

## Master's Dissertation/ Trabajo Fin de Máster

CLIL through MIs, student-  
centeredness and ICTs in Infant  
Education

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## **ABSTRACT AND KEY WORDS**

The aim of this Master's Dissertation is the creation of a didactic proposal for learners in the last year of Infant Education, where the CLIL approach is complemented by the Multiple Intelligences theory, student-centered methodologies and ICTs. It is supported by references to different authors that have reinforced these theories or approaches and have promoted their use in the classroom. Our teaching unit is a thirteen-session's one which carries the students around their city in order to discover relevant and significant aspects for them. A contextualization, justification, and evaluation was done, among other aspects, to complete the didactic proposal.

**Key concepts:** CLIL, student-centered methodologies, Multiple Intelligences, ICTs, didactic proposal.

## **RESUMEN Y PALABRAS CLAVE**

El objetivo de este trabajo fin de máster es el diseño de una unidad didáctica para los alumnos del último curso de educación infantil, en el que el enfoque metodológico AICLE se complementa con la teoría de las inteligencias múltiples, las metodologías centradas en el alumno y las TIC. Se ha añadido una revisión bibliográfica de diferentes autores que refuerzan estas teorías o enfoques y promueven su inclusión en el aula ordinaria. Nuestra propuesta didáctica está formada por trece sesiones que llevarán a los alumnos alrededor de su ciudad para descubrir los aspectos más relevantes y significativos para ellos. La contextualización, la justificación y la evaluación están incluidas, entre otros ítems, para completar nuestra situación de aprendizaje.

**Conceptos clave:** AICLE, teoría de las inteligencias múltiples, metodologías centradas en el alumnado, TIC, propuesta didáctica.

## **LIST OF ABBREVIATIONS**

CLIL: Content and Learning Integrated Language.

ICTs: Information and Communication Technologies.

SCMs: Student-Centered Methodologies.

MI: Multiple Intelligences.

L2: Second language.

BOC: Boletín Oficial de Canarias.

BEDA: Bilingual English Development and Assessment.

ADHD: Attention Deficit Hyperactivity Disorder.

## **1. INTRODUCTION**

In a context of globalization where most of nations and their inhabitants are online, interconnected and up-to-date, the topic of education has always been one of the concerns of the population. Constantly in the spotlight, education is able to be analyzed, reformulated and adapted to the new requirements and improvements of a society. It is known that successful results in education in a country presume a great media outreach and positive repercussions in methodologies and resource used in their schools and teacher training.

In the 1960's a new way of understanding foreign languages started with the first immersion program in Canada, where students would be taught in English along with another language for at least 50% of their classes during an academic year. This could be considered a precursor of what we call CLIL nowadays.

Bingham Wesche affirms in her research that there are three main features of the Canadian method that could be extrapolated to the current moment: the sooner starting age with the immersion/methodology at school, the better, which means that students between 3-6 years old are able to join this program to increase the effectiveness (in our case) of the CLIL methodology; intensive and contextualized L2 exposure over an academic year, in order to increase their listening and speaking skills (later, writing and reading will be used but not in those ages); and use of the L2 to teach the school curriculum, applying motivating activities which engage the learner in understanding and using the target language and to promote the interaction (the fifth skill) between them with the second language.

### **1.1. Justification and problem formulation**

The evolution of society has given rise to the fact that, in this 21st century, we find ourselves in a society that is more and more trained, diversified in functions and with different concerns than the predecessors. In the century in which Information and Communication Technologies (ICTs) has transformed our way of life completely, and therefore of schools, and in which we try to meet the diversity of students, the level of demand for teachers has increased in a considerable way, and with it, the preparation they receive in order to be competent.

All these reasons have awakened in the teachers an interest to turn their classrooms into true centers of interest for students and to make the teaching-learning process truly meaningful.

However, day by day they assume a challenge in their classes and teachers try to overcome the adversity. One of these problems could be that, sometimes, teachers try to apply a new methodology without changing their minds and adapting to students needs.

In this Master's Dissertation a didactical proposal will be created to help those teachers who not only are going to follow the CLIL methodology, but also would like to focus on student-centered methodologies, multiples intelligences and ICTs to improve the teaching-learning process of their learners.

Nowadays, all schools that are immersed in bilingual education programs want to be at the forefront in innovation in the training of their teachers and in the leading methodologies that improve the teaching-learning process of the students.

However, a not significant sample of the schools can afford training courses for the teachers and that negatively influences the results of the applied method. If we add to the deficit of training that the economic factor is decisive, for example, in a lack of resources to boost the activities proposed in a determined didactic proposal, results may be unfairly altered.

For those reasons, a didactic proposal will be designed for a bilingual class using student-centered methodologies, taking into account the multiple intelligences approach, taking advantage of ICTs and demonstrating that collaborative work is a solution for training our students in a fairer atmosphere, where they must listen to different opinions, work as a team and collaborate between them to reach a common goal. The creation of a didactic proposal, implying the use of materials and resources that can be easily found in a class or school or that are as cheap as possible will be attempted.

## **1.2. Overview, formulation of hypotheses, objectives and research question**

Once we have done an introduction to this methodology and the approaches that could improve its efficiency, we are going to formulate some hypotheses, set some objectives and introduce some questions that could be solved through the development of this Master's Dissertation.

On the one hand, some methodologies, studied in this master, increase motivation levels of students while learning. Moreover, those methodologies also focus the process in the student, cater to diversity and foster their participation in class. Teachers now start from student's needs to build their own learning and ICTs could engage students in this process. Deriving from those speculations, it can be hypothesised that a

combination of CLIL methodology and student-centered methodologies, multiple intelligences and ICTs could be the key to an optimal student learning process.

With respect to the objectives that could be reached through this didactic proposal, the following ones should be highlighted:

- To integrate the CLIL approach into student centered methodologies, multiple intelligences and ICTs.
- To foster the integration of diversity through the combination of those approaches and methodologies.
- To promote collaborative work between the students by way of a serie of activities.
- To improve the learners' English speaking and listening skills.
- To develop values of cooperation, respect, tolerance and team work.

On the other hand, four are the research questions that are intended to be answered, after the literature review and teaching proposal.

- Does CLIL promote the effective use of the foreign language?
- Does the theory of multiple intelligences improve the integration in the classroom of students with special educational needs?
- Do student-centered methodologies help to solve the problems in the field of education that our system has?
- Is it advisable to use new technologies in classrooms?

## **2. THEORETICAL FRAMEWORK**

An improvement of the teaching-learning process where ICTs, multiple intelligences and student-centered methodologies had a main role is found in this Master's Dissertation. In this section, we will be able to define, analyze and explain some of the crucial word meaning, theories and models related to the methodology we are going to use, CLIL.

### **2.1. Definition of the key concepts, theories, paradigms and models**

It seems logical that this subsection starts with the explanation of the term which is considered central in this research: CLIL.

Content and Language Integrated Learning (CLIL) was used for the first time in 1994 and launched by UniCOM, the University of Jyväskylä (Finland) and the European Platform for Dutch education, as a need of Europeans of defining the bilingual education. It arises of the demand to improve the teaching learning process of a foreign language. Marsh & Langé (2002) defined the term as “a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language”. In this definition we are able to appreciate the emphasis in the teaching of content and language simultaneously, where the contents of a subject are taught in the target language to reach the evaluation criteria determined by the curriculum. One advisable aspect of CLIL, well-defined by Coyle et al. (2010) is that “CLIL is a planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice”, the four C’s framework for CLIL.

Another remarkable term in this Master’s Dissertation is ICTs. Information and Communication Technology has become in a short period of time, in words of Daniels (2002, p. 2) in “one of the basic building blocks of modern society. Many countries now regard understanding ICTs and mastering the basic skills and concepts of ICTs as part of the core of education, alongside reading, writing and numeracy”.

ICTs actually play an important role in our schools due to being tools that motivate students. This resource fosters the innovation in teachers and promotes their inventive as a professional of education, helps to deepen in knowledge and skills to develop in them and makes the teaching learning process more significant and enriched than before.

This reflection of Oliver (2000, p. 57) helps us to realize how ICTs have modified our current educational context:

Conventional teaching has emphasized content. For many years course have been designed around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favoring curricula that promote competency and performance. Curricula are starting to emphasize capabilities and to be concerned more with how the information will be used than with what the information is. Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and

performance-based curricula that make sound use of the affordances of these technologies.

The Multiple Intelligences theory, raised by Howard Gardner, revolutionized the idea of logical and linguistic intelligences as the only and valid ones. Gardner & Hatch. (1989, p. 5) define intelligence as a “the capacity to solve problems or to fashion products that are valued in one or more cultural setting”. Accordingly, he elaborated a list of seven intelligences (later would be eight): logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal and intrapersonal (in 1994, the list was extended to eight, including the naturalist one). In table 1 we can appreciate a definition of them:

| <b>Intelligence</b>  | <b>Definition</b>                                                                                                                            |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Linguistic           | An ability to analyze information and create products involving oral and written language such as speeches, books and memos.                 |
| Logical-Mathematical | An ability to develop equations and proofs, make calculations, and solve abstract problems.                                                  |
| Spatial              | An ability to recognize and manipulate large-scale and finegrained spatial images.                                                           |
| Musical              | An ability to produce, remember, and make meaning of different patterns of sound.                                                            |
| Naturalist           | An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world. |
| Bodily-Kinesthetic   | An ability to use one’s own body to create products or solve problems.                                                                       |
| Interpersonal        | An ability to recognize and understand other people’s moods, desires, motivations, and intentions.                                           |
| Intrapersonal        | An ability to recognize and understand his or her own moods, desires, motivations, and intentions.                                           |

**Table 1. Gardner’s eight intelligences (Davis, Christodoulou, Seider & Gardner 2011)**

In consonant with this theory, teachers are called to take into account all the intelligences as equal in a classroom because the eight intelligences make a person as a piece of a huge puzzle: society. All are different and all are important so the

development of the intelligences while the teaching learning process is carried out with problems, activities or tasks is crucial. In contrast, this theory collides with the traditional point of view of education, where logical-mathematical and linguistic intelligences dominated the assessment. Anyway, teachers need to be open-minded to recognize and comprehend a wide range of skills and abilities in their scholars, preparing the same material in different ways that implies the activation of all the intelligences. Although it means a huge effort into preparation of classes, the reward is enormous in terms of motivation for learning from the students.

## **2.2. Revision of existing literature**

We are going to report in this point of the Master's Dissertation on different authors that support the main pillars on which this work is based: CLIL, student-centered methodologies, ICTs and multiple intelligences. It is expected that studies, opinions and definitions from subject matter experts shed light and support the didactic proposal that has been designed.

### **2.2.1 *CLIL for young learners***

Dueñas (2004, p. 75) tells us that CLIL is “commonly perceived as a flexible operational framework for language instruction, with heterogeneity of prototypical models and application options available for different contexts and pedagogical needs”.

In consonant, Cenoz et al. (2013, p. 16) defined the methodology as a “well-recognized and useful construct for promoting L2/foreign language teaching”.

Rainier (2010) explains this:

In CLIL, the topic has to be focused and the foreign language vocabulary has to be learned through the content. Rather than separating language study from other subjects, the theory behind CLIL is that complementary subjects taught at the same time result in improved internalization and retention”. Moreover, she points out that “CLIL enables you to take advantage of the connections between language and specific subject-related content to improve the efficiency of pedagogy.

With respect to the teachers, Marsh et al. (2012, p. 24) affirm that a CLIL teacher “follows a personal path of enquiry, reflection, and evaluation. This provides an active model for students to develop the ways and means of learning through their own

research and evaluation. These are powerful tools for improving teaching and learning”. Thus, they add that “commitment to one’s own cognitive, social and affective development is fundamental to being able to support the cognitive, social and affective development of students”.

A remarkable part of the article written by Rainier (2010) highlights some advantages that teachers and students will reach through this methodology and that will be named and explained next:

In many cases, **CLIL can increase your students’ motivation** to learn what you’re teaching them. This can enable students to progress more quickly and solidly than they would with deliberately separated subjects. There are very few instances in the real world in which black and white don’t mix, so letting two subjects paint a broader picture of reality for students is a great advantage of CLIL. Just make sure that the content-specific subject is the primary objective and that your linguistic goals are secondary – this provides consistency and sturdy scaffolding on which to build linguistic progress. Because CLIL is so strongly associated with both a content area and a foreign language, **it’s naturally imbued with cultural and societal significance**. Your students will develop a stronger understanding of a foreign culture as a result of CLIL instruction and will be more likely to “see the big picture” in terms of the relationship between language and society. Even in CLIL lessons, it will become apparent that **some skills and knowledge are applicable to a wide range of subjects in a variety of languages**. Students will gain a healthy appreciation for these types of skills and may be more motivated to improve them. By challenging your students with CLIL, **you (the teacher) will be able to help them build confidence in their abilities**. The best part of this is that their confidence won’t be inflated – the legitimate cognitive and academic skills encouraged by CLIL are widely recognized and valued.

To summarize benefits, Dazr (2010) made a list of assets that CLIL provides to those learners who are being taught through this approach:

CLIL helps to:

- Introduce the wider cultural context.
- Prepare for internationalisation.
- Access International Certification and enhance the school profile.
- Improve overall and specific language competence.
- Prepare for future studies and / or working life.

- Develop multilingual interests and attitudes.
- Diversify methods & forms of classroom teaching and learning.
- Increase learner motivation.”

With regard to young learners (YLS), Marsh (2000) asserts that “CLIL offers YLS more realistic and natural opportunities to learn and use an additional language in such a way that they soon forget about learning the language as such and focus only on learning the content”. Anderson et al. (2015) from the Piaget’s stages of cognitive development created a table with the characteristics of young learners, the age range and the stage they belong to, which is summed up in table 2.

| Stage                                                | Age range | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sensori-motor<br/>(Infancy &amp; toddlerhood)</b> | 0 – 2     | <ul style="list-style-type: none"> <li>- Child learns to interact with the environment by manipulating objects (Nunan, 2011).</li> <li>- Linguistically: Rapid growth of vocabulary, gradual transformation to real language, from sounds to words.</li> <li>- Cognitive: Responds to step-by-step commands; language skills develop rapidly during this stage.</li> </ul>                                                                                 |
| <b>Pre-operational<br/>(Preschooler)</b>             | 2 – 7     | <ul style="list-style-type: none"> <li>- Acquisition of language.</li> <li>- Egocentric; thinking is literal and concrete; precausal thinking (e.g. “Why does it get dark at night?”).</li> <li>- Linguistically: Consolidates knowledge of the grammatical system. By age 7, acquisition of target grammatical system is almost complete.</li> <li>- Cognitive: Animistic thinking; limited sense of time; egocentric; transductive reasoning.</li> </ul> |
| <b>Concrete-operational<br/>(School-aged child)</b>  | 7 – 11    | <ul style="list-style-type: none"> <li>- Developing logical thought processes and ability to reason syllogistically; understands cause and effect.</li> <li>- Cognitive: Able to draw conclusions; can understand cause and effect intellectually.</li> </ul>                                                                                                                                                                                              |
| <b>Adolescence</b>                                   | 11 – 15   | <ul style="list-style-type: none"> <li>- Abstract thought; reasoning is both inductive and deductive.</li> <li>- Cognitive: Propositional thinking; complex logical reasoning; Can build on past experiences; Conceptualizes</li> </ul>                                                                                                                                                                                                                    |

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**Table 2. Piaget’s stages of cognitive development. Adapted from Anderson et al. (2015 p. 139).**

### **2.2.2 Student-Centered Methodologies**

Related to the student-centered methodologies (SCMs), it is essential to say that is a current pedagogical trend where teachers give up the prominence and are the students who adopt this role in the teaching-learning process. Teachers try to know what students are able to do, which are capabilities and skills they could achieve and what kind of outcomes are provided. Teachers’ role is limited to support and guide their students, is like a facilitator or promoter of teaching. Thus, these methodologies imply a drastic change and a challenge in students and teachers if they are compared to traditional teaching ways.

Barraket (2002, p. 65) made a reflection of the origin of student centered methodologies, and said that “Pedagogically, student, or learner, centered approaches to teaching have emerged from changing understandings of the nature of learning and, in particular, from the body of learning theory known as constructivism”.

Heim (1991, p. 2) had clearly explained that theory with this view of constructivism:

The term refers to the idea that learners construct knowledge for themselves, each learner individually and socially constructs meaning as they learn. Constructing meaning is learning; there is no other kind. The dramatic consequences of this view are twofold;

- 1) We have to focus on the learner in thinking about learning (not on the subject/lesson to be taught):
- 2) There is no knowledge independent of the meaning attributed to experience (constructed) by the learner, or community of learners.

Oliver-Hoyo et al (2011, pp. 2-3). say the following about SCMs:

Implementation of a student-centered approach mainly entails a shift from the teacher as the provider of content to the teacher as the facilitator of learning. This approach changes the focus from what the teachers do to convey information to how the teachers assist students in achieving educational goals and objectives.

Watson & Reigeluth (2008, p. 46) add in their article this reflection, where it is deduced that the sooner the students start with SCMs, the better for accepting new responsibilities and roles:

Teachers help students to direct their own learning through the contract development process and through facilitating real-world, independent or small-group projects that focus on developing the contracted attainments. Students learn to set and meet deadlines. The older the students get, the more leadership and assisting of younger students they assume.

Wagner (1995, p. 158), in his research suggests that “differences among people in level of individualism or collectivism are likely to affect their cooperation in groups, with greater collectivism stimulating greater cooperation”.

Last point of view written by McCombs & Whisler (1997, p. 48), talked us about a dual focus “on learners and learning that informs and drives educational decision-making processes. In learner-centered instruction, learners are included in these educational decision-making, the diverse perspectives of individuals are respected and learners are treated as co-creators of the learning process”.

Inside the SCMs, there is one methodology that will be used in the didactic proposal that it is important to explain: cooperative work.

Slavin (1980, p. 315), 39 years ago define the term in a research made about cooperative learning, where he said next:

Cooperative learning is an old idea in education, which has experienced a substantial revival in educational research and practice in the past few years. The term refers to classroom techniques in which students work on learning activities in small groups and receive rewards or recognition based on their groups' performance.

A good definition of cooperative work was found in Ráez Padilla (2018, p. 13), closer to actual contexts in education:

Cooperative work can be described as a successful (top-down; i.e. initiative stems from the teacher as for methods and goals) teaching technique in which a group of people work together in smaller groups to which (part of) a project or task has been assigned. The

outcomes are based on the strength of the individuals involved in the team and they depend on individual performance. Everyone in the team is accountable for their part of the work, which will be evaluated both individually and as a group. The success of each individual will determine the success of the group, although not in a competitive way. The idea is for all the members of the group to learn and succeed at completing the task or project. It is a socially interactive working environment in which strengths are enhanced and weaknesses are improved. The work system is structured and roles assigned beforehand and the teacher is usually aware of the possible outcomes or solutions.

In this way, Ráez Padilla (2018, p. 14) explains main benefits of the use of this student-centered methodology:

- Students can begin to recognize, understand and respect cultural differences.
- Performance is improved and motivation boosted when students are able to recognize and value the importance of their own contributions.
- Group work can help students who have difficulty with social skills, providing a safe working environment to interact with others.
- Inclusivity is encouraged: these methods are based on what a learner can do; therefore, learners considered *weaker* get the chance to play an active role and are less likely to become disengaged or frustrated.
- The class is more time effective: a lot more work can be achieved in less time and the teacher gets a better opportunity to reach those who need more guidance.

### **2.2.3 ICTs in Infant Education**

Information and Communication Technologies (ICTs) has developed considerably to improve our daily routines in 21<sup>st</sup> century. In education, it is increasingly common that schools be at the forefront in the use of tablets, computers, smart boards and so on. In this part of the literature review, a reflection of different authors will be found that supports the controlled and responsible use of ICTs in the classroom.

Machín et al. (2007, p. 1145) highlight in their article that “policy makers believed that ICTs investment can have an important role to play in raising educational standards.” They also affirm that “there is a relationship between changes in ICTs investment and changes in educational outcomes in England”.

Livingstone (2012, p. 4) in her conclusions, pleads for research that evidences the use and increase of ICTs in classes:

The ambition is that ICTs use will improve educational outcomes across the curriculum, as revealed in exam grades and other standardized measures of assessment. Achieving this aim would indeed justify the considerable expenditure and transformation of infrastructure witnessed in classrooms in the past decade. Yet, despite considerable evidence that teachers, along with parents, pupils and other stakeholders believe ICTs to improve outcomes, few independent evaluations comparing educational settings with versus without an ICTs intervention have been conducted, and those that exist are rather equivocal in their conclusions.

OECD in its book support ICTs this way:

There are several grounds for developing education policies that aim to embed ICTs more deeply into schools and teachers' practices. First, as a tool, ICTs devices and the Internet hold the promise of enhancing the (traditional) learning experiences of children and adolescents and perhaps of acting as a catalyst for wider change, where such change is desired. Second, the widespread presence of ICTs in society, used for everyday work and leisure activities, and the increasing number of goods and services whose production relies on ICTs, create a demand for digital competencies, which are, arguably, best learned in context. Third, while learning with ICTs may well take place outside school, initial education can play a key role in ensuring that everyone can use these technologies and benefit from them, for bridging the divide between rich and poor. Finally, school ICTs policies may be based on the desire to reduce administrative and other costs. Where teacher shortages exist or can be expected, ICTs policies may complement other actions taken to attract and retain teachers in the profession.

Ráez Padilla (2018, p. 5) tells us this in his words:

What we hope to achieve by using ICTs in our class may be classified into one or more of the following pedagogical purposes:

- Fostering learner autonomy.
- Sharing information, ideas, experiences, etc.
- Presentation of contents.
- Collaborative work online.
- Dissemination/showcasing of good practices and learning products.
- Enhancement of LCC (Linguistic Communication Competence).

- Fostering self/peer evaluation.
- Safely storing information, materials, etc.

Calvani (2009, p. 34) distinguishes three types of arguments to make schools and stakeholders aware: macroecological, strategic and microecological. It is important some assets he gives us in the macroecological (ethical) use of ICTs in a school:

The macroecological or ethical arguments deal with the cultural implication that schools should consider in so far as operating in a contemporaneous technological society. At this level, ICTs can become an opportunity for schools to re-think their educational purposes, in the light of the fact that we are living in an information society. In this category we can include justifications, such as those focusing on:

- Pervasiveness: information technologies pervade the overall society; schools are part of society; therefore, schools must introduce technologies, thus reflecting what happens in society.
- Appeal: technology attracts new generations; therefore, it can be a means of newly motivating educational environments and deeper students' involvement.
- Social mission: we live in the age of access and overcoming the digital divide is still one of the main social issues; schools have to contribute to bridge the gap.
- New competencies: the real educational reasons for using ICTs should be envisaged within the sphere of the need to develop new competences, such as teamwork, creativity, problem-solving and the like, ICTs could increase such competences considerably.
- New literacy: living in an informational society requires a <<digital competence>>, and especially the acquisition of the capacity to select and critically evaluate information; in order to achieve this, school curricula have to be redesigned, and ICTs have to be introduced as a school subject.

#### **2.2.4 *Multiple Intelligences in Infant Education***

The last point of this literature review refers to the Multiple Intelligences theory. Based on the ideas of Howard Gardner, he differentiates new types of intelligence besides mathematical and linguistic ones. Those intelligences would help to identify strengths and weaknesses, abilities and potentials of students to enhance their future opportunities as part of the society. The theory can be applied to any different context where the teaching-learning process would be taking place. Moreover, it provides teaching

methods to promote creativity, emphasizing significant comprehension and applying new knowledge in their daily life.

Davis, Christodoulou, Seider & Gardner (2011) establish the eight intelligences as “a departure from traditional conceptions of intelligence and highlight that individuals have varying levels of capacity in each of the eight areas, providing them with a complex profile. It is understood that everyone has strengths in certain intelligences and weaknesses in others”.

Armstrong (2009) firmly believes that MIs help to develop our student’s skills when he says that:

Teaching about multiple intelligences in the classroom is the first step to changing your methodology. Students are given the opportunity to reflect on their own learning processes in a meta-cognitive activity. Students should be asked their opinions on if they are intelligent or not, and if there are some negative reactions it is crucial to assure them that everyone is intelligent in their own way.

### **3. DIDACTIC PROPOSAL**

In this section, a didactic proposal taking into account the Multiple Intelligences theory, student-centered methodologies and ICTs is going to be developed. They will be introduced in a CLIL class of infant education, specifically in five-years-old students. This didactic project will include these points: justification, contextualization, objectives, competences, contents, timing, methodology, materials and resources, transversality, interdisciplinarity, evaluation, step-by-step planning and reinforcement and extension activities.

#### **3.1. Justification**

In a multicultural and bilingual society like the current one, knowledge of a second language is decisive since it helps to promote communication and other skills, as well as the expansion of knowledge and experiences, in relation to other cultures and countries.

The acquisition of a language is a constructive process that leads to an integral development of the subject, in which receptive (listening and reading) and expressive (writing, speaking and interaction) skills must be integrated. All this is done through the communicative approach, focusing on the acquisition of linguistic, social and civic skills, learning to learn and autonomy and personal initiative.

It is expected that students should be able to apply everything they learn and know (contents and language) to different and real context, where they manage their acquired skills and put them into practice. It is awaited too that students, through their skills and attitudes, demonstrate they are able to solve different problems in particular situations in a L2.

The real challenge of the teaching-learning process with the CLIL approach is to foster student's participation in the activities you propose to reach the main objective: that the communicative act takes place.

This didactic proposal corresponds to the sixth level of infant education and aims to teach a part of the Area of "Knowledge of the Environment" (in our case, in the foreign language) and has been designed taking into account the guidelines proposed in Organic Law 8/2013, of December 9, for the improvement of the educational quality and in Decree 183/2008, of July 29, which establishes the development of the curriculum of the 2nd cycle of Infant Education in the Autonomous Community of the Canary Islands.

With respect to the evaluation, the Order of February 5, 2009, will be followed, which regulates the evaluation in Infant Education and establishes the official evaluation documents at this stage. It establishes that the evaluation at the stage of Infant Education will be global, continuous and formative, and will have as a reference the objectives established for this stage, together with the evolution of the children themselves.

The objectives of this didactic proposal is dealing with these aspects: where is the proposal taking place (contextualization), what should the students reach with the proposal (objectives), what should be able to do (competences), what should the student learn (contents), how much time should they employ to do it, how (methodology), what means should they use (materials and resources), what are they going to get, in addition to the content taught (transversality) what areas are also implied (interdisciplinarity) in what order (sequence), and together with the approach to attention to student diversity (reinforce and extension activities), the treatment of competencies and the enumeration of the evaluation criteria and assessable learning standards.

Referring to the methodology, it will emphasize the use of New Technologies, Multiple Intelligences and cooperative work. Through its use in our daily practice, we must provide students with more personalized and universal learning, as well as more active participation in their teaching-learning process.

Likewise, in this didactic proposal the sequencing and temporalization of the contents is adaptable to the needs and characteristics of the students and that can be modified according to their learning rhythms or other circumstances that may influence the development of teaching.

### **3.2. Contextualization**

This section of the didactic proposal will be divided into four aspects that will be dealt with: characteristics of the neighbourhood (context), characteristics of the school, characteristics of the students and characteristics of the families.

#### ***3.2.1. Characteristics of the neighbourhood***

Our School is located in the Alcaravaneras' neighbourhood, a traditionally popular neighbourhood of Las Palmas de Gran Canaria with a socioeconomic middle-class, although it is currently evolving into an upper-middle class. Las Alcaravaneras is included in the centre district in Las Palmas de Gran Canaria. This district is formed by near of 89.000 inhabitants. Students come from this neighbourhood and other bordering ones.

#### ***3.2.2. Characteristics of the school***

The didactic proposal will be developed in a concerted school in Alcaravaneras. The school is a one-line school, which means it has a class per level, with a total of 361 students in Infant, primary and secondary education. There are currently 25 teachers working at school, some of them at part-time and a conversation assistant once a week per group. The school has 13 ordinary classrooms, a music one, a computer classroom, an art and craft classroom, a laboratory, a psychomotor hall, an English conversation classroom (from 5<sup>th</sup> graders onwards) a library, a sports hall, a theatre and a dining hall.

The school is immersed in a program called BEDA, an English teaching improvement program, which is carried out during all stages. It consists of a gradual implementation of bilingual education. The center prepares and directs students to

attend the different levels of Cambridge exams. The implementation is achieved by strengthening and expanding certain aspects of the linguistic educational life of the Curriculum and the school environment, through three basic pillars:

- Qualitative and quantitative increase in English teaching.
- Specific teacher training.
- External evaluation with Cambridge for students, teachers and center staff.

### ***3.2.3. Characteristics of the students' learning***

This didactic proposal was designed to be carried out in a 20-student classroom of 6<sup>th</sup> year of Infant Education (5-years-old pupils). There is an attention deficit hyperactivity disorder (ADHD) student (not diagnosed but with all the symptoms) and another one who has a motor development delay, which causes her to present problems in fine motor skills, natural movements and speech (not clear). It is a heterogeneous group with different learning rhythms characterized by immaturity of some of its members, but with a good predisposition and motivation for learning.

During the first weeks of this school year, an initial evaluation of the contents of the area has been carried out, making a review of basic concepts such as the alphabet, numbers and some vocabulary have been reinforced. It is the starting point of the didactic proposal, which is about characteristics of their city.

### ***3.2.4. Characteristics of the families***

As far the families of the students are concerned, it should be noted that they have a medium-high socio-cultural level, since many have upper studies. In relation with their socioeconomic status, most families maintain a certain economic stability, which can lead to excessive spending on the purchase of their children's school supplies. Nearly all families are concerned with the development of the teaching-learning processes of their children and are involved to achieve the integral development of the students.

## **3.3. Objectives**

### ***3.3.1. General Objectives***

Infant Education will contribute to developing in children the capacities that allow them to (BOC 163/2008, of August 14) (my own translation):

- a) Know their own body and the others and their possibilities of action, respecting differences, and acquire basic health and wellness habits.

b) Acquire a progressive autonomy in their usual activities and develop their emotional capacities, gradually achieving self-confidence and emotional security.

c) Interact with other people respecting diversity, and learn the elementary guidelines of coexistence, help and collaboration, as well as exercising in the peaceful resolution of conflicts.

d) Observe and explore their family, social, cultural and natural environment with an attitude of curiosity and respect, beginning in the identification of the most significant characteristics of the reality of the Autonomous Community of the Canary Islands.

e) Develop their oral communication skills and begin in the discovery and exploration of the social uses of reading and writing; also discover the possibility of communicating in another language.

f) Start in logical-mathematical skills.

g) Enrich and diversify their expressive, creative and communication possibilities through musical, plastic, body and audiovisual languages, with the purpose of starting the movement, gesture and rhythm, using the resources and means at their disposal, as well as make contact and appreciate various artistic manifestations of their surroundings.

Among all of them, objectives D), E) and G) are the ones that will be developed in our didactic proposal, if not in all its dimension, in part of it. One of the objectives not only covers language as an object of study in its communicative dimension, but considers it as an instrument of social communication and artistic expression (E). In this way, learning a language contributes significantly to the education of students from a holistic point of view, beyond the acquisition of language skills. The interdisciplinarity and CLIL methodological approach will favor the achievement of more than one objective with the didactic proposal, thanks to the integration of content in the foreign language. Finally, the theory of multiple intelligences will help us achieve objective G) by their inclusion in the design and implementation of activities.

### **3.3.2. *Specific objectives of the Area “Knowledge of the environment”***

In Decree 183/2008, of July 29, where the curriculum of the 2nd cycle of Infant Education in the Community Canary Islands Autonomous is established, the objectives of the Area will focus on: “Knowledge of the environment” can be found (my own translation):

1. Observe and actively explore their physical, natural, cultural and social environment, developing in it with security and autonomy, and expressing interest in their knowledge.
2. Establish relationships with adults and their peers in an increasingly wide scope, progressively internalizing the basic patterns of coexistence and social behaviour, adjusting their behaviour to them.
3. Approach the knowledge of different social groups close to their experience, their cultural productions, values and ways of life, generating attitudes of trust, respect and appreciation.
4. Know parties, traditions and customs of the Autonomous Community of the Canary Islands, and participate and enjoy them, valuing them as cultural manifestations.
5. Begin in mathematical skills, functionally manipulating elements and collections, identifying their attributes and qualities, and establishing relationships of groupings, classification, order and quantification.
6. Show interest and curiosity in knowing and understanding the natural environment, asking questions, establishing interpretations and opinions about the relevant events that occur there, developing attitudes of care, respect and responsibility in its conservation.

### **3.4. Contents**

In Decree 183/2008, of July 29, it is said that students, in Infant Education, must work in three different areas, all of them interrelated and with methodological globalized proposals. These areas are: “Knowledge of the environment”, “Self-knowledge and personal autonomy” and “Languages: communication and representation”. Our didactic proposal will be focused on the first named area: “Knowledge of the environment”. This does not mean that different contents of other areas will not be worked on, though.

This area tries to foster in children the progressive adaptation to their environment through its discovery, knowledge and representation. This environment includes both people and the physical environment in which they develop. This adaptation implies the ability of being able to act and produce changes in the environment and modify it.

A globalized proposal is pretended in Infant Education, where the content must be significant, dynamic and attractive for students and where different rhythms of the teaching-learning process must be respected.

These are the contents related to “Knowledge of the environment”. In our didactic proposal we are going to choose a couple of them to deep in. They are included in block 3, called “Culture and life in society”:

1. The family and its members (parents, brothers and sisters, grandparents and grandmothers ...). Various types of family structure (separated fathers and mothers, a single parent, only children, etc.).
2. Identification of the members of the educational community: children and adults (teachers and teachers, auxiliary staff, etc.). Main tasks and responsibilities.
3. Participation in family, school and peer group life with attitudes of affection, initiative, availability, collaboration and non-discrimination based on gender.
4. Discrimination of appropriate / inappropriate behaviours in the various groups to which it belongs (family, classroom and peer group).
5. Assessment and respect of the rules governing coexistence in school and in the family, participating in the elaboration of these.
6. Defense of their own rights and opinions with an attitude of respect towards those of others (sharing, listening, knowing how to wait, attend, etc.).
7. Performing simple household tasks linked to the order and care of their own things; Assumption of tasks and responsibilities related to the dynamics and life of the classroom.
8. Interest in assuming small responsibilities and fulfilling them.
9. Interest in knowing the characteristics of the neighbourhood, town or city itself.
10. Assessment of the different professions, activities or tasks to which people regardless of the gender to which they belong can be dedicated.
11. Curiosity and interest in knowing the traditions and customs of the Canarian culture (games, parties, symbols, etc.).
12. Identification of some changes in the way of life and customs in relation to the passage of time.

13. Favourable disposition to establish respectful and affective relationships with children from other cultures.
14. Interest in knowing cultural manifestations of other countries, respecting and valuing cultural diversity.
15. Observation of needs, occupations and services in the life of the community.

### **3.5. Timing**

At the content level, the timing can be adapted to the group-class, depending on the needs of the students, thus it can be used simultaneously with those students who have difficulties in language learning, as well as with those who have slightly more advanced knowledge. It is also adaptable to new initiatives of the teacher or students, and to the evolution of the course itself.

The idea of this didactic proposal is to implement it during the first term. In our school we teach six sessions of 55 minutes every day. It is designed for 13 sessions of 55 minutes each, where a trip to do this teaching-learning process more significant will be included.

### **3.6. Methodology**

The Order ECI / 3960/2007, Annex 2 of Article 6, of December 19, which establishes the curriculum and regulates the management of infant education, details the following information as regards methodologies:

Infant education constitutes the first stage of the education system. It serves children from birth to six years, is organized in two cycles, has its own entity and must have a marked educational character. Therefore, the methodological principles that should guide the pedagogical action are offered for the whole stage and must be contextualized according to the characteristics of the students. The educational practice in Infant Education allows different methodological approaches. However it is convenient to consider some fundamental ideas that must support the didactic action, derived from the current knowledge about how children of these ages are and how they learn. These principles are offered as references that allow for informed methodological decisions so that, in effect, pedagogical intervention has an unequivocally educational sense.

Having said that, our didactic proposal will be focused on the CLIL approach, explained in section 2.2, where contents and language are integrated as one. This

approach will help us to work on the contents we have planned: the city and professions. Students will learn about places and institutions which are near to the school and people who develop their profession in those spaces. All this teaching-learning process will be promoted in the foreign language with specific vocabulary and an adequate sequence of activities is going to be prepared. This approach will be complemented with the Multiple Intelligences theory, whose benefits for students have been explained above and which allows us to design activities where students can demonstrate all their skills, not only the linguistic and mathematical, but also the bodily-kinaesthetic, interpersonal or musical ones, among others. Moreover, a student-centered methodology will be carried out in the activities: cooperative learning. During the development of activities, students will be required to work on teams, following some techniques which will help them to succeed in the task. Furthermore, respect to different roles, opinions and turns-taking will be fostered while working and cooperation will be crucial to the achievement of the sequence of the unit. It is important to teach students under this approach the earlier the better. Last but not least, ICTs will play an important role while developing the teaching-learning process. Students will use them to carry out some activities, which will probably raise their motivation.

All the benefits and strengths that MIs, ICTs and SCMs promote, foster and achieve in students were reported in 2.2. Thus, a didactic proposal which combines these three pillars together with CLIL can be claimed to help reach the full development of learners.

### **3.7. Materials and resources**

For the design of the didactic proposal, it has been borne in mind that resources are crucial for the success of this work. Students need motivating, significant and manipulative materials to develop their tasks.

It should be highlighted that human resources are also important to carry out this didactic proposal. The family of the students are necessary to do the planned trip and they will be invited to see the outcomes we obtain with the final task.

Concerning the materials, they are going to be divided into four different groups:

A) Printed materials: they include worksheets, flashcards and posters we are going to use.

B) Materials of own elaboration: this material can be of very diverse origin and adapted to the activity that the teacher is going to carry out at that moment.

C) Audiovisual material: movies, videos, cannon, smart board and internet resources found surfing the internet, which could be necessary for the achievement of an activity.

D) Other resources: markers, cards, colouring pencils, pencils, rubbers, crayons, rulers, balls, hoops, glue, scissors, etc.

### 3.8. Transversality

In the legislative framework of the Spanish educational system, the Royal Decrees that have established the curricula of the different educational stages define some teachings that must be present across the different areas. These are the called cross-curricular themes, that is, instruments of a global and interdisciplinary nature that cover the entire curriculum, and in particular the totality of the areas, in order to create favourable conditions that provide students with greater training in social, environmental or health values.

Below is shown all the cross-curricular themes that could be included in an annual general didactic proposal. In our didactic proposal, all the items that are highlighted will be worked on during the development of the same.

- Moral and civic education: it can be an area of reflection that helps to elaborate autonomously, rationally and through dialogue, general principles of value that help critically to discern reality.
- Consumer education: this is a process that includes, on the one hand, knowledge of the rights and obligations of the person as a consumer as well as the knowledge of the consumer society, and on the other hand, knowledge of how to use and enjoy goods responsibly, products and services offered in the market and choose them consciously.
- Education for peace: it is a process based on the concepts of positive peace and the creative perspective of the conflict; and that through the application of certain methods it intends to develop a new type of culture that helps people to critically deal with the complex and conflicting reality, in order to choose and act accordingly.
- Road safety education: it is focused on ensuring student's own safety and behaviour in a responsible manner, taking into account the other users.
- Education for equality: It is a process to encourage people to be able to develop an adjusted image of themselves and their real abilities. It is about eliminating

the sexism that underlies educational theory and practice and that leads to assign different capacities and values to boys and girls.

- Health education: it is about fundamentally of an educational activity designed to expand the knowledge of the population in relation to health and good habits and develop the understanding and personal skills that promote it.
- Environmental education: it is the process through which the concepts about the processes that occur on nature are clarified, the understanding and judgment of the impact of the relationships between human beings, our culture and natural processes. There are a range of values, attitudes and habits that allow the elaboration of a code of conduct with respect to environmental issues.

### **3.9. Interdisciplinarity**

Interdisciplinarity allows us to formulate hypotheses, admits anticipation, and facilitates discussion between students. Doubts and errors are seen as an opportunity to learn. It allows students the justification of their reasoning in front of the others. The construction of new questions and different answers, thanks to the contributions of their peers can enrich each other and acquire a much more meaningful learning. This reciprocity reinforces essential cooperative behaviours to form citizens capable of living in society. Those explanations are reachable if interdisciplinarity takes place in the classroom.

In this point of the didactic proposal, it is necessary to recover an article from Pastor Blázquez et al. (2015, p. 88) where it is explained the importance of interdisciplinarity in Infant Education (my translation):

The knowledge of the natural, social and cultural environment provides a set of experiences and concepts about the reality in which we are immersed, and therefore it is essential in learning during childhood.

The connection with the environment enables the discovery, knowledge and understanding of what is perceptible. It includes both the physical environment, with all the elements that form it, and immediate social relations.

In children from 3 to 6 years old, knowledge of the environment should not be configured as an independent area, but as a space for reflection in global programming, integrating diverse knowledge and experiences. The environment is subject to constant experimentation by the child, and from the sensory and perceptual domain, the educator

will foster processes of progressive conceptualization of that reality. In other words, it will help the child to move from spontaneous sensation to conscious concept.

Thus, knowledge of the natural, social and cultural environment can become the link around which all other areas are connected, working educational aspects such as the concepts of space and time within the framework of their own bodily experiences, the family, housing and school and the socio-geographical framework of the neighbourhood and the city or town.

In our didactic proposal, “Knowledge of the environment” will be the area we are going to deal with. However, it will be connected in the activities with the other two areas of Infant education: “Self-knowledge and personal autonomy” and “Languages: communication and representation”.

### **3.10. Step-by-Step planning**

In a previous section of the didactic proposal it was mentioned that the sequence of activities would deal with the topic of “Knowledge of the environment”. Interdisciplinarity will permit that “Self-knowledge and autonomy” and “Languages: communication and representation” be included and worked in the sequence of activities. In this case, the unit will have 13 sessions of 55 minutes, where ICTs, SCMs and MIs will be present. As regards the contents of Infant Education, our sequence will start with an introductory dynamic of the topic: the city and professions. After that, the activities that are proposed will be developed, followed by a final task that will summarize the didactic proposal.

| Activity  | Grouping    | Development                                                                                                                                                                                              | Timing     | MI | SCM | Instrument of evaluation | Materials, resources, means...                                                                                                                                                                                     |
|-----------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|-----|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 1 |             |                                                                                                                                                                                                          |            |    |     |                          |                                                                                                                                                                                                                    |
| 1         | Whole-class | We are going to start the introductory session listening and watching to a song about the city. This will give them some clues about the topic we are going to work on.                                  | 5 minutes  | -  | -   | -                        | <a href="https://www.youtube.com/watch?v=bR2m6whQv88">https://www.youtube.com/watch?v=bR2m6whQv88</a><br><br><a href="https://www.youtube.com/watch?v=UdDXlL9u0vI">https://www.youtube.com/watch?v=UdDXlL9u0vI</a> |
| 2         | Whole-class | Once they have watched the video, we are going to show them some flashcards where they can see a hospital, a market, a park, a beach, a school etc. We will emphasize in the pronunciation of the words. | 15 minutes | -  | -   | Rubric of pronunciation. |                                                                                                                                                                                                                    |
| 3         | Whole-class | The second part of the session will be dedicated to watch a time-lapse of the city                                                                                                                       | 10 minutes | -  | -   | -                        | <a href="https://www.youtube.com/watch?v=y8Aqe7x4K7E">https://www.youtube.com/watch?v=y8Aqe7x4K7E</a>                                                                                                              |

|   |                    |                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                            |                                             |                         |  |
|---|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------|---------------------------------------------|-------------------------|--|
|   |                    | <p>where students live: Las Palmas de Gran Canaria.</p> <p>In our didactic proposal, students are going to deep in their own city and the most important parts of the same.</p>                                                                                                                                                                                                                        |            |                                            |                                             |                         |  |
| 4 | Cooperative groups | <p>After watching the videos, students will be divided into four groups of 5 students each, attending to the distribution A-B-B-C, in our case A-B-B-B-C, where A is a student with advanced skills and autonomy, B are students with a medium level of skills and C is a student who needs help because it presents difficulties in the teaching-learning process. This part of the activity is a</p> | 20 minutes | Linguistic and interpersonal intelligences | Cooperative learning: pencils in the middle | Rubric of participation |  |

|           |             |                                                                                                                                                                                                                                                                                                                                                                                                       |            |   |   |       |                       |
|-----------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---|---|-------|-----------------------|
|           |             | brain-storming where pupils have to think in places that they can find in our city: a park, a bus station, a market, a police station, a school, a beach... They will do this activity orally and with the technique “pencils in the middle” where they have to talk and reach agreements. Finally, a speaker of each group will go to the middle to point out and say what places have they thought. |            |   |   |       |                       |
| Session 2 |             |                                                                                                                                                                                                                                                                                                                                                                                                       |            |   |   |       |                       |
| 1         | Group-class | We are going to start the session watching again the song of the city like a warm-up exercise.                                                                                                                                                                                                                                                                                                        | 5 minutes. | - | - | -     | -                     |
| 2         | Whole-class | In this session we are going                                                                                                                                                                                                                                                                                                                                                                          | 10         | - | - | Model | Cardboards, scissors, |

|   |             |                                                                                                                                                                                                                                                                                              |            |                                  |   |   |                        |
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|   |             | to give each student an A3 cardboard with the silhouette of Las Palmas de Gran Canaria and spaces (See annex 1). The final product of this didactic proposal will be a city model made by students with cardboards. They will assemble it day-by.day.                                        | minutes.   |                                  |   |   | colours, glue, clay... |
| 3 | Whole-class | Let's go to introduce the first place of the city we are going to work on: our school. They know the place but we are going around the building to see what we can do inside a school in the administration, in the headmaster's office, in primary and secondary classes. During the visit, | 20 minutes | Bodily-kinaesthetic intelligence | - | - |                        |

|                 |                                    |                                                                                                                                                                                                                                                                                   |                              |                            |   |           |        |
|-----------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------|---|-----------|--------|
|                 |                                    | professions like administrator, cooker and teacher will be explained.                                                                                                                                                                                                             |                              |                            |   |           |        |
| 4               | Individual                         | Students are required to draw a picture: “My school and me”. There, they have to draw the school and they and how they feel when they stay at school. A picture with 4 moods will be shown to help them to decide. Intrapersonal intelligence is used in this activity. (Annex 2) | 20 minutes.                  | Intrapersonal intelligence | - | Picture.  |        |
| Session 3 and 4 |                                    |                                                                                                                                                                                                                                                                                   |                              |                            |   |           |        |
| 1               | Whole-class<br>Cooperative groups. | Before starting the model, we are going to walk around our neighbourhood to know what I can find. Our school has Ipads for students, so they will be required to take one                                                                                                         | 1 hour and a half in 2 days. | Linguistic intelligence    | - | Recorders | Ipads. |

|           |             |                                                                                                                                                                                                                                                                                                                                                                                            |            |   |   |   |                                                  |
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|           |             | per group to record using their voice the places we discover. Moreover, photos must be taken of the most characteristic of the place. They will be taught how to use the voice recorder. Near our school, we can find a market, a bus station, a beach, a hospital, a park, a police station, a sports center and our school. Those places will build our city. Parents will accompany us. |            |   |   |   |                                                  |
| Session 5 |             |                                                                                                                                                                                                                                                                                                                                                                                            |            |   |   |   |                                                  |
| 1         | Whole-class | Every session will start with the city song that we watched the first day.                                                                                                                                                                                                                                                                                                                 | 5 minutes. | - | - | - | Video, projector, smart-board, internet.         |
| 2         | Whole-class | After the video, every day will be worked a different                                                                                                                                                                                                                                                                                                                                      | 5 minutes. | - | - | - | Video, projector, smart-board, internet, photos, |

|   |                     |                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                      |                                         |           |                           |
|---|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------|-----------------------------------------|-----------|---------------------------|
|   |                     | part of the city and a related profession. The place of today is the market. Some photos will be shown in the smart-board to remember what they saw.                                                                                                                                                                                                                                            |            |                                                      |                                         |           | flashcards, etc.          |
| 3 | Cooperative groups. | In the market, they have seen some greengrocers, some butchers, some fishmongers and some florists. It is appropriate that the logical-mathematical intelligence should be worked. Using the rotary paper technique, every member of the group will have a worksheet with five addition operations. They will be very visuals and made with fruits, meat, flowers and more. (See annex 3). When | 20 minutes | Interpersonal and logical-mathematical intelligences | Cooperative learning: the rotary paper. | Worksheet | Pencil, rubber and paper. |

|           |             |                                                                                                                                                            |           |   |   |                         |                                                                   |
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|           |             | they hear the sound of a doorbell, they must rotate the paper to the right's classmate. It will be change every four minutes.                              |           |   |   |                         |                                                                   |
| 4         | Individual  | Once we have finished, a worksheet with the market and a butcher, a greengrocer and a florist will be given to them to colour, cut and stick in the model. | 20 min.   | - | - | Model                   | Glue, scissors, worksheet, colours.                               |
| Session 6 |             |                                                                                                                                                            |           |   |   |                         |                                                                   |
| 1         | Whole-class | We start the class with the song of the city.                                                                                                              | 5 minutes | - | - | -                       | Video, projector, smart-board, internet.                          |
| 2         | Whole-class | In this session we will be working on the bus station, so students will recognize the place by their photos, the buses and the profession of bus driver.   | 5 minutes | - | - | Rubric of participation | Video, projector, smart-board, internet, photos, flashcards, etc. |

|   |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                            |                                              |         |                                          |
|---|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------|----------------------------------------------|---------|------------------------------------------|
| 3 | Cooperative groups | In Las Palmas de Gran Canaria, the company of buses, <i>Guaguas Municipales</i> , organizes activities for students. We would previously talk with Guaguas and asked for materials they use in the activities. One of this materials is a T-shirt with the picture of a bus the must colour. In groups and with the technique “pencils in the middle”, students are required to agree how to decorate and after that, do it. (Annex 4). Interpersonal and linguistic intelligences are used in this activity. | 25 minutes | Interpersonal and linguistic intelligences | Cooperative learning: pencils in the middle. | T-shirt | Special colours for fabrics, 4 t-shirts. |
| 4 | Individual         | At the end of the class, every student will have their own                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 minutes | -                                          | -                                            | Model   | Glue, scissors, worksheet, colours.      |

|           |                    |                                                                                                                                                                                   |            |                                                  |                                                                    |                         |                                                                   |
|-----------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------|--------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------|
|           |                    | bus station and a bus driver to colour, cut and stick in their model.                                                                                                             |            |                                                  |                                                                    |                         |                                                                   |
| Session 7 |                    |                                                                                                                                                                                   |            |                                                  |                                                                    |                         |                                                                   |
| 1         | Whole-class        | We start with the song of the city.                                                                                                                                               | 5 minutes  | -                                                | -                                                                  | -                       | Video, projector, smart-board, internet, link of the song.        |
| 2         | Whole-class        | We will follow the same dynamic of previous classes. Today, the space we have chosen is the park. In our park there is a cafeteria so the profession of today is waiter/waitress. | 5 minutes  | -                                                | -                                                                  | -                       | Video, projector, smart-board, internet, photos, flashcards, etc. |
| 3         | Cooperative groups | Students will enjoy this activity. It is a role play activity, where they have to act as when they are in the park and show the results to their classmates. In our               | 20 minutes | Bodily-kinaesthetic and linguistic intelligences | Cooperative learning: variation of pencils in the middle to decide | Rubric of participation | Playground place.                                                 |

|                  |                                     |                                                                                                                                                                                                        |             |                                                    |                                                                    |             |                                                            |
|------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------|--------------------------------------------------------------------|-------------|------------------------------------------------------------|
|                  |                                     | school, in infant Education there is a little playground with a slide and a rocker, so they are able to use that place to the role-playing. Bodily-kinaesthetic intelligence is used in this activity. |             |                                                    | what is going to do every member of the group.                     |             |                                                            |
| 4                | Individual                          | It is time to complete their model with the park and the profession of the day.                                                                                                                        | 20 minutes  | -                                                  | -                                                                  | Model       | Glue, scissors, worksheet, colours.                        |
| Sessions 8 and 9 |                                     |                                                                                                                                                                                                        |             |                                                    |                                                                    |             |                                                            |
| 1                | Whole-class                         | We start with the song of the city.                                                                                                                                                                    | 5 minutes   | -                                                  | -                                                                  | -           | Video, projector, smart-board, internet, link of the song. |
| 2                | Whole-class/<br>Cooperative groups. | In the eighth and ninth session of the didactic proposal students are going to deep in the beach. Las Alcaravaneras' beach is about five minutes far from                                              | 90 minutes. | Naturalistic, linguistic and spatial intelligences | Cooperative learning: variation of pencils in the middle to decide | Escape room |                                                            |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |                                                            |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------|--|--|
|  |  | <p>our school, so plays an important role in their daily life. The town hall provides the city with a lifeguard all year long and we are going to know that profession and the importance of being cautious on the beach. After that, an escape room will be developed with a map in cooperative-groups. They have to follow 3 clues to find a “treasure” (the worksheet of the beach and the lifeguard). Parents will participate with us in this “Gymkhana”. Naturalistic and spatial intelligences are being carried out through this activity.</p> |  |  | <p>what they are going to do to solve the escape room.</p> |  |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------|--|--|

|            |             |                                                                                                                                                                                         |                      |                                                           |   |                         |                                                                                                                                                                      |
|------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------|---|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3          | Individual  | After the beach we will add the beach and the lifeguard to our model.                                                                                                                   | 20 minutes           | -                                                         | - | Model                   | Glue, scissors, worksheet, colours.                                                                                                                                  |
| Session 10 |             |                                                                                                                                                                                         |                      |                                                           |   |                         |                                                                                                                                                                      |
| 1          | Whole-class | We start with the song of the city.                                                                                                                                                     | 5 minutes            | -                                                         | - | -                       | Video, projector, smart-board, internet, link of the song.                                                                                                           |
| 2          | Whole-class | Today is the day to learn about the police station and the police officer. We are going to play a video with a song of the police and then dance in the way the character do the dance. | 10 minutes (4 times) | Bodily-kinaesthetic intelligence                          | - | Rubric of participation | Video, projector, smart-board, internet, link of the video.<br><a href="https://www.youtube.com/watch?v=-dqrKDuqzMU">https://www.youtube.com/watch?v=-dqrKDuqzMU</a> |
| 3          | Whole-class | The second part of the class is determined to learn a new song (created by the teacher for this topic) with a rhythm. (See annex 5). The song will be recorded by students in           | 25 min               | Musical, bodily-kinaesthetic and linguistic intelligences | - | Rubric of participation |                                                                                                                                                                      |

|            |                    |                                                                                                                                             |            |                                    |                                      |                                |                                                            |
|------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------|--------------------------------------|--------------------------------|------------------------------------------------------------|
|            |                    | their Ipad.<br>In the activities of today, bodily-kinaesthetic intelligence, musical intelligence and linguistic one are put into practice. |            |                                    |                                      |                                |                                                            |
| 4          | Individual         | It is time to complete the model with the police station and the police officer.                                                            | 15 minutes | -                                  | -                                    | Model                          | Glue, scissors, colours worksheet.                         |
| Session 11 |                    |                                                                                                                                             |            |                                    |                                      |                                |                                                            |
| 1          | Whole-class        | We start with the song of the city.                                                                                                         | 5 minutes  | -                                  | -                                    | -                              | Video, projector, smart-board, internet, link of the song. |
| 2          | Whole-class        | We will explain the operation of a hospital with flashcards and the people who works there: doctors and nurses.                             | 5 minutes  | -                                  | -                                    | -                              | Flashcards.                                                |
| 3          | Cooperative-groups | In our class of today, the hospital will be learnt. We are going to prepare four                                                            | 40 minutes | Linguistic, interpersonal, bodily- | Cooperative learning: a variation of | Products of the work stations. | Video, projector, smart-board, internet, link of the song  |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                     |                                                                    |  |                                                                                                                |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------|--------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------|
|  |  | <p>work stations, the same number than cooperative groups we have in our class.</p> <p>The first station will be like a little hospital where some of them are patients and others are doctors. A role-play station. They will be able to use the linguistic and interpersonal intelligences.</p> <p>The second station is a bodily-kinaesthetic one where they will be able to dance “The skeleton dance” and then to create a skeleton with the different parts of the body (See annex 6). Bodily kinaesthetic, interpersonal and spatial intelligence are used here.</p> |  | <p>kinaesthetic, spatial, intrapersonal and logical-mathematical intelligences.</p> | <p>the rotary paper with the groups and pencils in the middle.</p> |  | <p>(<a href="https://www.youtube.com/watch?v=Pbl4BNkAq_U">https://www.youtube.com/watch?v=Pbl4BNkAq_U</a>)</p> |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------|--------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------|

|   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |   |   |       |                                        |
|---|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---|---|-------|----------------------------------------|
|   |            | <p>The station number three is an ICT station where the Ipad is used. They must draw a picture of them when they are sick, have to visit the hospital and how they feel in that moment. Intrapersonal intelligence is applied.</p> <p>The last station is one where logical-mathematical intelligence has a main role. There is a worksheet they must complete with addition and counting objects they can find in a hospital. One worksheet per group, so pencils in the middle will be used to solve it.</p> |            |   |   |       |                                        |
| 3 | Individual | Time to complete the model with the hospital and the                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 minutes | - | - | Model | Glue, scissors, worksheet and colours. |

|                    |            |                                                                                                                                                                                             |            |   |   |                                                        |                                        |
|--------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---|---|--------------------------------------------------------|----------------------------------------|
|                    |            | doctors and nurses.                                                                                                                                                                         |            |   |   |                                                        |                                        |
| Sessions 12 and 13 |            |                                                                                                                                                                                             |            |   |   |                                                        |                                        |
| 1                  | Individual | We will give students a session to complete the models to those who have to finish. Students that finish can practice a reinforcement worksheet that should be prepared for this situation. | 55 minutes | - | - | Model                                                  | Glue, scissors, worksheet and colours. |
| 2                  | Individual | The second session is the presentation of the models to their classmates and an exposition of them around the class.                                                                        | 1 hour.    | - | - | Rubric of presentation and pronunciation (See annex 7) | Model.                                 |

### **3.11. Evaluation**

The current educational law considers the evaluation of learning, teaching, school activity and the education system as essential actions to guarantee the quality of the teaching-learning process. For this reason, the evaluation of all the elements included in the curriculum is established, such as the objectives, the contents, the pedagogical methods and the evaluation criteria.

Evaluation must be systematic and objective due to it is a resource to verify efficiency and quality. All the important aspects involved in education can be assessed in the best possible way. An appropriate and adapted to our students teaching-learning-process will be reached out.

The evaluation will always take place in the three main moments of the teaching-learning process:

- At the beginning of the process we will carry out an initial evaluation to diagnose the level of student knowledge and possible difficulties, as well as their motivations, expectations and interests to adapt the methodology to their characteristics.
- Throughout the process, continuously to analyze at all times the progress and difficulties that arise or occur. In this way, we can know how to adapt and modify our educational actions to improve the teaching-learning process.
- At the end of the teaching-learning process and at the end of each of the established programming units we will carry out a final or summative evaluation in which we will evaluate the final acquisition of the contents and the achievement of the objectives set.

The following procedures will be carried out in order to evaluate our students:

- Systematic observation of work and student participation and integration in class.
- Oral exchanges: questions and answers, dialogues and brief discussions.
- Review, analysis and commentary of activities and work carried out.

Evaluation instruments:

The following instruments will be used to assess students of Infant Education:

- Rubric of pronunciation.
- Rubric of participation.
- Records from the activities where they had to talk to the Ipad.
- Worksheets done during the development of the didactic proposal.

- Final product of the didactic proposal: the model of Las Palmas de Gran Canaria.

Evaluation criteria:

The evaluation criteria that will be worked on in this didactic proposal are the following:

Knowledge of the environment

ICEO05C03. Solve simple problems that involve basic operations.

ICEO05C04. Count objects relating the quantity and number that represent.

ICEO05C10. Recognize different services, public institutions and facilities in the near environment.

Self knowledge and personal autonomy

ICCY05C01. Identify the parts of the body itself, in that of another child and in a drawing. Show coordination, control and fine motor skills, both in resting situations as of movement.

ICCY05C05. Orient both in space and time as in your relationship with objects.

Language: communication and representation

ILNO05C06. Match the meaning of foreign language words with images.

ILNO05C07. Understand the global sense of simple oral messages issued in a foreign language.

ILNO05C08. Show interest in participating in different situations of oral communication, using simple linguistic structures in the foreign language.

### **3.12. Reinforcement and extension activities**

These activities are intended to attend to the diversity and to the different capacities, interests and learning rhythms of the students. It will be essential to start from a previous initial diagnosis of the didactic proposal we are going to carry out. After that, activities should be designed, adapted and valued depending on the needs of students. For this reason, reinforcement activities should be proposed in every didactic proposal in order to meet the diversity of the classroom.

The extension activities are those that are prepared for those students who are advantageous within the class group and required more and more content to work. That

fact allows them to continue building knowledge after having successfully carried out the proposed activities. Activities must be attractive to these types of students and offer them additional content related to the topic that is being given at that time.

In this didactic proposal we have designed a couple of extension and reinforcement activities for those students who could be susceptible of using them due to the importance of that kind of exercises.

#### **4. CONCLUSIONS**

At the beginning of this Master's Dissertation the need of a didactic proposal where different theories and approaches are involved in order to improve the teaching-learning process of Infant Education's students was voiced. A justification of this fact was done followed by a literature review of different authors to support the model of programming that was planned.

In this particular project, a didactic proposal in which multiple intelligences, ICTs and student-centered methodologies have a key factor for its development has been created. All this is linked to the CLIL methodological approach, in which it is intended that students acquire content and foreign language at the same time. The purpose of this sequence of activities was to create accessible content for all students, taking into account the strengths and weaknesses of each one. A topic that arouses their curiosity and encourages a significant teaching-learning process was chosen: the city and professions. Exercises have also been proposed in which information and communication technologies come into play, so demanded in today's society and responsible use of them is promoted. Regarding the theory of multiple intelligences, the activities take into account Gardner's proposals so that students can demonstrate their abilities from different approaches. This helps a lot in attending to diversity. The student-centered methodologies encourage students to work cooperatively, assuming a role within the team, respecting the opinions of others and the turn of speech, etc.

As part of the design of the didactic proposal, justification and school/student contextualization were given. The objectives and contents of the topic, the city and professions, which fall within the framework of Infant Education, were also stated. The use of rubrics to assess students has been recommended as one of the most important tools to carry out the evaluation. Lastly, some example reinforcement and extension activities were included as they must be designed by teachers to motivate those students

who need to improve a specific topic or that have a different pace in the teaching-learning process.

When conducting this didactic proposal some limitations could be found respecting digital resources. The use of mobile phones (from the teacher or parents) instead of Ipads, printed worksheets, and a television with a DVD player would be an alternative if the school does not have smart boards. On a different note, this sequence of activities was designed for a 20-students' classroom. Timing could be affected if the group of pupils is more numerous. It must also be taken into account that this project is envisaged to be implemented with students, who have a foundational level of the foreign language because they have been working through CLIL since they started their schooling. Difficulties in the development of this didactic unit could come up if it is carried out by students who do not know the methodology or they lack an appropriate English level for Infant Education. Teaching this didactic proposal in different contexts would be interesting and would probably enrich it with additional ideas that could be incorporated.

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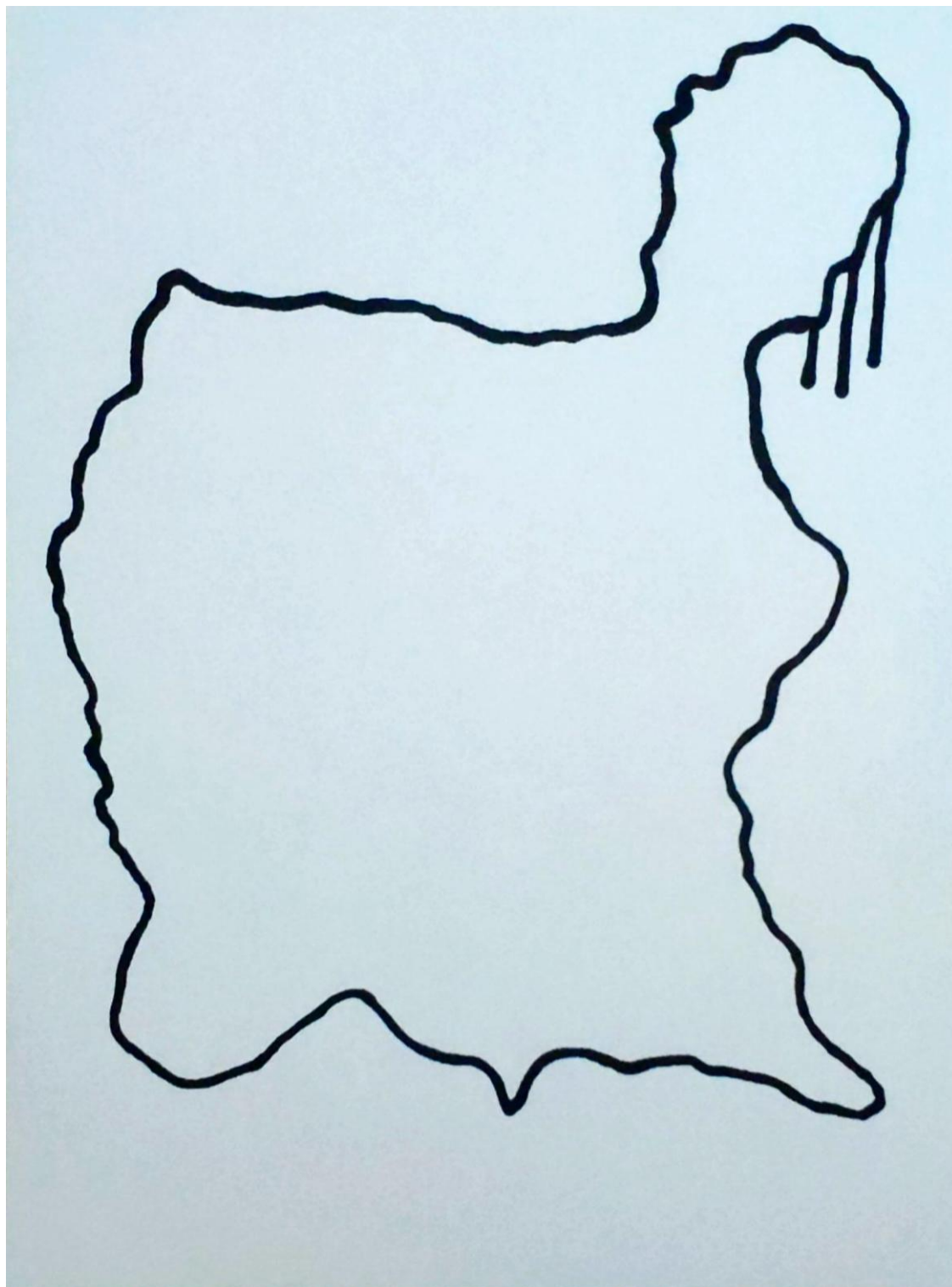
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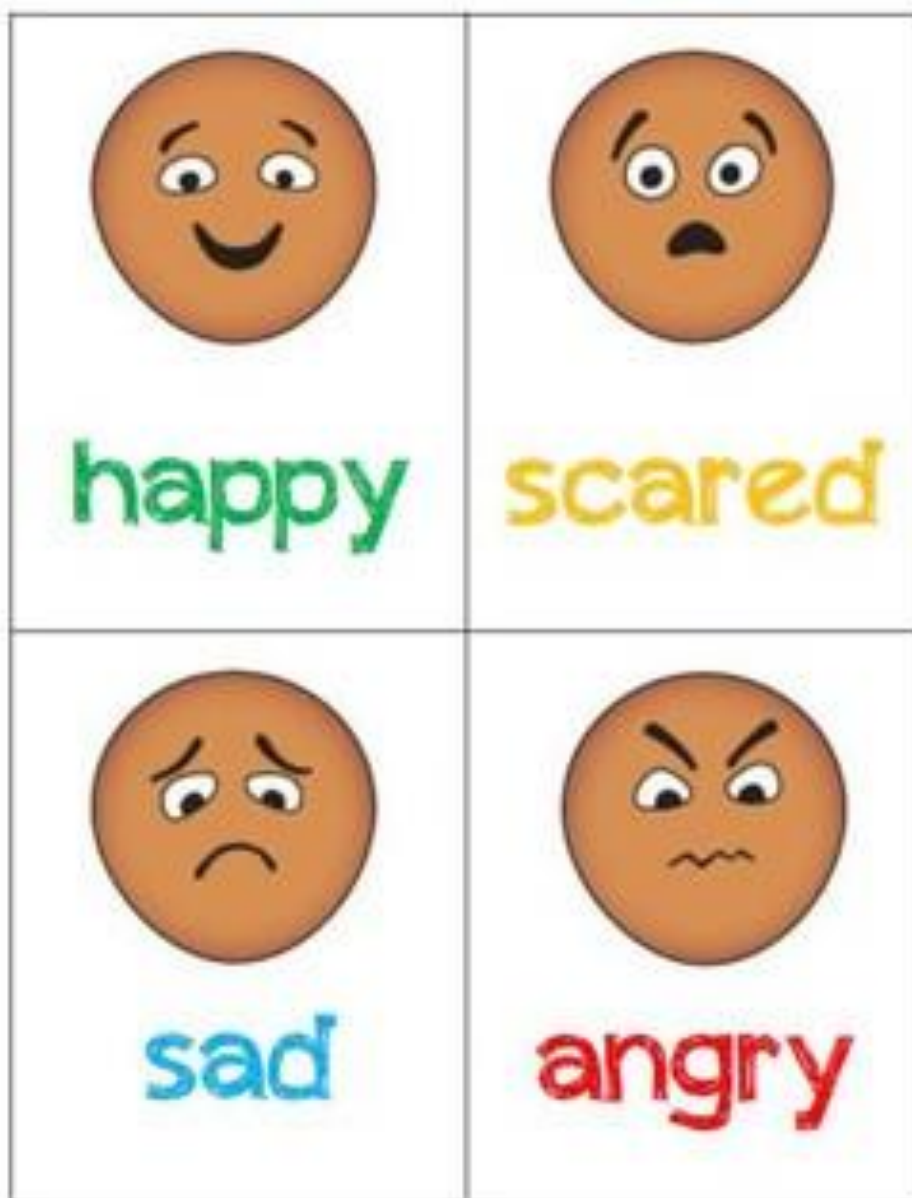
## ANNEXES

### Annex 1

A3 image of Las Palmas de Gran Canaria.



Annex 2



Retrieved from: <https://www.teacherspayteachers.com/Product/Emotions-Sort-Activity-3743447>

Members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How many objects are there?



1

   
\_\_\_\_ + \_\_\_\_ =

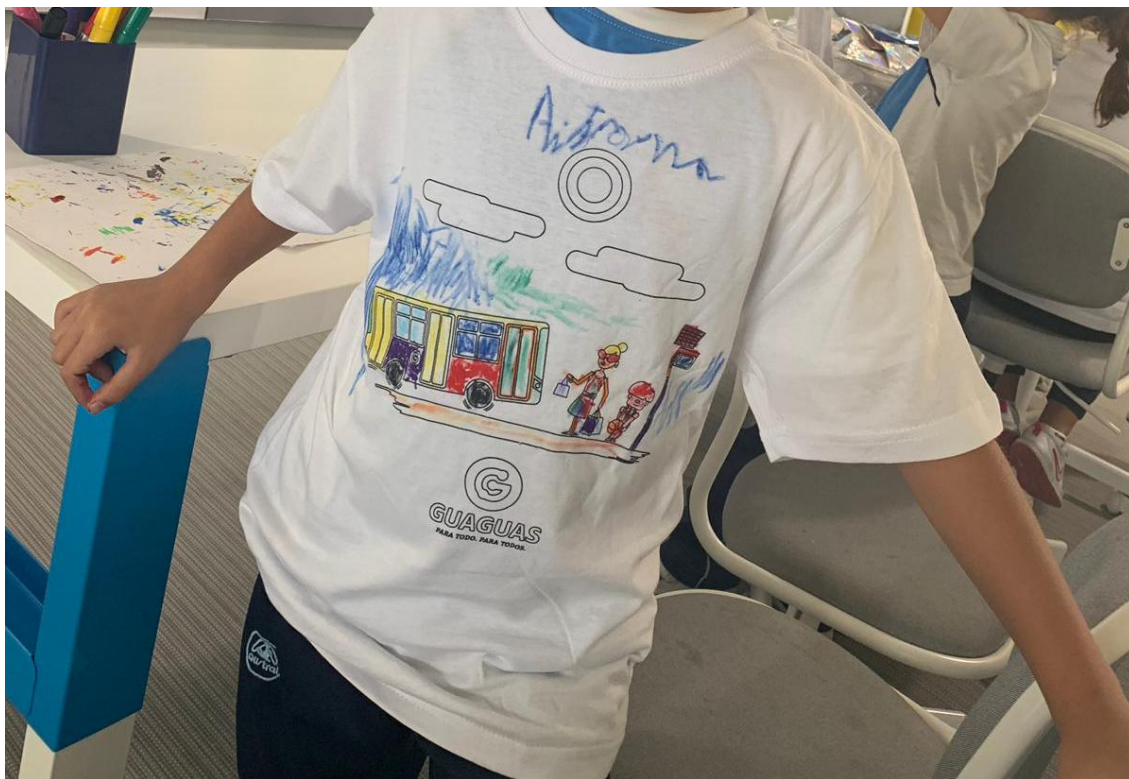
   
\_\_\_\_ + \_\_\_\_ =

   
\_\_\_\_ + \_\_\_\_ =

   
\_\_\_\_ + \_\_\_\_ =

   
\_\_\_\_ + \_\_\_\_ =

Annex 4



## Annex 5

Lyric of the song (my creation)

Las Palmas, Las Palmas, this is my city,  
Las Palmas, Las Palmas, this is my city,  
Las Palmas, Las Palmas, this is my city,  
Las Palmas, Las Palmas, this is my city,

Come in and enjoy with me, police protect you and me,  
come and enjoy with me, police protect us,  
Come in and enjoy with me, police protect you and me,  
come and enjoy with me, police protect us.

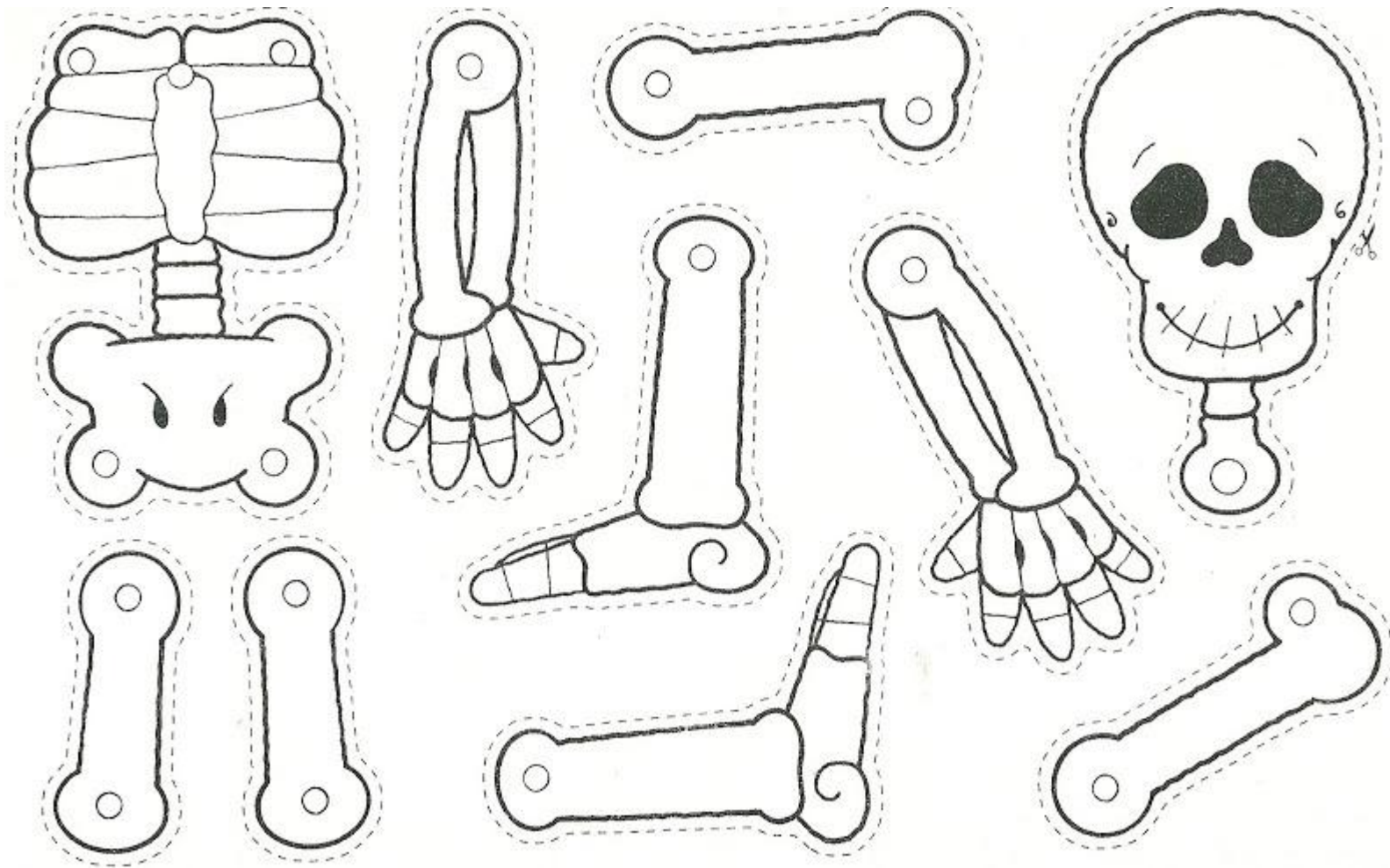
(Free dance)

Rhythm for the song retrieved from

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

Annex 6

Retrieved from <http://www.imagui.com/a/esqueletos-para-colorear-y-armar-cX8aon6kg>



## Annex 7

### Rubrics for oral presentation and participation

Retrieved from

[https://www.winthrop.edu/uploadedFiles/cvpa/THEATREDANCE/library/pdfs/Assessment\\_Databank/theatre/THRA121ParticipationRubric.pdf](https://www.winthrop.edu/uploadedFiles/cvpa/THEATREDANCE/library/pdfs/Assessment_Databank/theatre/THRA121ParticipationRubric.pdf)

### CLASS PARTICIPATION RUBRIC

Name:

|                                     | Criteria                                                                                                                                                              |                                                                                                                                                              |                                                                                                                                          |                                                                                                                                         | Points |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------|
|                                     | 25                                                                                                                                                                    | 20                                                                                                                                                           | 15                                                                                                                                       | 10                                                                                                                                      |        |
|                                     |                                                                                                                                                                       |                                                                                                                                                              |                                                                                                                                          |                                                                                                                                         |        |
| <b>Level Of Engagement In Class</b> | Student proactively contributes to class by offering ideas and/or asks questions more than once per class and/or works consistently on group project the entire time. | Student proactively contributes to class by offering ideas and/or asks questions once per class and/or works on group project for most of the allotted time. | Student rarely contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time. | Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time. | —      |
| <b>Listening Skills</b>             | Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.                                             | Student listens when others talk, both in groups and in class.                                                                                               | Student does not listen when others talk, both in groups and in class.                                                                   | Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.                      | —      |
| <b>Behavior</b>                     | Student almost never displays disruptive behavior during class.                                                                                                       | Student rarely displays disruptive behavior during class.                                                                                                    | Student occasionally displays disruptive behavior during class.                                                                          | Student almost always displays disruptive behavior during class.                                                                        | —      |
| <b>Preparation</b>                  | Student is almost always prepared for class with assignments and required class materials.                                                                            | Student is usually prepared for class with assignments and required class materials.                                                                         | Student is rarely prepared for class with assignments and required class materials.                                                      | Student is almost never prepared for class with assignments and required class materials.                                               | —      |
|                                     |                                                                                                                                                                       |                                                                                                                                                              |                                                                                                                                          | <b>Total</b><br>100 pts. total                                                                                                          | —      |

**Instructor Comments:**