingualism at primary and secondary education. This recent shift towards bilingual education emphasizes innovative methods, student-centred pedagogies and lifelong learning ingrained in the teaching process (Ráez-Padilla, 2018: 182).

The Autonomous Community of Andalusia, not alien to this circumstance, in 1987 participated in the “Langues Vivantes” Program of the Council of Europe, being a pioneer in these activities related to educational bilingualism, applying the recommendations of the Council of Europe itself on linguistic matters, the anticipation of the teaching of a foreign language in the second cycle of kindergarten and the first cycle of Primary Education. At the end of the 90s, Andalusia also participated, in a pioneering way, through the Protocol of collaboration between the Ministry of Education and Science of the Junta de Andalucía and the Ministry of Foreign Affairs of the French Republic, in previous experiences on Spanish-French bilingual sections and through the Protocol of collaboration between the Ministry of Education and Science of the Junta de Andalucía, the Consul General of the Federal Republic

of Germany and the Director of the Goethe-Institut de Germany in Madrid in bilingual Spanish-German sections.

It was not until 2005, when the Governing Council Agreement was approved, in which the Plan for the Promotion of Plurilingualism (PPP) in Andalusia was published. This plan responds to the need to face an ambitious educational project that allows Andalusian citizens to achieve a broad knowledge of other languages within the framework of a global world, as a fundamental instrument to ensure the chances of success and sharing a better future (p. 9). The PPP was put forward “as a part of a strategic move to modernize Andalusia through the development of the students’ mother tongue and their linguistic and cultural competences in a foreign language” (Milla Lara & Casas Pedrosa, 2018: 161).

Meanwhile, the Andalusian educational system replaced the bilingual sections with the Network of bilingual schools. In this way, the educational administration established that the bilingualism model of Andalusian educational schools would be a system in which teaching would be carried out in two languages: the mother tongue (Spanish) and a foreign language (L2). Likewise, the same Plan established that both languages were vehicular in a bilingual school and served to learn extralinguistic concepts, coexisting as languages of communication, teaching, learning, and culture.

Bilingual education in Andalusia is based on a model where the mother tongue, Spanish (L1) and the foreign language (L2), coexist in the same educational context (30% and 50% of each of them). Therefore, this does not represent an entire bilingual teaching or complete immersion in the foreign language, nor is a bilingual atmosphere perceived, since, in general, the mother tongue has a more substantial presence than the foreign language in the classroom.

Bilingual education formally began in 2005/2006 with 143 schools in Andalusia. In the academic year 2020/2021, Andalusia has 1020 bilingual public schools. In other words, in a decade, the number of bilingual schools in Andalusia multiplied by 10. This increase entails a new organization and structuring of the same, teacher training, a new curricular approach, and new teaching methodologies. Straightway, have these changes been achieved? Has this

strong commitment to bilingual teaching been supported by the necessary financial resources for educational schools, has the teaching staff increased, is the specialization of teachers in being bilingual teachers voluntary (wanting to be), more specifically, in being teachers trained in bilingual teaching and with adequate linguistic and communicative competence? Furthermore, have educational schools been endowed with more material resources? Have the provisions regarding reducing ratios or group splitting been fulfilled and even reducing the teaching staff's hours to coordinate and design bilingual materials?

Working in bilingual schools implies, as we have indicated, changes that Morales, Arrimadas, Ramírez, López and Ocaña (2000) state:

For the student to express himself in a specific language, he will need classes in that language, which will be difficult without good oral use. [...] Even today, there are foreign language classes developed mainly in Spanish, making it impossible for the student to exercise their communicative competence in that language in the environment in which it is taking place: the classroom. The weekly class periods are the only opportunity that the student has to have some direct contact with the language of study; simultaneously, they mean the possibility of communicating and receiving information in that language. (Morales, Arrimadas, Ramírez, López & Ocaña, 2000: 230)

In 2011, the Order of June 28th (BOJA, 12-07-2011), which regulates bilingual education in the educational schools of the Autonomous Community of Andalusia, was published, specifying two types of schools: bilingual and multilingual. The bilingual educational schools of early childhood education of the second cycle, primary education and secondary education, are those that teach certain areas, subjects or non-linguistic professional modules of the curriculum of one or more educational stages in, at least, fifty per cent in a foreign language.

Concerning the areas that can be taught bilingually in primary education are Social Science and Natural Science, Arts and Crafts, Physical Education and Education for Citizenship and Human Rights. In general terms, primary schools teach areas such as Natural Science, Social Science, Physical Education, Music, and Arts and Crafts bilingually. It would be more

beneficial and more motivating if the areas to be taught in a bilingual way were the most manipulative, such as Physical Education, Music and Art and Crafts since in addition to the contents in a foreign language, they have a vital component in themselves and are more dynamic. As Nunan (2004: 4) states, a communicative activity implies that students “understand, manipulate, produce or interact in the target language while the focus is on the use of [students'] grammatical knowledge to express and communicate meaning rather than to manipulate the form”. Unfortunately, the Andalusian legal framework establishes that Social Science and Natural Science must be taught in a foreign language, and the rest are optional and depend on the disposition and qualification of the teaching staff at school.

Finally, in 2017, the Strategic Plan for Languages in Andalusia was published. Its priority objectives are the gradual extension of the compulsory learning of two foreign languages to Secondary Education, the improvement of teacher training and initiating the study of a non-mother tongue in Kindergarten second cycle.

3. NEW APPROACHES IN BILINGUAL EDUCATION: CONTENT LANGUAGE INTEGRATED LEARNING (CLIL) AND PROJECT-BASED LEARNING (PBL)

3.1. Introduction to CLIL

Bilingual education implies taking new directions in teaching strategies; therefore, it requires methodological changes, a combination of didactic practices in all areas taught in the bilingual school: a new paradigm of comprehensive teaching.

Eclecticism is imposed to collect the best of each proposal and thus adapt to diverse educational realities. For this reason, flexibility is essential in the elements that intervene in the teaching and learning process: spaces, times, groups, learning rhythms, level of L2 competence and, above all, a school educational project whose backbone is bilingual teaching.

Within the work by competences, the competence in linguistic and communicative communication (Hymes, 1984) occupies a prominent place within bilingual education,

without neglecting other competencies such as the processing of information and digital competence, the competence to learn or autonomy and personal initiative. This last idea is also supported by Martínez (2006), who explains that:

Unfortunately, the vast majority of foreign language students show an enormous communication disability that prevents them from communicating. They have accumulated considerable grammatical knowledge that does not allow them to make a communicative use of the language over the years. They do not have sufficient communication skills to be able to interact verbally. (Martínez, 2006: 82)

The choice of one method or another will establish roles within the class for each of the agents involved in bilingual teaching: the conversation assistant, the students, the teachers, the foreign language and the mother tongue. Concerning this, Hoyos (2011) states:

The renewal affects foreign languages' learning and didactics, which evolves from a more formal and structural vision towards one that incorporates the notion of uses of the language and implies a renewal for the various disciplines' didactics. (Hoyos, 2011: 86)

Teaching through one single language, monolingually, is now regarded as “drip-feed education” (Vez, 2009: 8), “second-rate education” (Lorenzo, 2007: 35), and even as the illiteracy of the 21st century.

Nowadays, one of the most frequent approaches adopted to implement bilingual education in Europe and specifically in Spain is content and language integrated learning (CLIL), a broad term that covers different models based on the teaching of academic content through a foreign language (Wolff, 2005: 11; Coyle, Hood and Marsh, 2010: 6). CLIL has been “embraced quickly and enthusiastically by stakeholders: parents, students, language/educational policy-makers worldwide, but especially in Europe” (Lasagabaster & Doiz, 2016: 1).

It was initially heralded as “the potential lynchpin to tackle the foreign language deficit on our continent” (Pérez Cañado, 2016: 10) and was embraced as “a lever for change and success in language learning” (Pérez Cañado & Ráez Padilla, 2015, p. 1), as “awesome innovation” (Tobin & Abello-Contesse, 2013, p. 224), or as “the ultimate opportunity to practice and improve a foreign language” (Pérez-Vidal, 2013, p. 59).

Scholars such as Genesee (2008), van de Craen, Ceuleers and Mondt (2007) and Meyer (2010) highlight potential benefits associated with the improvement of “cognitive development and to the learning of content itself: greater creativity, semantic scaffolding, divergent and convergent thinking, metalinguistic awareness, abstract and symbolic reasoning, and context understanding”. Seikkula-Leino (2007), Lasagabaster (2011) and Méndez (2013) emphasize significant academic and psycho-affective benefits within CLIL: “greater interest and motivation, higher self-confidence, more positive attitude towards the foreign language, greater spontaneity, and the promotion of intercultural learning”.

A series of significant elements must be organized correctly so that content and language can be tackled appropriately (Mehisto & Marsh, 2012). The curricular organization, the selection of subjects, the methodology and materials, and the evaluation procedures will determine the success and the quality of CLIL (Ruiz de Zarobe, 2013).

One of the most remarkable differences between CLIL and immersion programs is that in CLIL “the English language is taught as a subject” (García, 2009: 127). The inclusion of the English language in the curriculum “provides the conditions for establishing a network of collaboration between language and content teachers” (García, 2009: 210).

One of the basic principles on which any educational program’s potential effectiveness relies is in the existence of an adequate connection, coordination, and collaboration among all the stakeholders (Mehisto, 2009).

3.1.1. What does the CLIL approach imply?

CLIL was not created from scratch. As Gabillon, (2020: 9) stated “its creation was influenced by current philosophical and theoretical orientations in education, research on second language acquisition, and current language teaching approaches, which are based on research and sound theoretical foundations”.

This approach was not originally intended as a content and language teaching approach. Instead, the original aim was the development of an “innovative foreign language teaching method” which could (a) “respond to changing demands and needs in language learning, (b) promote plurilingualism and (c) create synergy for the economic development of a plurilingual Europe” (Gabillon, 2020: 3).

Marsh & Langé (2000: 2) point out that CLIL is “a generic or umbrella term used to refer to a dual-focused education approach in which an additional language is used to learn and teach of both content and language”. The dual-focused component underscores that CLIL has two aims: “one subject- or theme-related, and the other, language-focused”. The additional language, in turn, is usually not the most widely used one in the environment. Finally, the emphasis on both teaching and content points to the very hallmark of CLIL: “the fact that it straddles these two aspects of learning, involving the fusion of previously fragmented elements of the curriculum and requiring teachers to forego their respective mindsets grounded on a single subject and to pool their skills and knowledge” (Coyle, Hood, & Marsh, 2010, cited in Pérez Cañado, 2016, p. 11).

Some authors define CLIL as “ill-defined nature” (Paran, 2013, p. 318), “convenient vagueness” (Bruton, 2013, p. 588), and internal ambiguity (Cenoz et al., 2013, p. 2). Additionally, this approach is at present considered a “well-recognized and useful construct for promoting L2/foreign language teaching” (Cenoz et al., 2013, p.16). Moreover, CLIL is “commonly perceived as a flexible operational framework for language instruction, with a heterogeneity of prototypical models and application options available for different contexts and pedagogical needs” (Dueñas, 2009: 75).

CLIL is also confused with Content-Based Instruction (CBI), an immersion program in Canada. While CLIL and CBI share “some standard features in terms of pedagogies and

language learning theories, they differ in their historicity and philosophical perspectives on bilingualism and plurilingualism” (Gabillon, 2020: 6).

Fostering language development through scaffolding is one of the maxims of CLIL pedagogies. From a sociocultural perspective, ‘mediation’ (Vygotsky, 1978), ‘scaffolding’ (Wood et al., 1976), in other words, ‘help’ or ‘guidance’ is considered crucial (Gabillon, 2020: 11).

CLIL is an educational approach that aims to:

respect plurilingual teaching philosophies, consider language, content, communication, context and cognition as an inseparable unified entity, create naturalistic learning environments, provide tasks that promote cognitive engagement and creativity, allow collaborative knowledge building, promote dialogical interaction, and, develop an awareness of self and others. (Gabillon, 2020: 19)

However, it should be noted that the CLIL approach is an evolving educational approach, and CLIL’s practice is not without problems and controversies: CLIL may have ambiguity in targeting language learning goals, and students perceive that CLIL focuses more on reading and speaking skills, making writing less important (Bruton, 2013, 2015; Dalton-Puffer, 2011; Dalton-Puffer & Smith, 2013, cited in Gabillon, 2020: 19).

3.1.2. Coyle’s language triptych

CLIL requires learners to use language for various purposes, “to learn the language itself, to learn the content, to operate effectively in tasks and other classroom activities, to connect thinking skills with the language, content and language learning” (Coyle, 2007). The idea that a language is “a tool for learning” and “an object of learning” originates from Vygotsky’s ideas. The ‘**language triptych**’ concept was explained by Coyle as follows (Coyle et al., 2010: 36):

- **“Language of learning:** learners need to reflect on and analyse the language specific to the subject and thematic content they are learning [i.e. building awareness of different genres and variations in language use – language as an object of learning (Vygotsky, 1978).
- **Language for learning:** learners need the language to operate in the classroom setting effectively, and they need to understand and do classroom tasks using the language [e.g., peer-scaffolding, asking questions, giving explanations – language as a tool for learning] (Vygotsky, 1978).
- **Language through learning:** Learners learn the language and content through active involvement and simultaneous use and reflection (Coyle et al., 2010) [i.e., the synergistic use of language (as an object of learning and a tool for learning) and content to build new knowledge through reflection (Vygotsky, 1978). Language through learning is predicated on the sociocultural tenet that learning cannot take place without the active involvement of language and thinking...” (Coyle, 2007: 553).

What separates CLIL from other bilingual education initiatives is its “planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (Coyle et al. 2010: 6). This idea is what Coyle (2007) refers to as the 4 C’s framework: “content (subject matter), communication (language learning and using), cognition (learning and thinking processes), and culture (intercultural understanding and global citizenship)”.

A distinction can be made between “hard” or “strong” CLIL and “soft” or “weak” CLIL (Ball 2009; Bentley 2009). According to Ikeda (2013: 31), the “hard/strong” version of CLIL is that “where academic subjects such as geography or science are taught in English by non-native content teachers”. In turn, “soft/weak” CLIL “is taught by native or non-native language teachers with more focus on language learning” (Ikeda, 2013: 31). Here, “trained CLIL language teachers to help learners develop their target language competency as a primary aim and their subject/theme/topic knowledge as a secondary aim” (Ikeda, 2013: 32).

3.1.3 CLIL and families

According to Ludbrook (2008), as CLIL has been and still is gaining momentum throughout Europe, various debate-provoking and research-focused issues are emerging: “although families generally express satisfaction at CLIL experiences, some reservations come from the parents of young learners who fear that too much exposure to a second language may lead to neglect of the child's first language”; other doubts concerning “whether learning a subject through another language might slow down or impair the learning of the main content”. CLIL experts reassure that the natural use of a second language in the classroom, “learning by using the language,” can only positively impact a child's thinking processes (Marsh & Langé, 2000). Research on early immersion bilingual programs has shown that “not only do these problems generally not arise, but through a dual focus on language awareness and subject, content learners acquire a greater understanding of their language” (Lambert, 1990: 216). Also, concerning achievement in academic domains (mathematics, science and social studies), research has shown that in bilingual programs, students “generally achieve the same levels of competence as comparable students in (first language) programs” (Genesee, 2002 cited in Marsh, 2005: 77).

A study conducted by Ráez-Padilla (2018) revealed that:

While parents are optimistic about students and teachers, their self-appraisal does not show such a pretty picture, ultimately showing that the measures taken to get them involved in the bilingual programs are not sufficient. Thus, they seem to struggle to offer their offspring extramural support at home, especially in Secondary education; while they hold in high esteem teachers' training, they believe their information about CLIL principles and the Plan de Fomento del Plurilingüismo en Andalucía is not enough; and while they think their sons and daughters have greatly improved in their use of English and are more motivated, they show lower levels of motivation and admit that the communication with teachers to track their children's progress should be more fluid. (Ráez-Padilla, 2018: 194)

3.2. What is Project-based learning?

Kilpatrick (1918) defended and implemented the concept of the “project method” (also known as Project Work) in schools. The project method provides students with meaningful

learning opportunities connected to the world they live in and links purpose and democracy (Pecore, 2015). Dewey and Thorndike's pedagogy influenced Kilpatrick's project method. Accordingly, Kilpatrick advocated “for student-initiated projects that utilize learning laws to intrinsically motivate the student to emerge with a high degree of skill and knowledge, view school activity with joy and confidence, and appreciate school and other social agencies” (Pecore, 2015:158). According to Kilpatrick (1918), the democratic teacher will gradually remove themselves from the educational process (Pecore, 2015: 158). Although Dewey and Kilpatrick shared some thoughts, Dewey stated that Kilpatrick “was confusing the means and the aim by failing to realize that the thinking was achieved through the leadership of the teacher to promote the student's ability to think and not through providing the student with the freedom to self-direct” (Pecore, 2015: 159). Dewey disagreed with Kilpatrick on allowing the child to decide the learning process (Pecore, 2015: 159).

The concept of Project-Based Learning (hereafter PBL) derives from Kilpatrick's project method, and it was first developed by Krajcik et al. (1994) and Blumenfeld et al. (2000). This methodology allows “students to learn by doing and applying ideas. Students engage in real-world activities similar to the activities that adult professionals engage in” (Krajcik & Blumenfeld, 2006: 317).

Scholars such as Hallermann, Larmer and Mergendoller (2011: 5) define Project Based Learning as “a systematic teaching method that engages students in learning important knowledge and 21st-century skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks”. Likewise, the term project work sometimes is used as a synonym of PBL, and it is defined as “long-term, problem-focused, and meaningful activities that bring together ideas and principles from different subject areas or disciplines” (Goodrich et al., 1995: viii, cited in Lasagabaster & López, 2015: 45).

Additionally, project work is said to be “motivating, stimulating and challenging” (Stoller, 2002, cited in Lagasabaster & López, 2015: 46), but Ribé (2000: 63, cited in Lagasabaster & López, 2015: 46) affirms that it “also requires from the student not only a considerable workload, but also a high degree of personal commitment”. Students whose motivational

orientation focuses on learning the subject matter will show a “higher engagement with project work than those whose orientation will be to perform well or just complete the assigned work” (Thomas, 2000, Lagasabaster & López, 2015: 46).

3.2.1. How does PBL work in a classroom?

There are five steps that teachers and students must fulfill in order to be successful in this approach:

- Start with a driving question or a problem to be solved.
- Let students research and plan.
- Propose collaborative activities.
- Scaffold students to help them participate in activities beyond their ability.
- Finish with tangible products addressing the driving question.

Project-based learning includes critical thinking, collaboration, creativity and communication. All these factors are interconnected, and students develop during PLB.

Stoller (2006) lists some key criteria for PBL:

- “Must be both process-oriented and product-oriented.
- Students must have a say in shaping the process and product.
- Must extend beyond a single class period.
- Must encourage skill integration.
- Must give students support in both language and content learning.
- Students must work in groups/pairs/teams as well as on their own.
- Must require students to be responsible for their own learning in the target language.
- Must allow for time to focus on language and direct teaching if needed.
- Must result in a final, tangible product.

- Must conclude with students' reflection on both process and product”.

As an active methodology, PBL requires cooperation among students. PBL can be done using cooperative learning. Cooperative learning deals with many goals: cooperation, collaboration, students have the same goal (to progress together), respect, help and what is more critical: solidarity.

Fathman & Kessler (1993: 128) define cooperative learning “as group work that is carefully structured so that all students interact, exchange information and can be evaluated individually for their work”. Johnson & Johnson (1994: 57) state that “merely because students work in small groups does not mean cooperating to ensure their learning and all others' learning in their group”. On the contrary, it is a failure for both perspectives: teachers and students. To sum up, cooperative learning is an instructional model in which students work together toward a common goal under the interactive and constructivist paradigm. Although students may be a part of a cooperative learning environment, they are also responsible for their achievement. Teachers have to teach students how to work cooperatively, and it takes time. First, teachers have to learn this active methodology and afterwards, they can teach it to their students. There is a theoretical basis that is important to teach to the students if we want to be successful. Once teachers did this, then students would be able to work in teams or pairs.

3.2.2. Which are the main features of cooperative learning?

Díaz-Aguado (2003: 108) states the following characteristics:

- The class is divided into learning teams/groups (3-6 members), taking into account their learning styles, diversity, and they need to be together for the whole academic year.
- Teachers foster students to help each other and to finish the activity.
- Teachers reward students for their success in a specific activity done in group work.

When dealing with cooperative learning, it is imperative to assign roles, group size, group heterogeneity, goals, functions, rules, and social skills that keep it and develop it and improve it.

According to Johnson & Johnson (1994), “five conditions must be met in order for a cooperative learning effort to be more productive than competitive or individualistic methods”:

- Perceived positive interdependence.
- Considerable promotive (face-to-face) interaction.
- Perceived individual accountability and personal responsibility to achieve the group’s goals.
- Frequent use of relevant interpersonal and small-group skills.
- Frequent and regular group processing of current functioning to improve the group’s future effectiveness.

Following Walters (2000), there are four cooperative learning models:

1. “Student Team learning (STL) – this is a model in which teams of students earn rewards if they improve their scores. Students also earn rewards for improving the team’s scores in general. For example, students are organized into groups of four students.” Each student has to look for information about four relevant people of the Middle Ages for six weeks. They help each other to find the crucial information for the final report. Then, each member has to explain his/her part. Finally, they receive individual and group feedback.

2. “Learning Together – this is the model in which a single product is turned in, and the team of students receives a group grade. The emphasis in this model is on team-building activities”. For example, students have to design a school garden. They have to choose their roles and assign them. They establish the steps to get the final task and design activities. Finally, they receive group feedback.

3. “Jigsaw – this is a model in which students are formed into groups with individual students learning one segment of material, which they then teach to the other students in the group. One student “expert” from each team also meets to discuss the material and help each other

formulate effective teaching techniques”. For example, the teacher has two different texts about “Ál-Ándalus” in Spain. In groups, students read one of the texts given. Each student is assigned a number. Then, students with the same number are grouped, and they share the information. Finally, they have to give at least four main ideas about the topic.

4. “Group Investigation – in this model, students form their own two- to six-person teams, teams select subtopics from a class-wide unit of instruction, and teams of students develop group reports based on that subtopic”. For example, the teacher introduces several subtopics related to the medieval period. Students choose one subtopic, and they are grouped. They plan their research and carry out their investigation with the teacher's help. Finally, they make their presentations to the rest of the groups and evaluate the projects.

When dealing with task-based projects, the learning together model is the most suitable one for cooperative learning.

3.2.3. Teachers' and students' role in the cooperative learning model

Considering this active methodology, teachers need to change their roles, that is to say, from a traditional transmitter to a facilitator, guide, referee, observer and evaluator. Besides, this new role scaffolds the students' participation in the classroom to improve their learning. During cooperative group work, teachers must: arrange the setting; select the groups; assign students; provide materials; state expectations; individual structure roles; monitor and circulate; intervene to answer questions and teach skills, solve problems and evaluate results. The cooperative learning model promotes new roles for students. They have to assume two prominent roles: collaborators and active participants. Cooperative learning fosters students' responsibilities and upon other students to complete the assigned task. Besides, cooperative learning allows them to be creative, increases students' self-esteem, allows them to talk about content for a while and encourages students' commitment to the final task.

3.3. What is the relationship between CLIL and PBL?

CLIL and PBL “promote community-based communication and foster higher order thinking skills² (Stoller, 2006; Beckett, 2005). Besides, both approaches promote student's autonomy through learning strategies (Eyring's, 1989) and facilitate learning of new content. As it can be seen, CLIL and PBL are complementary approaches and help students develop their

competences. Moreover, Lastra-Mercado (2016) claimed that “CLIL and PBL have a possible intersection where they contribute to improve the teaching-learning process”. In addition, the integration of content and language has several benefits to students and those benefits are connected with PBL (Dale and Tanner, 2012).

The following ideas summarize CLIL's and PBL's benefits when using them simultaneously in the classroom:

- Students are highly motivated.
- High level of satisfaction in cooperative learning.
- Students work hard and learn more from their own experiences.
- Increase of receptive and productive oral and written skills.
- Cross-curricular knowledge.
- Development of critical thinking.
- Cognition is integrated with content-learning and communication.
- Students learn and design a final product.
- Constructivism guides the learning process.

Without a doubt, opting for PBL and CLIL, involves changes in the tradition of language teaching in our country since this tradition is firmly anchored in the so-called formal paradigm, and both approaches are part of the so-called process paradigm. This methodology means that teachers must submit their practice to a process of reflection and action that leads them to improvement and quality.

4. LESSON PLAN OVERVIEW

4.1 Introduction and contextualization

This lesson plan has been designed taking into account the theoretical knowledge provided previously. It aims to promote both English Language skills and Social Science and Arts and Crafts contents, fostering students' cooperative learning abilities through the project-based learning approach.

This didactic proposal focuses on the medieval period in Spain and is devoted to the 6th grade of Primary Education in a bilingual school in Andalusia. As this is an integrated lesson plan, subjects are interconnected, matching students' needs and interests, allowing them to be aware that learning can be fun and motivating. Besides, this didactic proposal aims to allow students to develop their Communicative Competence, promote oral skills, and facilitate students' autonomous learning. For doing so, we will use Bloom's taxonomy for cognitive development, the 4c's framework and the Common European Framework of Reference for Languages (CEFR).

Regarding methodology, the teacher is a facilitator who guides the teaching-learning process and provides continuous feedback. Additionally, the teacher works with the Language Assistant in Social Science, a perfect role model for correct pronunciation and culture ambassador. When using an additional language to learn content, it is necessary to provide multisensory input that allows every student to assess understanding. In this sense, resorting to scaffolding techniques for content and language learning is essential to support progression. The teacher should also plan activities which allow different learning styles to be put into practice. There is no doubt that cooperative work and roles should represent a valuable instrument to complement different abilities.

Nevertheless, our principal mission in this work is to show how CLIL can contribute to cooperative learning and students' engagement. The first aspect to bear in mind is to ensure the design of relevant activities to connect previous knowledge to the new one.

Thus, the activities chosen can be grouped into different categories such as:

- Introduction-motivation activities motivate students to learn.
- Previous knowledge activities are done to discover the ideas, opinions, correct and incorrect concepts that the students have about the subject studied.
- Development activities, which teach new concepts, procedures and attitudes.
- Summary activities, which facilitate the relationship between other contents, ease a global approach to the subject.
- Consolidation activities help students to contrast new ideas with previous knowledge and make them apply new knowledge.

- Remedial activities, specially designed for those pupils who have not attained the objectives.
- Extension activities expand the knowledge to those students who have satisfactorily carried out the development activities proposed and the activities that are not essential in the learning process.
- Evaluation activities include activities that focus on initial formative and summative evaluation, which were not covered by previous activities.

The activities included in this didactic unit are diverse where the students' are engaged: oral, written, cooperative, ice-breakers, storytelling, role-play and drama activities and tasks and projects. Priority will be given to oral language, insisting on auditive comprehension and selective listening as both elements are essential for any communicative process.

Regarding pupils grouping, cooperative and interactive learning among pupils will favour the extension of communicative situations and social relations in the classroom. In order to make cooperative work become a visual practice in the classroom, it is necessary to organize space in a flexible way to permit different ways of organizing group work and pair work. Finally, the students should be offered a wide range of alternatives to produce the output in the foreign language, as well as be assessed by means of a rich set of techniques, instruments and tasks. It is worth noting that peer- and self-assessment play an outstanding role to help them reflect on learning and develop skills for future demands.

Evaluation constitutes a continuous process that is within the learning process. Its main aim is the adaptation of the teaching process, taking into account students' learning progress. In Primary Education, assessing students' learning habits will be continuous and global and will take into account progress in all subject areas.

There are three stages to assess the learning progress:

Initial assessment evaluates the students' previous knowledge to know the ideas, experiences and values already acquired and decide the type or degree of pedagogical intervention that is necessary to apply. Thanks to it, teachers may plan the teaching-learning process.

Continuous assessment tries to modify and improve anything that does not fit the plans or goals established. This assessment is within the teaching-learning process and improves it.

Final assessment: it values the final learning process product starting from the knowledge of the results obtained. It does not influence the learning process. It coincides with the qualification phase and the selection of students.

Having justified the lesson plan's pedagogical model, the CLIL project is depicted in Table 1. Addressed to the sixth level of Primary Education, this work is intended to start with the topic of Robin Hood's legend, which could be easily extended to the study of the Middle Ages. This topic is highly connected with the "f", "h" and "j" Primary Education general objectives which can be found in the Royal Decree 126/2014, of February 28th (BOE, 01-03-2014), in its seventh article.

Regarding table 2, it includes the lesson plan, based on Coyle et al. (2010: 80): didactic objectives, the 4 C's (communication, cognition, culture and contents), evaluation criteria, learning standards, key competences, methodology, activities, timing and attention to diversity.

Therefore, table 3 includes all sessions involved in the lesson plan: activities, exercises, cognitive process, methodology, timing, scenarios, resources and attention to diversity. Finally, table 4 includes evaluation and assessment.

4.2 The general layout of the CLIL lesson plan

Title: A trip to the Middle Ages	Group: 6 th grade of Primary Education	Term: 2nd
Academic year: 2021/2022	Nº of sessions: 20	Subjects: Social Science, Arts and Crafts and English
Justification and contextualization: We propose to connect students with their past, with their History, knowing the most relevant events during the Middle Ages and what life was like at that time. Students realize and understand that life was very different from the present. They can connect their reality to the past and see how History is part of our lives and the importance of learning it. General objectives: To reflect on how a boy's or girls' life would be like during the Middle Ages in Spain.		

- To know which were the main facts about the Middle Ages in Spain.

Specific objectives:

At the end of this lesson plan, students will be able to:

LANGUAGE OBJECTIVES

Calps (vocabulary and grammar). Students have to be able to:

- Know vocabulary related to the Middle Ages.
- Read and understand a short text about the Middle Ages.
- Know the simple past.
- Use the simple past correctly.
- Answer simple questions related to the Middle Ages. (yes/no questions or wh-questions)
- Find out information about life in the Middle Ages.

INTERACTION (BICS): Discuss how life was in the Middle Ages.

CONTENT OBJECTIVES (CALPS)

Students have to be able to:

- Realize how life was in the Middle Ages.
- Be aware of historical facts.
- Improve their reading and listening skills.
- Know and value our historical heritage.
- Find out and build their historical, social and cultural identity through history.
- Differentiate between the past and today's lifestyle.

Contribution to the key competences

- Competence in linguistic communication: The oral focus of the majority of activities, as well as the inherent character of the written ones, involve the continued use of the foreign language as an element of comprehension and production in both oral and written aspects, which promotes the acquisition of this competence in the FL.

- Mathematical competence and basic competences in science and technology: this lesson plan follows many of the guidelines of the scientific research process.
- Digital competence: A fair number of different tasks allow finding, obtain, analyze and communicate information through the correct and oriented use of different ICT and Web 2.0 tools, such as Google Drive, Kahoot and so on.
- Learning to learn competence: The different tasks allow the development of individual and group skills with the primary objective of obtaining, processing and transforming information into knowledge.
- Social and civic competences: Group tasks demand from the students to respect the diversity of opinion, take into account others' points of view, and interpret information cooperatively to reach agreements.
- Sense of initiative and entrepreneurship competence: It is demanded continuously in activities where students can express and suggest their ideas and plan and put them into practice, either individually or collectively.
- Cultural awareness and expression competence: It will mainly revolve around artistic expression through the creation and interpretation of the different activities towards the final artifact.

Linguistic level from CFER and linguistic level:

- A2
- Production
- Reception
- Interaction
- Mediation

The didactic objectives, the evaluation criteria, the key competences and the learning standards are taken from the Order of January 15th 2021, which develops the primary curriculum, regulates certain aspects of attention to diversity, establishes evaluation and determines the transition process between different educational stages in the autonomous community of Andalucía.

Social Science (SC)		
Didactic objectives	Evaluation criteria and Key competences	Learning standards
- To relate the stage of the Middle Ages with the time of the castles and Al-Ándalus. - To know how the Christian kingdoms were formed and the political evolution of Al-Ándalus. - To know medieval society as a mixture of cultures. - To discover medieval society and culture (Visigoths-Al-Ándalus and Reconquest). - To know how to place the crucial events of the Middle Ages in a timeline.	SC.03.12¹. To explain individually and in a group, the characteristics of each historical time to acquire a global perspective of its evolution: ordering and locating in time and space, the most relevant historical events in the history of Andalusia, Spain and Europe, pointing out different related aspects with the way of life, events and historical, artistic and cultural manifestations and describing their influence on the values and data of current Spanish and Andalusian society, using different media. Competencia lingüística (CCL), competencia en conciencia y expresiones culturales (CEC), competencia digital (CD), competencia matemática y competencias básicas en ciencia y	SC.03.12.01. He/she uses different techniques to locate events from the past in time and space, perceiving the duration, the simultaneity and the relationships between events. SC.03.12.02. He/she places the most important historical stages of the different ages of Spain on a timeline. SC.03.12.03. He/she identifies and locates in time and space the fundamental facts of the History of Spain, describing the main characteristics of each one of them. SC.03.12.04. He/she explains aspects related to Spain's way of life and social organization of the different historical periods studied.

¹ This coding corresponds to the legal nomenclature according to the Order of January 15th 2021, which develops the primary curriculum, regulates certain aspects of attention to diversity, establishes evaluation and determines the transition process between different educational stages in the autonomous community of Andalucía.

	tecnología (CMCT), competencias sociales y cívicas (CSC), y competencia de aprender a aprender (CAA). SC.03.13. To develop the curiosity to know forms of human life in the past, using strategies that enhance the investigation and search for information about that past, its legacy and the knowledge of those institutions and organizations that preserve, conserve and care for our historical-artistic heritage with its richness and variety of different cultures showing an attitude of respect for its environment and culture, appreciating the cultural and patrimonial heritage of Andalusia. Competencia lingüística (CCL), competencia en conciencia y expresiones culturales (CEC), competencia digital (CD), competencia matemática y competencias básicas en ciencia y tecnología (CMCT), competencias sociales y	SC.03.12.05. He/she identifies the distinctive features of the cultures that coexisted in the Peninsular Kingdoms during the Middle Ages, describing the political evolution and the different social models. SC.03.13.06. He/she appreciates the cultural heritage on a local, national and European scale as a shared wealth that must be preserved and cared for.
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	cívicas (CSC), y competencia de aprender a aprender (CAA).	
General contents		
Module 4. Traces of time. • The Middle Ages. • The Visigoth kingdom. • Al-Ándalus. • The Christian kingdoms. • The coexistence of the three cultures: Muslim, Jewish and Christian. • Appreciation of cooperative work. • Development of students' autonomy and independence while planning and organizing the project. • Use of the ICT in order to obtain, select and present information related to the Middle Ages.		
English as a foreign language (FL)		
General objectives	Evaluation criteria and Key Competences	Learning standards
• To compare the past to the present. • To learn about British myths and legends. • To understand expressions and vocabulary frequently related to situations close to	Module 1 FL.03.01. To understand the general meaning of oral texts, clearly articulated, in different supports, on topics related to one's own experience, needs, and interests, identifying simple structures, a habitual lexicon, using basic strategies, and sociocultural knowledge and	FL.01.02.02. He/she understands essential information, in short, simple conversations that engage them with familiar topics such as family, school, free time, description of an object or place.

him/her family, familiar environment, and more. • To ask and give simple information about familiar topics and activities. • To talk about past events. • To use comparatives and superlatives. • To show a receptive attitude of progressive confidence in one's ability to learn and use the foreign language.	sociolinguistic aspects to improve understanding. CCL, CAA, CEC, SIEP. Module 2 FL.03.04. To carry out short and straightforward monologues and dialogues, apply basic expression strategies and use a repertoire of memorized expressions and previously worked formulas to describe their daily routine and present their favourite music group, singer, book, etc. CCL, CAA, CD, SIEP, CEC. Module 3 FL.03.06. To identify the general meaning and main ideas of short and straightforward texts on paper or digital: adapted readings, comics, letter, a description about themselves, the family, an indication of a quote, etc. adapted to their age and contextualized for different known and worked contexts with the possibility of supporting any element.	FL.03.04.01. He/she makes short and straightforward presentations, previously prepared and rehearsed, on everyday topics or of interest to him/her. FL.03.06.04. He/she understands the essentials of short, well-structured stories and identifies the main characters, as long as the image and action drive much of the plot (adapted readings, comics, etc.)
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	CCL, CAA, CD.	
General contents		
• Past events. • The legend of Robin Hood. • British myths and legends. • Informal letter. • Opposites. • Wh-questions. • Describing people. • Comparatives and superlatives. • Vocabulary related to Medieval Times.		
Arts and crafts (AC)		
Objectives	Evaluation criteria and Key Competences	Learning standards
• To design and infographic. • To create a two-dimension medieval village. • To create a presentation using ICT tools. • To record a video about the Middle Ages.	Module 1 AC.03.01. To classify, analyse, describe and interpret still and moving images in their cultural and historical contexts to critically understand their meaning and their social function as an instrument of personal communication and transmission of cultural values and being able to elaborate new and	AC.03.01.06. He/she creates posters with various information considering the concepts of size, balance, proportion and colour, and adding texts in them using the most appropriate typeface for their function. FL.03.01.09. He/she makes simple animation works to become familiar with the elementary concepts of audiovisual creation: script,

	straightforward images of individually or in teams, using information and communication technologies responsibly for their search, creation, illustration of their works and dissemination.	production, editing, and sound.
General contents		
Module 1: Audiovisual education Value of the media and information and communication technologies as instruments of knowledge, production and enjoyment, with responsible use. Preparation of own documents of artistic production: posters, guides, hand programs.		
Cognition		Culture
Understand, remember, create, analyse, discuss, predict, recognize.		Valuing cultural heritage at local, national and European level as a shared wealth to be known, preserved and cared for.
Communication		
Language of learning	Language for learning	Language through learning
- Simple past: affirmative, negative and questions (regular and irregular verbs). - Vocabulary: castle, serfs, monarch, monarchy, craftsman, merchants, farmers, pope, church, tower, lady, lord, knight,	- Simple past: affirmative, negative and questions (regular and irregular verbs). - Comparative and superlative structures: higher, lower, etc. - Describing physical appearance.	- Classmates, teacher's and language assistant's contributions . - Classroom language. - It cannot be predicted in advance, it will appear through communication

peasant, rich, poor, feudalism, power, fight, feast, wall, sword, king, queen, prince, princess, noble, archer, soldier, vassals and village).		
Project-based learning		
Driving question: What would life be like during the Middle Ages in Spain?	Final artefact: An oral presentation, a short video and an infographic about the Middle Ages to show to Robin Hood.	
Assessment: Instruments and techniques For students: • Direct observation. • Oral and written activities. • Exams. • Self-evaluation sheet • Rubrics. • Portfolio. • Target of evaluation. For teacher and language assistant: • Self-evaluation sheet.		

Table 2. The general layout of the CLIL lesson plan

4.3 Lesson plan: sessions

Subject: Social science						
Title: Starting our trip!						
Session 1						
Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 1 Knowing a new friend	Remember Understand Analyze	Whole class Group work	30 minutes	Classroom	Letter Whiteboard Computers Internet	Scaffolding
After the break, when we return to class, we find a letter taped to the blackboard. The teacher asks, What is this? Do we open it and read it? The letter is a papyrus and looks old (cf. Fig. 1). The teacher asks for a volunteer to read the letter. After the first reading, the language assistant helps another student with a second reading to reinforce understanding. After reading the letter, the teacher will ask: do you know Robin Hood? Who is he? Why did he write to us? The teacher asks students to think and write down their ideas. The language assistant helps them with their writing. After students read their thoughts and the teacher writes students' answers on the whiteboard.						
Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 2 Learning about Robin Hood	Understand Analyze Evaluate	Whole class Pair work	30 minutes	Classroom	Worksheet Whiteboard Computers Internet	Scaffolding
The teacher gives a chart (cf. Fig. 2), and students (in pairs) have to fill in with the						

information using the Internet. After this, students exchange it with a different couple. They check the information. Then, the whole group checks their answers with the teacher. Meanwhile, the language assistant and teacher help students with language issues. Finally, the teacher wraps up the session: What did you learn today? Do you have any enquiries? These questions help students reflect on their learning process. The teacher and students complete their self-evaluation sheet (cf. Table 5).

Self-evaluation sheet

Name: Date:

1. I participate in oral activities	●	●	●
2. I'm a good player			
3. I'm respectful of others			
4. I'm responsible			
5. I follow the teacher's instructions			
6. I try to do my best			
7. I enjoy the session			

Self-evaluation sheet

Subject: Session: Date:

1. I encourage my students to participate actively	●	●	●
2. I use oral and written activities			
3. I support my students help them			
4. I listened to all of my students			
5. I used interesting resources and materials			
6. I try to do my best			
7. I enjoy the session			
8. I include all of my students			

Table 5. Self-evaluation sheet for students and teacher (originally designed activity)

Subject: Social science						
Title: What do you know about our past?						
Session 2						
Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 3	Rememb	Whole class	30	Classroom	Letter	Scaffolding

Reviewing our past	er Understand Analyse	Group work	minutes		Whiteboard Computers Internet Strips of paper	
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The teacher asks students: When was Robin Hood born? The teacher writes the information on the whiteboard. This date is crucial. Do you know what part of our History is?

The teacher asks students what they remember about the periods of History. The teacher writes their answers on the board. To connect session 1 to session 2, the teacher asks students to locate Robin Hood in History. Where does he belong? Does he belong to the Stone Age? Does he belong to Ancient History? The teacher and the language assistant start a debate with students. Together, they choose an answer, and the teacher writes it on the board. Now it's time to check their choice. In groups, students have to look for the correct answer using the Internet. Afterwards, the teacher asks students (secretary's role) to write down their reply on a strip of paper. The teacher collects each solution, and the language assistant reads them out loud. Finally, if the answer is missing, the language assistant tells them the correct age.

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 4 Locating our past	Remember Understand Analyse	Whole class Group work	1 hour	Classroom	Letter Whiteboard Computers Internet	Scaffolding

In groups, students make a timeline using the information written on the board. The teacher tells them that there are 5 periods in our History. They have to draw a timeline using this resource: <https://www.visme.co/timeline-maker/>

They need to write years and essential facts. Furthermore, they can use the Internet to look for information. The language assistant and the teacher give support to each group. Then, each group shows their timeline to the rest and explains the main facts. The rest of the class checks their answers. Afterwards, the teacher shows them this timeline (cf. Fig. 3) and students recheck their timelines and correct mistakes.

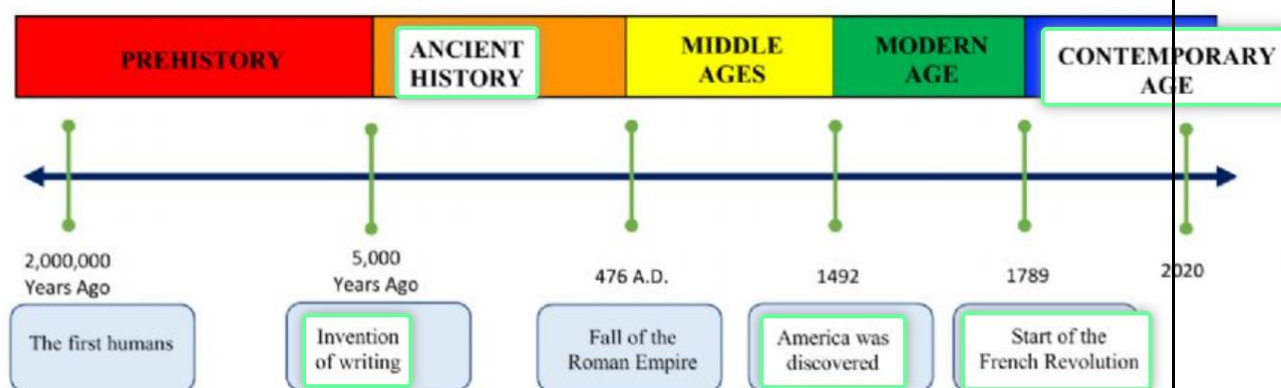


Figure 3. Timeline: Historical periods (picture taken from *Timeline: Historical periods*. (s. f.). [Picture]. liveworksheets. <https://www.liveworksheets.com/gq509316ux>)

The teacher wraps up the session: When did Robin Hood live? Which period are we in? How could we contact him? The teacher and students complete their self-evaluation sheet (cf. Table 5).

Subject: English

Title: Why don't you come to visit us?

Session 3

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 5 Analysing Robin Hood's letter	Remember Understand Analyse Predict	Whole class Group work	30 minutes	Classroom	Letter Whiteboard Computers Internet	Scaffolding

Breaking the ice: The teacher and the language assistant ask students if they remember Robin Hood's letter. They ask these questions and write down the answers on the whiteboard: How do we contact Robin Hood? Any ideas? Is there any address in the letter? Where's Nottingham? Do we accept his invitation? Do we invite him?

After this, they decide to write a letter. The teacher asks students: informal or formal letter?

What do you think? The class has to reply to his letter rejecting his invitation but inviting him to visit our school and teach him about the Spanish Medieval Times. To review how to write an informal letter, the teacher shows them this video:

<https://www.youtube.com/watch?v=P3k148sliSk>

Each group has to write down an informal letter. They follow the roles assigned. They can watch the video on their laptops. The teacher provides them with a template to write the letter (cf. Fig. 4).

The image shows a 'Writing Organizer - Informal Letter Plan' template. It is a light gray rectangular form with rounded corners. At the top right, there is a section for 'Writer's Address' with fields for 'Street', 'Town', 'Postcode', and 'Date'. Below this, on the left, is a field for 'Name or Title' with a 'Dear' label. The main body of the letter is divided into three sections: 'Introduction' (a single line), 'Body of the Letter' (a large area with multiple horizontal lines), and 'Conclusion' (a single line). At the bottom, there are fields for 'Salutation' and 'Your Name'. A small circular logo is visible in the bottom right corner of the template.

Figure 4. Template informal letter (template taken from <https://www.pinterest.es/pin/842665780271034827/>)

The teacher and the language assistant help groups and provide feedback.

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 6 Replying to Robin	Remember Understand Analyse	Whole class Group work	30 minutes	Classroom	Letter Whiteboard Computers	Scaffolding

Hood's letter	Discuss Create				Internet Printer	
Each group reads their letter. The language assistant helps with pronunciation mistakes. The teacher writes down specific information from each letter. The teacher asks students: which are the main parts of an informal letter? What's the structure of an informal letter? As a whole class, they design the informal letter to send to Robin Hood. We print the final version, and the language assistant is in charge of sending the letter by mail post to Nottingham. The teacher wraps up the session: What did you learn today? The teacher and students complete their self-evaluation sheet (cf. Table 5).						
Subject: Social Science						
Title: Discovering the Middles Ages						
Session 4						
Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 7 Approaching to the Middles Ages	Remember Understand Analyse Predict	Whole class Group work	30 minutes	Classroom	Letter Whiteboard Computers Internet	Scaffolding
Breaking the ice: The teacher shows the class flashcards (castle, serfs, monarch, monarchy, craftsman, merchants, farmers, pope, church, tower, lady, lord, knight, peasant, rich, poor, feudalism, power, fight, feast, wall, sword, king, queen, prince, princess, noble, archer, soldier, vassals and village) (cf. Fig. 5), related to the Middle Ages. Those flashcards known by the students are stuck on the right side of the blackboard, and the unknown words are stuck on the left side. Students watch this video History For Kids: The Medieval Ages taken from Happy Learning						

English.

https://www.youtube.com/watch?v=yHughcfloZM&ab_channel=HappyLearningEnglish

Students predict what they are going to watch. They watch it twice. Then, the teacher gives them the video's transcript (cf. Fig. 6). The language assistant helps them to read it aloud. The LA and the teacher solve vocabulary and structure issues.

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 8 Understanding the Middle Ages	Remember Understand Explain Illustrate Label	Whole class Group work Pair work	30 minutes	Classroom	Letter Whiteboard Computers Internet Worksheet	Scaffolding
Reading comprehension. Partner reading: Students have to answer 6 questions (cf. Fig. 7) related to the video. The teacher and the LA check the answers with the whole class and write down the answers on the board. Picture dictionary: Create and design their picture dictionary in groups. They have to draw and label the words in bold in the reading comprehension. The teacher wraps up the session: What did you learn today? The teacher and students complete their self-evaluation sheet (cf. Table 5).						
Subject: English						
Title: Storytelling: Robin Hood's legend						
Session 5						
Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 9	Remember	Whole class	30	Classroom	Letter	Scaffolding

Reading's corner	Understand Predict	Group work	minutes		Whiteboard Computers Internet	
Breaking the ice: Remembering game. In groups, students have to write down as many words as they can remember. The teacher shows them 23 flashcards (castle, tower, lady, lord, knight, peasant, rich, poor, feudalism, power, fight, feast, wall, sword, king, queen, prince, princess, noble, vassals, archer and village)) related to the Middle Ages. In groups, students have to write down as many words as they can remember. They have 5 minutes. Then, they read the words and compare them to the rest of the class. The teacher shows them pictures of different characters: Robin Hood, the Sheriff, Lady Marian, etc (cf. Fig. 9). Students have to remember who is who. Then, the teacher asks questions: What did Robin Hood do? Who was Lady Marian? Where did they live? Who was the Sheriff? Story time: students sit down in a horseshoe shape. The teacher sticks flashcards on the wall and plays a medieval song (https://www.youtube.com/watch?v=I6TcyIUGXQU&ab_channel=Fantasy%26WorldMusicbytheFiechters). The language assistant tries on the reading hat. Story time has begun. The language assistant reads Robin Hood's legend (cf. Fig. 9). She uses flashcards (main characters and vocabulary) and body language to support comprehension. After reading, the teacher asks questions (Who were the sheriff? / Where did he live? / Was the sheriff the best person in the village? / What did the sheriff do in the village? / Who was Lady Marin? / What did Robin Hood do? / Was Lady Marian the most beautiful girl in the village? / Where did Lady Marian lie?/ What did the sheriff organize?/ Where Robin Hood and Lady Marian the richest couple in the kingdom?) and shows them flashcards (cf. Fig. 10) related to opposite adjectives to check comprehension.						



Figure 9. Robin Hood's legend (legend adapted from <http://www.xtec.cat/~aorihuel/Reading/4t/4th%20year%20hotpotatoes/Robin%20Hood/Robin%20Hood.htm>)

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 10 Let's listen!	Remember Understand Complete	Whole class Group work Pair work	30 minutes	Classroom	Letter Whiteboard Computers Internet	Scaffolding

Students listen to the legend twice. Then, the teacher gives 1 paragraph from the story to each group. They must arrange the story in the correct order. After this, each group reads their paragraph and the whole class checks the story.

Reading comprehension: 1-2-4 activity. The teacher writes down 10 questions about the story: Who was the sheriff? / Where did he live? / Was the sheriff the best person in the village? / What did the sheriff do in the village? / Who was Lady Marian? / What did Robin Hood do? / Was Lady Marian the most beautiful girl in the village? / Where did Lady Marian live? / What did the sheriff organize? / Were Robin Hood and Lady Marian the richest couple in the kingdom? Each student answers it individually (written), then in pair and finally each group answers them. Groups exchange their answers and afterwards teacher and students check the correct information.

The teacher wraps up the session: What did you learn today? The teacher and students complete their self-evaluation sheet (cf. Table 5).

Subject: Social Science

Title: Starting our project

Session 6

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 11 Learning about the Middle Ages in Spain.	Remember Understand Analyze Compare	Whole class Group work	30 minutes	Classroom	Flashcards Whiteboard Computers Internet	Scaffolding

Breaking the ice: Review of vocabulary using flashcards and short questions about the Middle Ages: Who were the Visigoths? How many religions were there in Spain? Who were Isabel and Fernando? What was a mosque? What was an Alcazaba? Which was the capital of Spain? The teacher tells students that they have to look for important facts during the Middle Ages in Spain using the Internet. In groups, they have to write down the facts on a piece of paper. They have 10 minutes. Then, they have to exchange their writings with all groups and check the chosen facts. In the end, all groups will have read all the writings.

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 12 Infographic	Understand Identify Discuss	Whole class Group work Pair work	30 minutes	Classroom	Letter Whiteboard Computers Internet Worksheet	Scaffolding

Each group reads their information and the teacher writes it down in a column. Only new information is written down.

Students have to decide what topic to teach to Robin Hood. Each group chooses a topic, and they will have to make an oral presentation, a short video explaining the topic and an infographic at the end of the project. The teacher explains to them what an infographic is (the teacher uses this video: <https://www.youtube.com/watch?v=zvmDi82xEMc>). Then, students decide the layout, and they will have to use this tool: <https://www.canva.com/create/infographics/>.

The teacher wraps up the session: What did you learn today? The teacher and students complete their self-evaluation sheet (cf. Table 5).

Subject: English

Title: Opposites, comparatives and superlatives

Session 7

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 13 Who is faster?	Remember Understand Analyze Predict	Whole class Group work	30 minutes	Classroom	Flashcards Whiteboard Computers Internet	Scaffolding

Breaking the ice: game “lazy letters”. The teacher shows students 10 messy words (vocabulary related to the story). In groups, they order them and say the correct word (cf. Fig. 11).

The teacher shows students flashcards (opposite adjectives): big-small/ happy-angry/ good-bad/ poor-wealthy/ ugly- beautiful / clever-silly. Students match opposites and look for comparatives and superlatives. The teacher tells students to find the words in the story. Then, they read the sentences. For example: “He lived in the biggest castle in the middle of England”. The teacher shows them three different flashcards (cf. Fig. 12) and students must guess the correct one: Which is the correct one? The teacher asks students what the sentence

means and tells them to explain it with their words. The teacher asks: Can you find a comparative sentence? For example: “Robin Hood was braver than his friend, Little John”. What does it mean? Can you guess the correct flashcard?

The teacher asks them to change the adjectives in the story. Can you use an opposite adjective? For example: “He lived in the smallest castle in the middle of England”.

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 14 Can you do it?	Remember Understand Create	Whole class Group work	30 minutes	Classroom	Flashcards Whiteboard Computers Internet	Scaffolding

The teacher gives each group 6 flashcards (king, queen, peasant, archer, kingdom and knight) and six words (comparatives and superlatives: tall, rich, poor, beautiful, bad, good) (cf. Fig. 13). Each student picks up one flashcard and a word and makes a sentence (e.g. the king is tall / the king taller than me / the king is the tallest).

The teacher wraps up the session: Who was the fastest group today? What did you learn today? The teacher and students complete their self-evaluation sheet (cf. Table 5).

Subject: Social Science

Title: What do you know about the Middle Ages?

Session 8

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 15 Quick quiz	Remember Understand Predict Recognize	Whole class Group work	30 minutes	Classroom	Flashcards Whiteboard Computers Internet	Scaffolding

	Discuss				Sentences	
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Breaking the ice: Quick quiz. Review of vocabulary and short questions about the Middle Ages: Where did the prince, queen, prince and princess of the kingdom live?; What were the castles of that period made of?; What did most people do in the Middle Ages?. Students write down their answers on a piece of paper. Then, they watch this video and check their answers.

https://www.youtube.com/watch?v=ZG_GYkUrdbs Were you right?

Listening: The LA reads aloud a short text about the Visigoths (cf. Fig.14). Students listen to him/her. The LA reads it twice. Then, the teacher asks some questions to check their understanding: Who were the Visigoths? When did they start living in Spain? When did they finish living in Spain? Which was the capital city of Spain in the Middle Ages?

The Visigoths

After the fall of the Western Roman Empire in AD 476, a Germanic tribe called the Visigoths came to live in Hispania. This marked the start of the Middle Ages in Europe.

The Visigoths defeated other Germanic tribes like the **Vandals**, **Alans** and **Suevi** to win territories in Hispania. They conquered most of the Iberian Peninsula by the end of the 5th century and made **Toledo** their capital.

The Visigothic kingdom existed from AD 507 to AD 711. At first, the Visigoths were nomads and illiterate. Later, they:

- learnt to speak **Latin**
- learnt to **read**
- adopted **Catholicism** and **Roman law**



Figure 14: Text and picture of the Visigoths (text and picture taken from Scott & House, 2018, p. 10)

Afterwards, they have to do an activity: find your partner. Each student has the first part or the last part of a sentence (cf. Fig. 16). They have to find their correct couple. Then, they sit down together, making a new group, and they have to write down the sentences in the correct order to make the exact text as the text they have listened to previously. Then, the teacher projects the text on the screen, and students self-correct.

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 16 What do you remember about the Visigoths?	Remember Understand Explain Illustrate	Whole class Group work Individual work	30 minutes	Classroom	Whiteboard Computers Internet Text	Scaffolding
Reading comprehension: students answer six questions about the Visigoths in Spain: 1. Who were the Visigoths?; 2. Were they an English tribe?; 3. When did the Western Roman Empire fall?; 4. Who were the Vandals, Alans and Suevi?; 5. Which part of Europe did the Visigoths conquer?; 6. What did the Visigoths learn? The whole class checks the answers. Picture dictionary: students choose the vocabulary that they want to draw and label in their picture dictionary. The teacher wraps up the session: What did you learn today? The teacher and students complete their self-evaluation sheet (cf. Table 5).						
Subject: English						
Title: New letter!						
Session 9						
Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 17 A new letter has arrived!	Remember understand Predict Recognize Select	Whole class Group work	30 minutes	Classroom	Letter Whiteboard Computers Internet	Scaffolding
Breaking the ice: A new letter from Robin Hood has arrived in the classroom (cf. Fig. 16).						

The teacher chooses a student to read it aloud.

Robin Hood suggests learning about Medieval British myths and legends. The teacher asks them if they know about them: Do you know King Arthur? Was he real or fake? Students have to find out about British myths and legends using the Internet. Each group is responsible for looking for information about the myth or legend assigned (King Arthur, the Holy Grail, Beowulf, Wyverns Dragons and Lancelot) and fill in the chart (cf. Fig. 17).



Figure 17. Robin Hood's letter (originally designed activity)

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 18 British Myths and legends	Remember understand Create Discuss	whole class group work	30 minutes	Classroom	Whiteboard Computers Internet poster	Scaffolding

Each group has to write a short text about their topic. The teacher helps them. They have to make a poster with a short description and two pictures. Then, each group has to present it to the whole class. They stick the poster on the wall.

The teacher wraps up the session: What did you learn today? The teacher and students

complete their self-evaluation sheet (cf. Table 5).

Subject: Social Science

Title: Where did we come from?

Session 10

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 19 Knowing Al-Ándalus	Remember Understand Predict Recognize Select	Whole class Group work	30 minutes	Classroom	Pictures/ flashcards Whiteboard Computers Internet Strips of paper	Scaffolding

Breaking the ice: The language assistant shows the students some flashcards related to different buildings, food, monuments and famous people (Alhambra, Alcazaba, medina, oranges, lemons, nuts, rice, mosque and Averroes). He/she asks: Do you know them? Do you recognize them? Where do they come from? Are they Spanish? The LA elicits students' answers. Then, he/she gives one flashcard to each group. Six texts describe the pictures (cf. Fig. 18). There is an extra text which does not match any picture. Each group has to find out the most suitable description. Then, they pick it up and go back to their group.

Each group introduces their picture and reads their description. They stick them on the wall.

The teacher asks: Are these pictures Spanish? What is the origin of this monument? / Which is the most famous mosque in Spain? / Where is it?

Odd one out: the teacher shows them 3 flashcards related to Al-Ándalus (cf. Fig. 19) but one does not belong to that period and the students have to guess what it is. Students listen to a short audio https://drive.google.com/file/d/1o1F-7qTbrJL1b4g0gBga_EdKLiS4k950/view?usp=sharing They listen to it twice. Then, the teacher gives them strips of paper with different parts of the audio (cf. Fig. 20). In groups,

they have to remember the listening and put the strips into the correct order. Then, the teacher plays it again, and they check their choices. The teacher gives the audio's transcript to read it aloud.

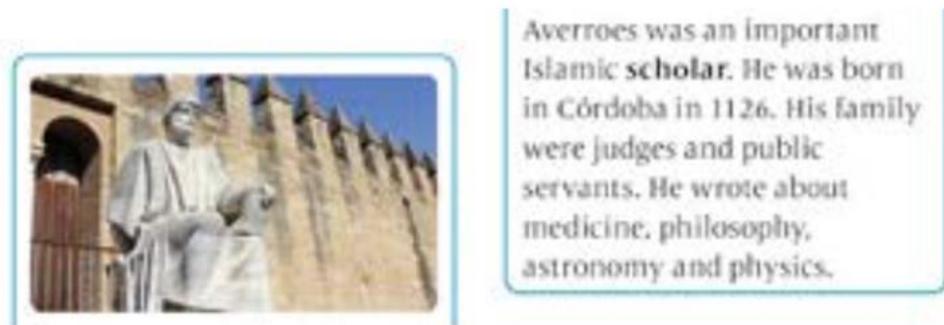


Figure 18. Flashcards and texts (taken from Scott & House, 2018, p. 12)

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 20 Placing Al-Ándalus in the Middle Ages	Remember Select Design	Group work	30 minutes	Classroom	Whiteboard Computers Internet Kahoot	Scaffolding

Then, students have to design a timeline and place the crucial facts (Battle of Guadalete, Emirate of Córdoba, Caliphate of Córdoba, Taifa Kingdoms, Kingdom of Granada and Christian Conquest of Granada) during Al-Ándalus using a template (cf. Fig. 21).

They complete their picture dictionary, selecting the most relevant vocabulary from the given text.

The teacher wraps up the session with this Kahoot activity (<https://create.kahoot.it/share/al-andaluz/369f8b51-3ec4-494b-93d2-b7b74e65b447>) for checking comprehension. The teacher and students complete their self-evaluation sheet (cf. Table 5).

Subject: English

Title: Robin Hood: past and present

Session 11						
Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 21 How would Robin Hood be in the present?	Remember Understand Predict	Whole class Group work	30 minutes	Classroom	Flashcards Worksheet	Scaffolding
What's missing? The teacher shows the class 12 flashcards related to opposite adjectives (big-small/ happy-angry/ good-bad/ poor-wealthy/ ugly- beautiful / clever-silly). Then, the teacher takes one out and asks: What's missing? Students hand up and say the word. The teacher shows a picture of Robin Hood and writes: In the past, he was wearing.../ He had got... What was he wearing? Had he got short hair? The teacher asks students questions using the past tense. Then, the teacher changes the picture and shows them a new Robin Hood in the present. Now, he is wearing.../He has got... What is he wearing?/ Has he got short hair? Then, the teacher gives a worksheet and a character to each group (cf. Fig. 22). They have to read the questions and answer them using the correct verb tense. Then, one group asks the other group the same questions and compares answers.						
Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 22 Who is who?	Remember Understand Describe Recognize	Whole Class Group work	30 minutes	Classroom	Photos Flashcards	Scaffolding

Afterwards, the teacher collects the pictures. Then, she shows the whole class ten photos about famous people in the past. She asks: Who was he? Do you know him? Why was he famous for?. Then, then she gives 5 photos to describe famous people physically (cf. Fig. 23). Each group has to guess the other group's famous person using the past tense using yes/no questions: Was she wearing a green dress? Had she got curly hair? Was she wearing a necklace?

The teacher wraps up the session: What did you learn today? The teacher and students complete their self-evaluation sheet (cf. Table 5).

Subject: Social Science

Title: Living in Al-Ándalus

Session 12

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 23 Knowing more about Al-Ándalus	Remember Understand Explain	Whole class Pair work Group work	30 minutes	Classroom	Whiteboard Computers Internet Worksheet Flashcards	Scaffolding

Breaking the ice: The teacher breaks up the session with this Kahoot activity to review contents from the previous session <https://create.kahoot.it/share/al-andaluz/369f8b51-3ec4-494b-93d2-b7b74e65b447>

The teacher gives a short text about life in Al-Ándalus (cf. Fig. 24) and 4 flashcards (mosaics, crops, Averroes and horse shoe arches). They have to work in pairs. One student reads the text and explains it to the other students using flashcards. Then, they exchange turns. The LA helps them.

Life in Al-Ándalus



Most people in Al-Ándalus lived in walled towns.

- The town centre had the **medina** where the craftspeople lived, and the **zoco**, the market place. The citizens of Al-Ándalus were famous for their crafts and trade so there were a lot of merchants (people selling things) in the towns.
- The Moors prayed in the **mosque**.
- Inside the town walls, there was a fort called an **alcázar**, a fortified palace called an **alcázar** and the **local baths**.
- Jewish people lived in separate areas called **juderías**.
- Farmers grew food like cereals, grapes and olives in the **fields** outside the town walls.

Al-Ándalus' legacy



We can still find many examples of Islamic-style **architecture** in Spain today. Features of this style include horseshoe arches, mosaics, domes and open courtyards.



The citizens of Al-Ándalus were good mathematicians. They used maths in their art: their buildings had **mosaics** with geometrical patterns. They introduced Arabic numbers and the number zero.



Averroes was an important Islamic **scholar**. He was born in Córdoba in 1126. His family were judges and public servants. He wrote about medicine, philosophy, astronomy and physics.



Agriculture was important in Al-Ándalus. Citizens developed new methods of irrigation and introduced new crops, such as rice, olives, oranges and aubergines.

Figure 24. Text and pictures of life in Al-Ándalus (text and pictures taken from Scott & House, 2018, p.12)

Then, in groups, they read the text again and complete this true/false worksheet (cf. Fig. 25).

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 24 Designing your own Al-Ándalus town.	Choose Create Apply	Group work	30 minutes	Classroom	Colours Pictures Cardboard Internet	Scaffolding
Students have to create their Al-Ándalus village. They have to draw it and label the important parts of it. The teacher and the LA help them. Then, they stick them on the wall.						
The teacher wraps up the session: What did you learn today? Did you enjoy the class? The teacher and students complete their self-evaluation sheet (cf. Table 5).						
Subject: Social Science						
Title: Living in Al-Ándalus						

Session 13						
Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 25 Al-Ándalus' society	Remember Understand Explain	Whole class Group work	30 minutes	Classroom	Whiteboard Piece of paper Crayons	Scaffolding
Breaking the ice: Let's spin the sheet. The teacher gives a piece of paper and students divide it into 5 parts. Each member chooses a colour for writing. Then, the teacher tells them to write what they remember about Al-Ándalus' lifestyle. They have 5 minutes to do the activity. Afterwards, the teacher writes their ideas on the whiteboard. The teacher asks them: How many religions were there in Al-Ándalus? Do you remember them? How was society? They watch this video for checking comprehension: https://www.youtube.com/watch?v=pIYSKvyb_bw&ab_channel=AngelPereaL%C3%B3pezAngelPereaL%C3%B3pez They watch it twice. Then, they have to remember the information and write it down. The teacher provides feedback and helps them. Once they do it, they will watch the video again and check their answers.						
Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 26 Al-Ándalus' society	Remember Complete	Pair work Group work Whole class	30 minutes	Classroom	Whiteboard worksheet	Scaffolding
1-2-4 activity: Students have to fill in a chart (cf. Fig. 26) about Al-Ándalus' society.						

2 Complete the chart about Al-Andalus society.

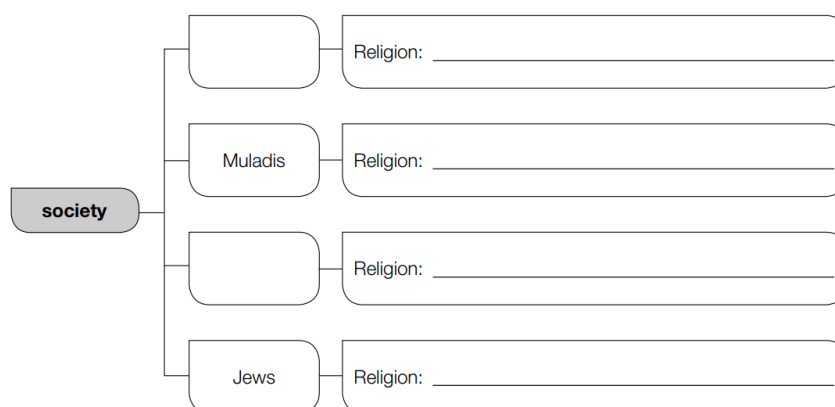


Figure 26. Chart about Al-Ándalus' society (chart taken from Grence Ruiz, 2015, p.47)

The teacher wraps up the session: What did you learn today? The teacher and students complete their self-evaluation sheet (cf. Table 5).

Subject: English

Title: Role-playing

Session 14

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 27 Starting the role-playing	Remember Understand Discuss Create	Whole class Group work	30 minutes	Classroom	Flashcards Piece of paper Bag Pencils	Scaffolding

Breaking the ice: Magic bag: Students sit down in a circle and pass a bag with 8 pictures (peasant, king, knight, merchant, castle, queen, pope and farmer). When the music stops, they pick up one picture and make a sentence using a noun and an adjective: past/comparative/superlative/opposites. For example: the peasant is poorer than the king.

The teacher proposes to write down a short dialogue using the words from the bag. In groups, they have to make up a short dialogue. The students have to write down the script, the characters, scenario and the plot. The teacher helps each group with their writing.

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 28 1, 2, 3...action !	Remember Dramatize	Group work	30 minutes	Classroom	Dialogues Videocamera	Scaffolding

Each group dramatizes its dialogue. The teacher records the drama activity, and it will be uploaded in the blog.

The teacher wraps up the session: What did you learn today? Did you enjoy the activities? The teacher and students complete their self-evaluation sheet (cf. Table 5).

Subject: Social Science

Title: The Reconquest

Session 15

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 29 What happened after Al-Ándalus?	Remember Understand Explain	Whole class Group work	30 minutes	Classroom	Whiteboard Computers Internet Worksheet Flashcards Text	Scaffolding

Breaking the ice: The teacher shows students two different maps (cf. Fig. 27) of the Iberian Peninsula. One regards Al-Ándalus and the other to the Reconquest. Teacher asks: Which was the smallest territory? Which was the most extensive territory? Students have to tell the main differences using these structures: The smallest territory was.../ The most extensive territory was.../ etc.



Figure 27. Maps of the different stages of the Reconquest (pictures taken from Scott & House, 2018, p.14)

The teacher chooses one student per group and gives him/her one short text to read about the Reconquest (cf. Fig. 29). He/she stands up and goes outside. He/she has to read it and chooses one sentence. Not only that, but he/she has to remember it. Furthermore, he/she comes back and tells the rest of the group. They have to write it down. All group members have to do this activity. Finally, they must have a similar text as the one given by their teacher. Afterwards, the teacher asks questions to check comprehension: When did the Reconquest take place? Who were Isabel and Fernando? Why did Isabel and Fernando get married? Which was the first battle for the territory? Who won this battle? Where was the battle? What happened in 1492?

13th-14th centuries

In 1212, the Kingdoms of Aragón, Navarra, Castilla and Portugal fought together and defeated the Moors at the **Battle of Las Navas de Tolosa**. This battle was key in the *Reconquista*. Soon after, **King Fernando III** conquered Sevilla and Córdoba. **Alfonso X**, Fernando III's son, conquered Jerez, Cádiz and Murcia. **King Jaime I** of Aragón conquered Valencia and the Balearic Islands.

15th century

In 1469, **King Fernando II of Aragón** and **Queen Isabel I of Castilla** married. This united their crowns, to create the Kingdom of Spain.

In 1492, they conquered the Kingdom of Granada. It was the last territory of Al-Ándalus. This marked the end of the *Reconquista*.

Figure 28. Text of the Reconquest (text taken from Scott & House, 2018, p.15)

Activities	Cognitive process	Methodology	Timing	Scenarios	Resources	Attention to diversity
Activity 30 Completing a pyramid	Remember Understand Complete Compare	Pair work Group work	30 minutes	Classroom	Worksheet Text	Scaffolding
1-2-4 activity: First, students work individually. Then, in pairs and finally as a team. They have to complete the pyramid of power for a Feudal Kingdom (cf. Fig. 29) with the information given in the text (cf. Fig. 30). Then, they check their pyramid in pairs and finally within their group. Before finishing the session, the teacher and students complete the pyramid together. Each group checks the activity. The teacher wraps up the session: What did you learn today? The teacher and students complete their self-evaluation sheet (cf. Table 5).						

Table 3. Lesson plan: sessions

Sessions 16, 17 and 18: they work on their presentations, videos and infographics.

Session 19: oral presentation rehearsal and video recording.

Session 20: Final event: Robin Hood is coming to our school. Students will show their work (oral presentations, videos and infographics) to the rest of the third cycle, visiting schools and Robin Hood. The language assistant from another school will play Robin Hood.

4.4 Evaluation and dissemination

According to the Andalusian legal framework, Order of January 15 (BOJA, 18-01-2021), students' evaluation will be “continuous, formative, inclusive, differentiated and objective according to the different areas of the curriculum”. It will be an instrument for the improvement of both the teaching and the learning process.

The evaluation is a reflective assessment of the achievement obtained by the students. Its purpose is to offer information as close as possible to the reality of the educational process in order to be able to intervene correctly based on the data obtained. The evaluation in Primary Education considers the degree of acquisition of the key competences and the achievement of the objectives of the stage. The evaluation of the students' learning process will be continuous, criterial, global and formative and will take into account the progress of the student in all the areas and the different elements of the curriculum.

The evaluation criteria for our group of students, depending on their characteristics and the relationships between the different curricular elements, will yield information on the degree of achievement of the Key Competences.

The evaluation will be criterial by referencing the evaluation criteria of the different curricular areas and their development through the evaluable learning standards. So, evaluation comprises criteria evaluation, learning standards, means, instruments and weight.

Teacher and students will assess their learning process using: rubrics (cf. Table. 6, 7 & 8), a checklist (cf. Table 9), a target of evaluation (cf. Fig. 31), peer assessment (cf. Table 10), a rubric to assess pyramid diagram (cf. Table 11), a rubric to assess the timeline (cf. Table 12) and a rubric to assess research using ICT tools (cf. Table 13).

Learning standards	Techniques	Instruments	Weight
Social Science			
SC.03.12.01. He/she uses different techniques to locate events from the past in time and space, perceiving the duration, the simultaneity and the relationships between events.	Portfolio Oral activities Short presentations	Rubric Direct observation Checklist	10%

SC.03.12.02. He/she places the most important historical stages of the different ages of Spain on a timeline.	Portfolio Written activities Oral activities	Rubric Direct observation Checklist	5%
SC.03.12.03. He/she identifies and locates in time and space the fundamental facts of the History of Spain, describing the main characteristics of each one of them.	Written activities Oral activities Test	Rubric Direct observation Checklist	10%
SC.03.12.04. He/she explains aspects related to Spain's way of life and social organization of the different historical periods studied.	Oral presentation Written activities	Rubric Direct observation Checklist	10%
SC.03.12.05. He/she identifies the distinctive features of the cultures that coexisted in the Peninsular Kingdoms during the Middle Ages, describing the political evolution and the different social models.	Oral presentation Written activities Test	Rubric Direct observation Checklist	10%

SC.03.13.04. He/she respects the historical remains and values them as a heritage that we must bequeath, and recognizes the value that the monumental archaeological heritage brings us to the past knowledge.	Teacher's evaluation	Direct observation	5%
English as a foreign language			
FL.01.02.02. He/she understands essential information, in short, simple conversations that engage them with familiar topics such as family, school, free time, description of an object or place.	Oral activities	Rubric Direct observation Checklist	10%
FL.O3.04.01. He/she makes short and straightforward presentations, previously prepared and rehearsed, on everyday topics or of interest to him/her.	Drama activities	Rubric Direct observation Checklist	10%
FL.03.06.04. He/she understands the essentials of short, well-structured stories and identifies the main characters, as long as the image and action drive much of the plot (adapted readings, comics, etc.)	Informal letter Storytelling	Rubric Direct observation Checklist	10%

Arts and Crafts			
AA.03.01.06. He/she creates posters with various information considering the concepts of size, balance, proportion and colour, and adding texts in them using the most appropriate typeface for their function.	Infographics Al-Ándalus' village	Rubric Checklist	10%
AA.03.01.09. He/she makes simple animation works to become familiar with the elementary concepts of audiovisual creation: script, production, editing, and sound.	Video	Rubric	10%

Table 4. Evaluation: learning standards, means, instruments and weight

This lesson plan will be disseminated in the class's blog, the school's blog, the school's social networks, e-Twinning project and final event. Schools located in the same neighborhood (students from 6th grade) are invited to the final event and meet Robin Hood.

5. CONCLUSION

In this paper, brief research about the suitability of Project-Based Learning and integrated subjects with a CLIL approach has been completed. Additionally, a lesson plan of the Middle Ages in which a cooperative methodology is used has been designed. Besides, it should be highlighted that the main objective of this paper is the development of a CLIL integrated lesson plan about the Middle Ages with a cooperative methodology. Moreover, this didactic proposal has been developed with all necessary elements to put into practice and based on the Andalusian legal framework. The lesson plan comprises objectives, contents, key competences, activities, methodology, attention to diversity, evaluation, and it pursues students' engagement, active participation, cooperation and the development of their

communicative competence. Furthermore, teachers must provide students with the necessary support to facilitate their learning process, foster students' oral skills and avoid frustration towards the learning of foreign languages.

Regarding CLIL and PBL and their suitability, the following conclusions can be found:

- The teaching of content through foreign language increase students' motivation.
- Students connect towards the teaching-learning process.
- Students become more autonomous and self-confident.
- Teachers use more oral activities and develop the students' Communicative Competence.
- Students find a reason for learning foreign languages.
- Students learn how to cooperate, negotiate and work within a team.

However, we can find several problems when using CLIL and PBL: previous teachers' planning, teachers' low level of foreign language competence, students' considerable workload and students' commitment, and a high amount of time for preparation.

Considering both, advantages and disadvantages, teachers must carefully plan their CLIL lesson plans, including a significant amount of oral activities, teamwork, students' interests, and motivation. The success of a CLIL lesson plan lies in the teacher's organization and methodology.

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6.2 Legislative references

- Organic Law 3/2020, of December 29th, which modifies Organic Law 2/2006 of May 3rd (BOE, 30-12-2020).
- Royal Decree 126/2014, of February 28th, which establishes the basic curriculum of Primary Education (BOE, 01-03-2014).
- Decree 97/2015, of March 3rd, which establishes the organization and basic curriculum of Primary Education in Andalusia (BOJA, 13-03-2015).
- Order of June 28th, 2011, which develops bilingual education in Andalusia (BOJA, 12-07-2011).

Order of January 15th 2021, which develops the primary curriculum, regulates certain aspects of attention to diversity, establishes evaluation and determines the transition process between different educational stages in the autonomous community of Andalucía. (BOJA, 18-01-2021).

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APPENDICES

Activity 1



Figure 1. Robin Hood's letter (originally designed activity)

Activity 2

Fill in the chart

<i>Name:</i>	
<i>Surname:</i>	
<i>Nationality:</i>	
<i>Place of birth:</i>	
<i>Date of birth:</i>	
<i>Profession:</i>	
<i>Father's name:</i>	
<i>Civil state:</i>	
<i>Best friend:</i>	
<i>Why was he famous for?</i>	
<i>What is he wearing?</i>	



Figure 2. Fill in the chart (originally designed activity)

Activity 3

Self-evaluation sheet

Name: Date:

			
1. I participate in oral activities			
2. I'm a good player			
3. I'm respectful of others			
4. I'm responsible			
5. I follow the teacher's instructions			
6. I try to do my best			
7. I enjoy the session			

Self-evaluation sheet

Subject: Session: Date:

			
1. I encourage my students to participate actively			
2. I use oral and written activities			
3. I support my students help them			
4. I listed to all of my students			
5. I used interesting resources and materials			
6. I try to do my best			
7. I enjoy the session			
8. I include all of my students			

Table 5. Self-evaluation sheet for students and teacher (originally designed activity)

Activity 4

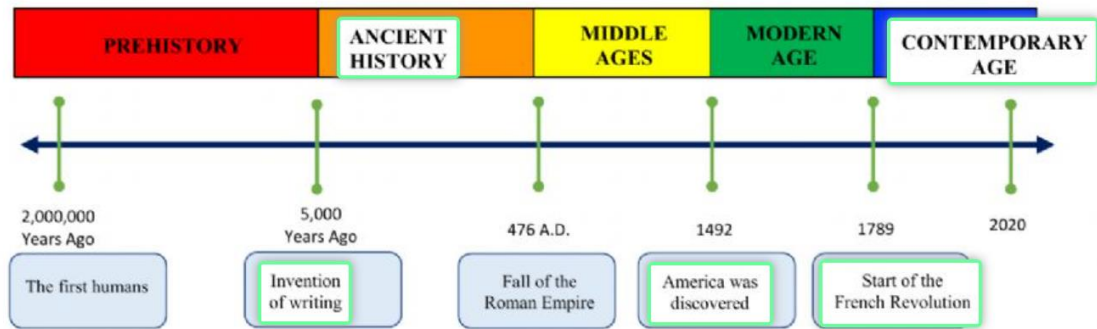


Figure 3. Timeline: Historical periods (Timeline: Historical periods. (s. f.). [Picture]. liveworksheets. <https://www.liveworksheets.com/gq509316ux>)

Activity 5

The form is titled 'Writing Organizer - Informal Letter Plan'. It contains the following sections and fields:

- Writers Address:** A box containing 'Street', 'Town', 'Postcode', and 'Date'.
- Name or Title:** A box labeled 'Dear'.
- Introduction:** A box for the opening of the letter.
- Body of the Letter:** A large box with horizontal lines for the main content of the letter.
- Conclusion:** A box for the closing of the letter.
- Salutation:** A box for the closing phrase.
- Your Name:** A box for the sender's name.

Figure 4. Template informal letter (template taken from <https://www.pinterest.es/pin/842665780271034827/>)

Activity 7

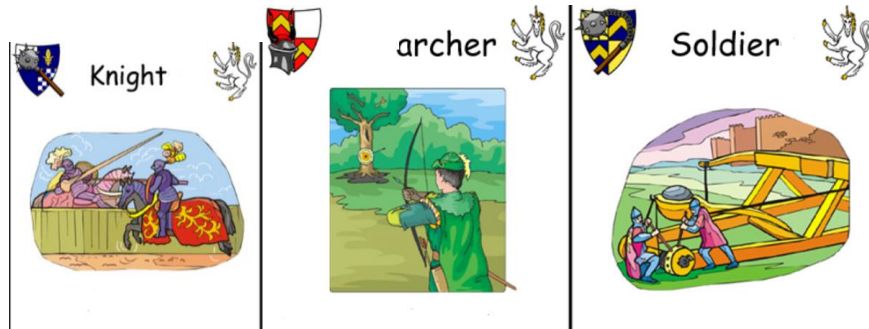


Figure 5. Flashcards (flashcards taken from https://bogglesworldesl.com/medieval_flashcards.htm)

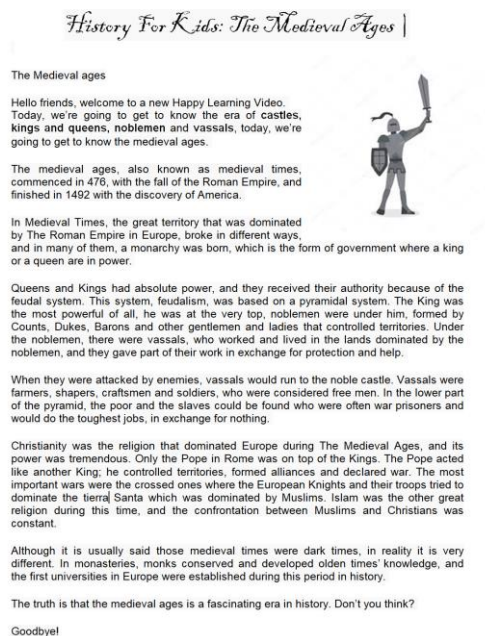


Figure 6. Video's transcript: History For Kids: The Medieval Ages (transcript taken from Happy Learning English.

https://www.youtube.com/watch?v=yHughcfloZM&ab_channel=HappyLearningEnglish

Activity 8

Reading comprehension

Read the text and answer the following questions:

1. When did the medieval period start and finish?
2. What happened in 1492?
3. What was a monarchy?
4. What was the feudalism?
5. Who were the vassals?
6. Which were the more dominant religions in Europe during the Middle ages?

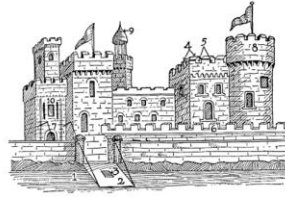


Figure 7. Reading comprehension: questions (originally designed activity)

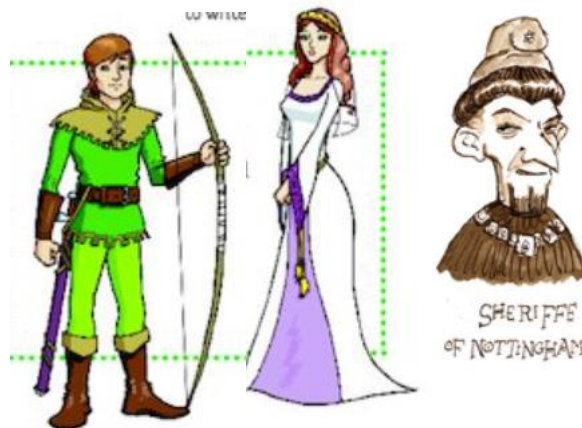


Figure 8. Flashcards (flashcards taken from <https://resource-bank.scholastic.co.uk/resources/161769> and <https://graphicmotionnews.wordpress.com/2015/07/31/robin-hood/>)

Activity 9

Robin Hood's legend

Once upon a time, there was a Sheriff. He was a tax collector, and he lived in Nottingham. He lived in the biggest castle in the middle of England. Likewise, he was wealthy and evil. The Sheriff was the worst person in the village.

Every day, he went out collecting taxes from all the people, especially peasants and farmers. He collected house-tax if you had a house. He collected horse-tax if you had a horse. Not only that, but he collected children-tax and even dog-tax! He took money from everybody! The people were the poorest in the country. They were miserable. There was only one person who could rescue them: Robin Hood.



Robin Hood was braver than his friend, Little John. He was an exceptional archer, one of the best in England, if not the entire world. Robin Hood stole the tax money from the Sheriff and returned it to the poor. The people were happy again. But Robin Hood was not pleased. He was in love with a beautiful girl called Lady Marian. She was the most beautiful girl in the Kingdom. But Lady Marian lived in Nottingham Castle, and the Sheriff was also in love with her. Robin Hood was a better man than the Sheriff.

The Sheriff did not like Robin Hood. He wanted Robin Hood to stop taking his money. Besides, he wanted Robin Hood to stop visiting Lady Marian. The Sheriff had the most brilliant idea. He organized an archery competition so that he could catch Robin Hood and put him in prison. But Robin Hood was a clever man. He went to the competition but escaped with the entire Sheriff's money!

The Sheriff was very, very angry. He had another idea. He took Lady Marian and put her in prison. Now, Robin could not visit her any more. But Robin Hood was a hero. He was not afraid of the Sheriff. He went to Nottingham Castle with his sword and fought the evil Sheriff. Furthermore, he rescued Lady Marian, married her, and they all lived happily ever after. Robin Hood and Lady Marian were the happiest couples in the Kingdom.



Figure 9. Robin Hood's legend (legend adapted from <http://www.xtec.cat/~aorihuel/Reading/4t/4th%20year%20hotpotatoes/Robin%20Hood/Robin%20Hood.htm>)

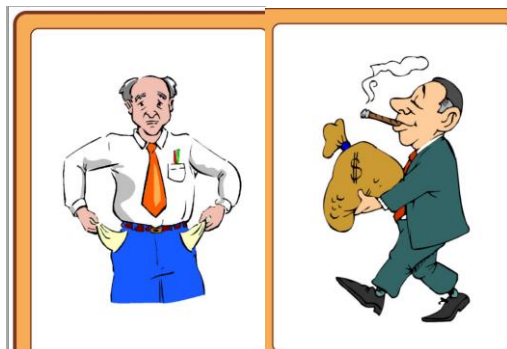


Figure 10. Flashcards opposite adjectives (flashcards taken from https://www.eslflashcards.com/set/adjectives/?attribute_pa_size=small&attribute_pa_variation=images-only#main)

Activity 13

Messy words

txase earfmr rherca csleat ordws vile oclectingl indomgk wstro

Figure 11. Messy words (Originally designed activity)

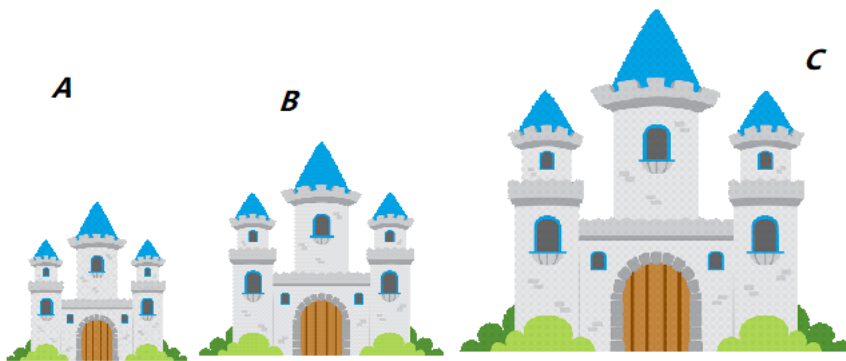


Figure 12. Flashcards (pictures taken from <http://clipart-library.com/cartoon-castle-cliparts.html>)

Activity 14



Figure 13. Flashcards (flashcards taken from <https://sp.depositphotos.com/vector-images/king.html>)

Activity 15

The Visigoths

After the fall of the Western Roman Empire in AD 476, a Germanic tribe called the Visigoths came to live in Hispania. This marked the start of the Middle Ages in Europe.

The Visigoths defeated other Germanic tribes like the **Vandals**, **Alans** and **Suevi** to win territories in Hispania. They conquered most of the Iberian Peninsula by the end of the 5th century and made **Toledo** their capital.

The Visigothic kingdom existed from AD 507 to AD 711. At first, the Visigoths were nomads and illiterate. Later, they:

- learnt to speak **Latin**
- learnt to **read**
- adopted **Catholicism** and **Roman law**



Map of Visigothic Hispania c. AD 507

Figure 14: Text and picture of the Visigoths (text and picture taken from Scott & House, 2018, p. 10)

1. This marked the start of...
2. After the fall o the Western Roman Empire...
3. They conquered most of the ...
4. The Visigoths defeated other Germanic tribes like...
5. The Visigothic kingdom existed from...
6. Later, they learnt...
7. At first, the Visigoths were...

Figure 15. Matching sentences (originally designed activity)

Activity 17



Figure 16. Robin Hood's letter (originally designed activity)

British myths and legends

Fill in the chart using Internet



Name:	
Place:	
Date:	
Is it a myth or legend?	
Describe it:	
Origins:	
Father's name:	
Important facts:	
Short explanation about it	
Do you think the myth of legend was true?	
Make a drawing:	

Figure 17. Fill in the chart: British myths and legends (originally designed activity)

Activity 19

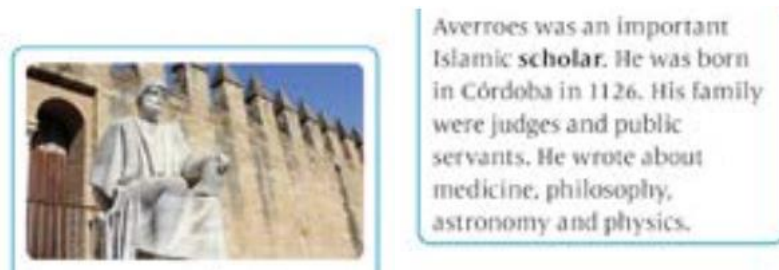


Figure 18. Flashcards and texts (taken from Scott & House, 2018, p. 12)

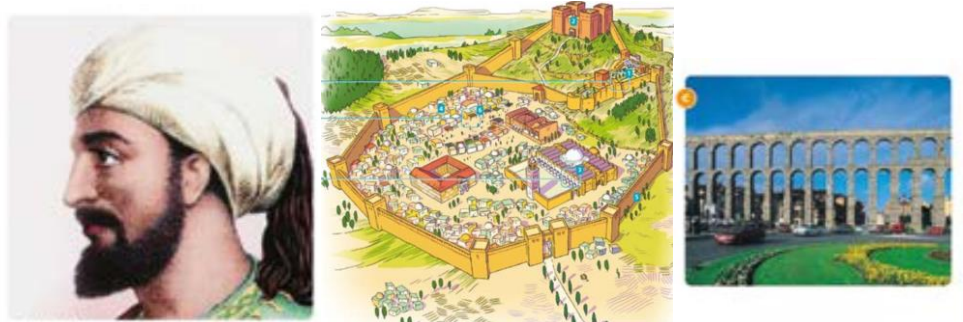


Figure 19. Flashcards (taken from Scott & House, 2018, p. 8, 11 & 13)

- Jewish people lived in separate areas called **juderias**.
- Farmers grew food like cereals, grapes and olives in the **fields** outside the town walls.

The Moors invaded the Iberian Peninsula and defeated the Visigoths at the **Battle of Guadalete** in AD 711. They called their territory Al-Ándalus. They conquered most of the Iberian Peninsula and the Balearic Islands in a few years.

Most people in Al-Ándalus lived in walled towns.

- The town centre had the **medina** where the craftspeople lived, and the **zoco**, the market place. The citizens of Al-Ándalus were famous for their crafts and trade so there were a lot of merchants (people selling things) in the towns.
- **AD 929:** Al-Ándalus became independent. Abd al-Rahman III established the Caliphate of Córdoba. He was the first Caliph of Al-Ándalus.
- **AD 1031:** the Caliphate of Córdoba fell. The kingdom became many small independent Muslim states known as *taifas*.
- **AD 711:** the start of Al-Ándalus in the Iberian Peninsula. It was part of the Caliph of Damascus (modern day Syria).
- **AD 756:** Abd al-Rahman I established the Emirate of Córdoba and became its Emir.

Figure 20. Order the text (taken from Scott & House, 2018, p. 10 & 12)

Activity 20

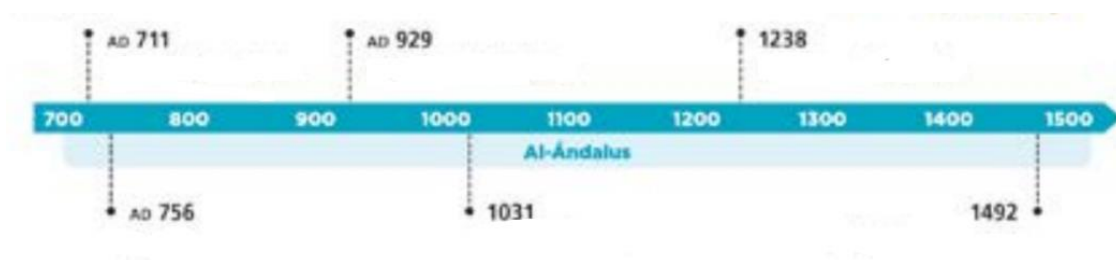


Figure 21. Template timeline (Timeline adapted from (text and picture taken from Scott & House, 2018, p. 11))

Activity 21

In the story, the Sheriff of Nottingham...

Look at the picture and tick the correct answer

Question	Yes	No
1. Was he wearing a scarf?		
2. Was he wearing a necklace?		
3. Had he got beard?		
4. Was he wearing glasses?		
5. Was he tall?		
6. Had he got a big nose?		
7. Was he wearing a hat?		
8. Had he got an arrow?		
9. Had he got a horse?		
10. Had he got brown eyes?		



Figure 22. Worksheet about physical descriptions (originally designed activity)

Activity 22



Figure 23. Famous people in the past (Rosalía, taken from <https://www.elle.com/es/star-style/noticias-famosos/a26082342/rosalia-foto-nina-instagram/>)

Activity 23

Life in Al-Ándalus

Most people in Al-Ándalus lived in walled towns.

- The town centre had the **medina** where the craftspeople lived, and the **zoco**, the market place. The citizens of Al-Ándalus were famous for their crafts and trade so there were a lot of merchants (people selling things) in the towns.
- The Moors prayed in the **mosque**.
- Inside the town walls, there was a fort called an **alcázar**, a fortified palace called an **alcázar** and the **local baths**.
- Jewish people lived in separate areas called **juderías**.
- Farmers grew food like cereals, grapes and olives in the **fields** outside the town walls.

Al-Ándalus' legacy



We can still find many examples of Islamic-style **architecture** in Spain today. Features of this style include horseshoe arches, mosaics, domes and open courtyards.



The citizens of Al-Ándalus were good mathematicians. They used maths in their art: their buildings had **mosaics** with **geometrical patterns**. They introduced Arabic numbers and the number zero.



Averroes was an important Islamic **scholar**. He was born in Córdoba in 1126. His family were judges and public servants. He wrote about medicine, philosophy, astronomy and physics.



Agriculture was important in Al-Ándalus. Citizens developed new methods of irrigation and introduced new crops, such as rice, olives, oranges and aubergines.

Figure 24. Text and pictures of life in Al-Ándalus (text and pictures taken from Scott & House, 2018, p.12)

Is this true or false?	True	False
1. The medina was outside the village.		
2. The Christians prayed in the mosque.		
3. The <u>zoco</u> was a castle.		
4. Jewish people lived in <u>juderías</u> .		
5. <u>Aubergine</u> was a typical vegetable from Al-Ándalus.		
6. Citizens from Al- <u>Ándalus</u> were good at <u>Maths</u> .		
7. Mosaics are a typical Islamic architecture.		
8. Averroes was an important soldier.		

Figure 25. True/false worksheet (originally designed activity)

Activity 26

2 Complete the chart about Al-Andalus society.

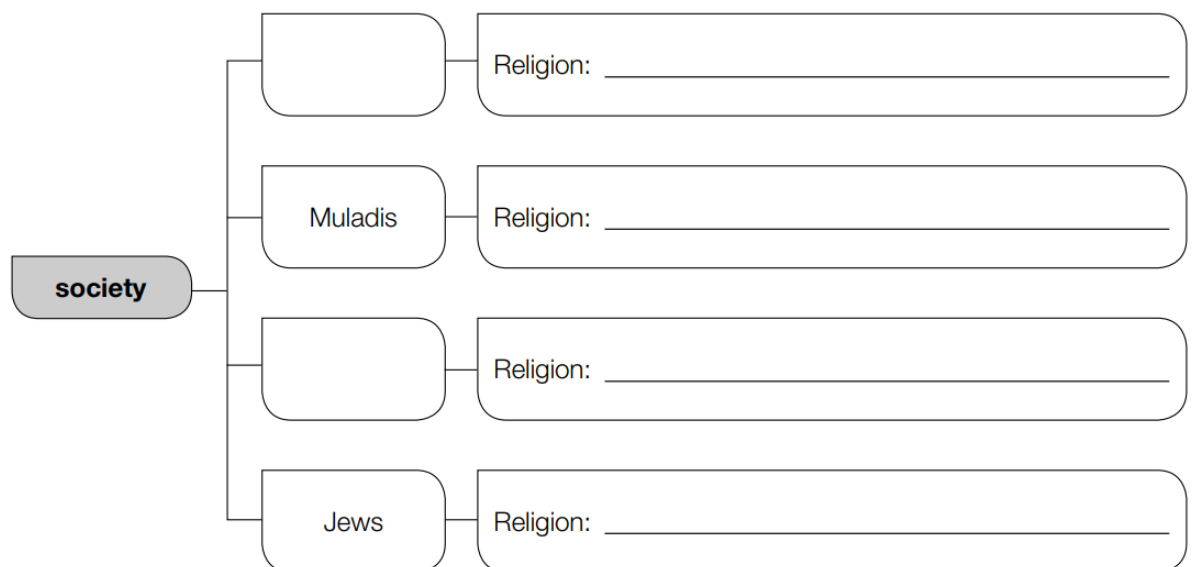


Figure 26. Chart about Al-Ándalus' society (chart taken from Grence Ruiz, 2015, p.47)

Activity 29



Figure 27. Maps of the different stages of the Reconquest (pictures taken from Scott & House, 2018, p.14)

13th-14th centuries

In 1212, the Kingdoms of Aragón, Navarra, Castilla and Portugal fought together and defeated the Moors at the **Battle of Las Navas de Tolosa**. This battle was key in the *Reconquista*. Soon after, **King Fernando III** conquered Sevilla and Cordóba. **Alfonso X**, Fernando III's son, conquered Jerez, Cádiz and Murcia. **King Jaime I** of Aragón conquered Valencia and the Balearic Islands.

15th century

In 1469, **King Fernando II** of Aragón and **Queen Isabel I** of Castilla married. This united their crowns, to create the Kingdom of Spain.

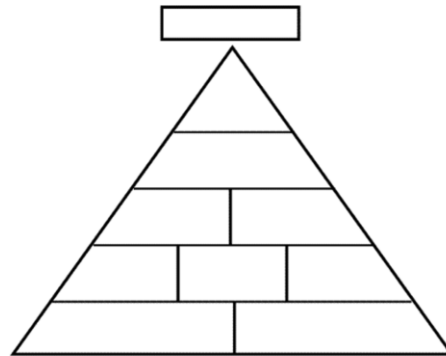
In 1492, they conquered the Kingdom of Granada. It was the last territory of Al-Ándalus. This marked the end of the *Reconquista*.

Figure 28. Text of the Reconquest (text taken from Scott & House, 2018, p.15)

Activity 30

Fit the following roles into the appropriate place on the Pyramid of Power for a Feudal Kingdom in Medieval Europe:

Vassals Merchants Monarch Nobles Craftsmen
Peasants Serfs Farmers Pope/Church Knights



Directions: Circle the word that best completes each sentence:

1. The (lady, monarch, serf) was the supreme ruler at the top of the feudalism social structure.
2. A (knight, serf, lady) was someone who farmed the land owned by the lords.
3. A man who devoted his life to religion was called a (monk, nun, monarch).
4. A trained warrior in the third level in the feudalism pyramid was called a (knight, monarch, lord).
5. Define Feudalism: _____

Figure 29. Pyramid of power for a Feudal Kingdom (worksheet taken from <https://www.gocongr.com/note/724386/medieval-explanation>)

Society and the economy

Feudalism was the social structure in the Middle Ages. The social system had different levels and roles for different people.

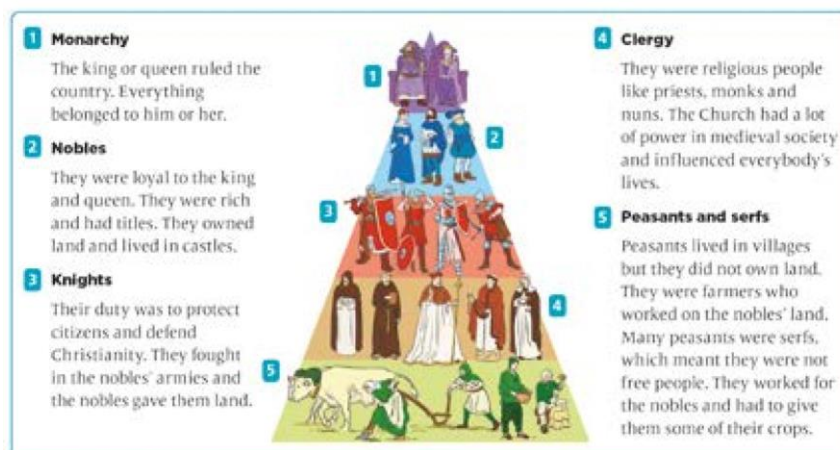


Figure 30. Text and pictures of life in the Christian Kingdoms (text and pictures taken from Scott & House, 2018, p.16)

Evaluation and assessment

	Excellent (4)	Notable (3)	Approved (2)	Insufficient (1)
Pronunciation	S/he pronounces words correctly and vocalizes well.	S/he pronounces correctly, but his/her vocalization is not adequate.	S/he makes pronunciation mistakes, although he vocalizes correctly.	S/he makes mistakes in both pronunciation and vocalization.
Volume	The volume is appropriate to the situation.	The volume is not appropriate for the situation.	The volume is too low.	The volume is not appropriate for the situation.
Body language	His/her posture is natural, and he/she looks at the group continuously.	S/he looks at the group, but his/her posture is not correct.	S/he only looks at some members of the group and even at some point turns his/her back on the group.	S/he does not address the public when exhibiting.
Contents	S/he exposes the factual content without leaving the subject.	S/he exposes the content and, on occasion, goes off-topic.	S/he exposes the content, although it is missing data.	The exhibition lacks factual content.
Resources	S/he uses support material that reinforces the content and captures the group's attention.	During the exhibition, s/he uses some visual aids.	There is little reference to images or supporting documents.	During the exhibition, s/he does not use support material.
Sequencing	There is a good structure and segmentation of the exhibition.	Fairly neat display.	There are some mistakes and repetitions in the ideas.	The exhibition lacks order and repeats the ideas continuously.

Table 6. Rubric to assess oral presentations (originally designed rubric)

INDICATOR	Excellent	Very good	Good	Fair
<u>Contents</u>	It covers the subjects deeply with details and examples. Knowledge of the subject is excellent.	It includes essential knowledge on the subject. The content seems to be good.	It includes essential information on the subject but has 1-2 factual errors.	The content is minimal and has several factual errors.
<u>Originality</u>	The product shows excellent originality. The ideas are creative and ingenious.	The product shows certain originality. In addition, the work demonstrates the use of new ideas and insight.	Use other people's ideas (giving them credit), but there is almost no evidence of original ideas.	It uses other people's ideas but does not give them credit.
<u>Use of language</u>	There <u>are</u> no grammatical, diction, or spelling errors.	There is a grammatical, diction, or spelling error.	There <u>are</u> grammatical, diction, or spelling errors.	<u>There are many errors.</u>
<u>Interest</u>	Use different camera angles and shots. It Includes sound effects. The visual and sound effects of the video are varied and correct.	Use different camera angles and shots. Includes sound effects. However, these effects are formally flawed.	There is little variety in shots, angles, and sound effects.	The video does not present a variety of effects.
<u>Clarity</u>	The quality of the video and the focus is excellent in all its parts and the sound.	Video, focus and sound quality is suitable for most of the video.	It has some faults that affect the quality: in focus or the sound. However, <u>the quality is enough.</u>	The video is not of sufficient quality.

Table 7. Rubric to assess the final video (adapted from <https://cedec.intef.es/>)

Indicators	Excellent	Very good	Good	Fair
<u>Organization</u>	All the elements of an <u>infographic</u> are present (title, body, sources and credits), there is a perfect balance between text and image.	All the elements of an <u>infographic</u> are present (title, body, sources and credits), the visual and textual information are quite good balanced.	Some of the elements are missing characteristics of an <u>infographic</u> (title, body, sources or credits) and / or there is not a good balance between visual information and textual.	It only presents one or two of the elements of an <u>infographic</u> (title, body, sources or credits) and / or the visual and textual information are not balanced.
<u>Design</u>	The information is distributed in a visually very attractive way, the color scheme is very harmonious and the typography used is legible and very appropriate.	The information is laid out in a visually appealing way, the color scheme is adequate and the typeface used is legible and appropriate.	The information is distributed in a visually unattractive way, the colors are not combined in a very harmonious way and / or the typography is not the most appropriate.	The information is distributed in a visually unattractive way, the colors are not harmoniously combined and / or the typeface used is inappropriate and not very legible.
<u>Contents</u>	It covers the subjects deeply with details and examples. Knowledge of the subject is excellent.	It includes essential knowledge on the subject. The content seems to be good.	It includes essential information on the subject but has 1-2 factual errors.	The content is minimal and has several factual errors.
<u>Originality</u>	The product shows excellent originality. The ideas are <u>creative</u> and ingenious.	The product shows certain originality. In addition, the work demonstrates the use of new <u>ideas</u> and insight.	Use other people's ideas (giving them credit), but there is almost no evidence of original ideas.	It uses other people's ideas but does not give them credit.
<u>Use of language</u>	There are no grammatical or spelling errors.	There is a grammatical or spelling error.	There are grammatical or spelling errors.	<u>There are many errors.</u>

Table 8. Rubric to assess the infographic (adapted from <https://cedec.intef.es/>)

What do they know about the Middle Ages?

Items	Yes	No	Need to revise
They locate the Middle Ages in a timeline			
They recognize important people			
They recognize important facts during the Middle Ages			
They value the importance of the Middle ages in our History			
They identify the three main religions in that time			
They know how feudalism works			
They know the importance of the Visigoth people in the political formation of Spain			
They know about the life in al- <u>Andalus</u> and its scientific and cultural contribution.			

Table 9. Student's checklist (originally designed rubric)

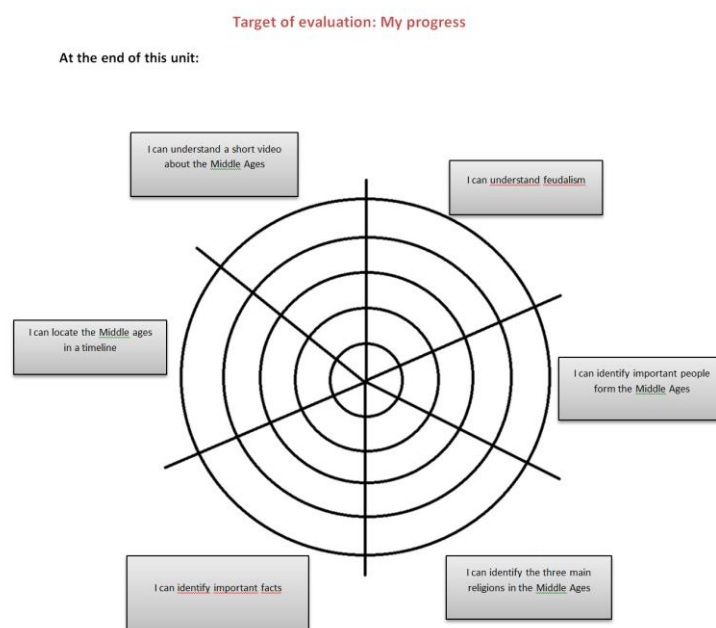


Figure 31. Target of evaluation (diagram adapted from Bultitude & DeWitt; 2018)

Peer assessment grid: pyramid diagram

Students' name:

			
We can understand the pyramid diagram			
We can use it for studying			
The pyramid diagram is very nice and clear			
The information included in the pyramid diagram is from the text			

Table 10. Peer assessment (originally designed)

Rubric pyramid diagram

				
Concepts	The diagram is complete and the information is correct	The diagram is complete but 1 or 2 words are wrong	The diagram is complete but 1 3 or 4 words are wrong	The diagram is complete but there are more than 5 mistakes
Language	Sentences or words are spelled correctly	Most of the sentences or words are spelled correctly	There are 3 or 4 misspelled words	There are more than 5 misspelled words
Neatness and presentation	The diagram is well presented and all the information is easy to understand	The diagram is well presented and most of the information is easy to understand	The diagram is well presented but some of the information is difficult to understand	The mind ma is not neat enough to understand most of the information
Organization of information	The concepts are well organized and they are relevant for the unit	Most of the concepts are well organized and they are relevant for the unit	Some of the concepts are organized and some of them relevant for the unit	Most of the concepts are not organized

Table 11. Rubric to assess pyramid diagram (originally designed)

Rubric: timeline

Team:

	Excellent	Very good	Good	Poor
Content	Dates and important facts are very well included in the timeline	Dates and important facts are well included in the timeline	Some of the dates and important facts are included in the timeline	Most of the dates and important facts are not included correctly in the timeline
Communication	The language used and the ideas included are perfectly clear	The language used and the ideas included are clear	Most of the language used and the ideas included are clear	Most of the language used and the ideas included are difficult to read or understand
Cognition	Students have analyzed the information deeply	Students have analyzed the information but there is no reflection	Students have analyzed the information vaguely and without reflection	Students have not analyzed the information and they did not include their reflection
Team work	Excellent work for both of this team member's roles.	Work for one of this team member's roles is good and the other is either good or excellent.	Work for one of this team member's roles is poor and the other is either poor or good.	Work for at least one of this team member's roles was unacceptable.

Table 12. Rubric to assess the timeline (originally designed)

	Excellent (4)	Notable (3)	Approved (2)	Insufficient (1)
Information research	S/he uses the resources and means correctly.	S/he uses some resource or means to find all the information.	S/he uses some resource or means to find part of the information	S/he uses some resource or medium with the help of the teacher or a classmate.
Obtaining the information	S/he obtains all the necessary data to give the activity, adjusting to the established times	S/he obtains a large part of the data to respond to the activity, adjusting to the established times	S/he obtains some data necessary for the activity but has difficulty adjusting to the established times.	S/he obtains some data with the help of the teacher or a colleague without adjusting to the established times.
Information processing and analysis	S/he analyzes the information obtained, extracting it rigorously and systematically ordering it.	S/he analyzes the information obtained, extracting it and ordering it correctly.	S/he analyzes part of the information obtained, ordering it appropriately	S/he carries out tasks corresponding to the treatment and analysis of the information with help.
Results analysis	S/he performs evaluations or makes judgments about the information obtained in a rigorous way.	S/he makes assessments or make judgments about the information Obtained.	S/he makes some interpretation on the information obtained.	S/he performs some interpretation with the help of the teacher or another partner.
Conclusions	S/he exposes or presents the main findings of the search and treatment of the information carried out in a clear, rigorous and coherent way.	S/he exposes or presents the main findings of the search and treatment of the information.	S/he exposes or presents some findings of the search and treatment of the information carried out.	S/he exposes with difficulty some of the information obtained.

Table 13. Rubric to assess research using ICT tools (originally designed rubric)