

Master's Dissertation/  
Trabajo Fin de Máster

**CLIL IN PRIMARY EDUCATION**  
**A Didactic Proposal in Natural**  
**Science for the 3<sup>rd</sup> year of Primary**  
**Education**

**Student: Martín Vinuesa, Nerea**

Supervisor: Dr. Coral Ivy Hunt Gomez  
Department: English Philology

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## **ABSTRACT**

This final project deals with a didactic proposal about a Natural Science's lesson plan for students of the third year of Primary Education.

It is focused on a theoretical framework in which CLIL (Content and Language Integrated Learning) is explained and analysed in its different types. Moreover, it is based on the implementation of CLIL in Spain and its application in Andalusia. Once the theoretical framework is established, the lesson plan is presented by sequencing the stages involved in the didactic proposal. It is focused on the area of Natural Science and for this reason, it has been analysed the relation of this area with the area of English as a foreign language and the curricular elements of both subjects.

Finally, in the didactic proposal it is explained the context in which the class is setting and it consists of the different curricular elements collected in the legislation.

## **RESUMEN**

Este Proyecto final trata sobre una propuesta didáctica relacionada con el área de Ciencias de la Naturaleza. La unidad didáctica presentada está dirigida a una clase de tercer curso de Educación Primaria.

Está centrado en un marco teórico, en el cual AICLE (Aprendizaje Integrado de Conocimientos y Lenguas Extranjeras) es explicado y analizado en sus diferentes tipos. Además, está basado también en la implementación de AICLE en España y su aplicación en Andalucía.

Una vez establecido el marco teórico, se presenta la unidad didáctica secuenciada en diferentes sesiones. Está basada en el área de Ciencias Naturales y por esta razón, ha sido también analizada la relación de esta asignatura con el área de Inglés como segunda lengua extranjera y los elementos curriculares de ambas asignaturas.

Por último, en la unidad didáctica se explica el contexto en el que está ubicada la clase y consta de los elementos curriculares recogidos en la legislación actual.

## 1. INTRODUCTION

For several decades, many teaching centres in Europe have taught several subjects in a foreign language for educating bilingual students.

Before the 1970s, this type of teaching was mainly offered in those regions that presented linguistic particularities, that is, border or bilingual regions, or even large cities. The main goal of teaching in a foreign language was allowing bilingual students to acquire language proficiency in their second language similar to the one of native speakers.

In the 1990s the acronym CLIL in order to refer to Content and Language Integrated Learning appeared. CLIL is the platform for an innovative methodological approach aiming at developing a special teaching method, in which “the learning of non-linguistic matter is not done in a foreign language but with and through a foreign language” (J’an Figel, 2005).

According to Marsh (2002), due to the need to upgrade foreign language proficiency in Europe, CLIL emerged as a timely solution in harmony with broader social perspectives and fast became a “European solution to a European need”.

In 1995, the Learning Society established the need for European citizens to be proficient in three European languages (their mother tongue and two foreign languages).

Specifically, in Spain, results are alarming because our country appears as “the bottom rung of the foreign language knowledge ladder” (Lasagabaster & Sierra, 2009:7). Approximately, half of the population admits being monolingual and only 18% is capable of holding a conversation in two other languages.

This recent approach to language teaching helps preparing learners to be flexible and adaptable professionals who can adapt to the varied, unforeseeable and complex situations they will encounter throughout their personal, social and professional lives, thus forming successful citizens with a substantial contribution to make to society.

In my Master dissertation I am going to design a Natural's Science lesson plan for a third grade class using CLIL as the main methodology and for this reasons I want to achieve the objectives described in the next section.

## **2. OBJECTIVES**

The main objectives are:

- To understand what CLIL is.
- To have information about the origins of CLIL, concretely in Europe and in Spain.
- To know how CLIL works in Andalusia.
- To analyse the curricular aspects of the subject Natural Science in Primary Third Year.
- To discover resources to use in my CLIL classes.
- To find out about the methodology to use in CLIL mainly in Natural Science subject.
- To design a lesson plan for a third grade of Primary Education.

## **3. THEORETICAL FRAMEWORK**

### **3.1. Content and Language Integrated Learning (CLIL)**

CLIL, as a term, can be traced back to 1994 and Professor David Marsh of the University of Jyväskylä in Finland. There are many CLIL definitions in the specialized literature, but perhaps the most often-cited one is provided for this teacher.

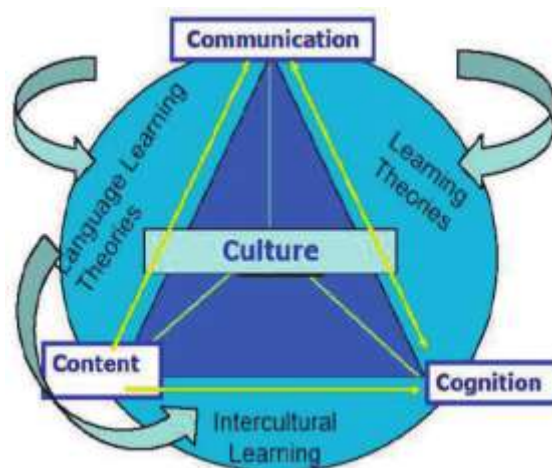
In an interview about CLIL in the International House Journal of education and development, David Marsh defined CLIL as:

An educational approach where some content learning (like a topic on global climate, or a subject) is taught in an additional language. It is a single educational approach which involves very different models. In other words, the foundation is the same, but the way in which it is carried out differs – and this depends on what educators want to achieve in a given place and – time. It is an innovation, but based on putting together long-standing chunks of good educational practice into special packages. (Marsh, )

From a pedagogical point of view, “CLIL integrates content, cognition, communication and culture into teaching and learning practice” (Coyle et al. 2010). This is what Coyle refers to as the 4 C’s framework (Fig.1): content (subject matter), communication (language learning and using), cognition (learning and thinking processes), and culture (intercultural understanding and global citizenship).

**Figure 1**

*The 4 C’s Framework for CLIL*



*Note. Adapted by the CLIL’s elements (Coyle, 2007).*

Cenoz, Genesee, and Gorter (2013) confirm that there are many models or variants of CLIL, given that it is not a homogeneous educational concept and no single blueprint can be applied across the board.

This wide spectrum of models that CLIL encompasses is held to be dependent on a series of factors or parameters. On the one hand, Coyle (2010) differentiates operating factors, such as teacher availability, amount of time available, ways of integrating content and language, level of teacher and student language fluency and scale of the CLIL program. On the other hand, Wolf (2005) determines environmental parameters, which involve the degree of FL and content teaching, choice of subjects, time of exposure and linguistic situation.

### *3.1.1. CLIL Methodological Aspects*

CLIL integrates four basic receptive (listening and reading) and productive skills (speaking and writing) and raises the need to develop strategies that favour interaction in the classroom as a guarantee of language development and understanding of the content. For this reason, the language must be dealt with from two different fields: on the one hand, the content and the cognitive processes; and on the other hand, the interaction and the communicative use of language because the language is used in order to learn and communicate at the same time.

These are the main methodological aspects that have been considered essential for quality CLIL programming:

- The didactic programme must include the main elements of CLIL: content, cognition, communication and culture.
- The theory of language is focused on using the second language as the medium of instruction. It is the vehicle through which the subject matter content is learned. As Dalton-Puffer (2014: 217) put it, “CLIL is timetabled as content lessons”. In this sense, learners can continue their academic and cognitive development while acquiring language proficiency, thereby learning both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency).
- The theory of learning is clearly grounded on communal constructivism and cognitive theory. This theory is based on the premise that languages are learned more successfully when students are engaged in meaningful activities and when the information they are acquiring is seen as interesting, useful, and pertinent.
- The role of the students must be active and participative. They take centre stages and are expected to interact frequently through collaborative learning.
- In turn, teacher roles do not consist in being the instructor. They must be the facilitator. The CLIL classroom is not teacher-driven, but student-led. CLIL teachers need to be highly committed, enthusiastic, long-term and stable, linguistically proficient, and innovative as the success of bilingual programs ultimately depends on them.



- CLIL is an attempt to bring innovation into the classroom, realigning teaching with modern pedagogical practices. It represents an opportunity to minimize the transmission of knowledge model of education, in keeping with the post-methodology era we are currently living.
- Finally, the materials employed must be adapted or originally designed. ICT acquires a particularly sharp relief within them.

It is also important to know the types of CLIL student-centered methodologies:

1. Collaborative vs. cooperative learning. On the one hand, according to Dillenbourg (1999), the collaborative learning is a learning technique in which a group of people work together simultaneously, in order to learn something, achieve the same goal, solve the same problem, create a product, etc. Methods and outcomes are variable and can be discussed, influenced or changed according to the decisions made by the group. This technique relies heavily on social interaction and the ability to make and accept decisions collectively. And, on the other hand, cooperative work is a 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 teams accountable for their part of the work, which will be evaluated both individually and as a group. It is a socially interactive working environment in which strengths are enhanced and weaknesses are improved.
2. Task-based learning vs. project-based learning. According to Bilsborough (2013), in task-based learning, the language is not the focal point of the lesson; the focal point is the task itself. The main objective of the session or lesson is to solve the task at hand. A task is usually topic based and introduced by the teacher and can be inserted in a unit or it can be a unit in itself. However, the project-based learning (PBL) takes the idea behind student-centered methodologies to a higher level. In this kind of methodology, the task is the central point of a session or unit. It is more ambitious and it usually involves integrating various content areas at school level. PBL can also be approached in different ways. Some schools may choose to develop a project on a specific topic during one term or a

whole academic year, as an extra to the syllabus, or simply completely substituting the curriculum itself.

3. Flipped classrooms techniques. It is an instructional strategy and a type of blended learning focused on student engagement and active learning, giving the instructor a better opportunity to deal with mixed levels, student difficulties and differentiated learning preferences during in-class time. This method is very different from the traditional class. In the flipped model, pre-learning is done individually, prior to the class, in order to acquire the content knowledge necessary. Brame (2013) develop an efficient model of flipped class, in which four key elements for a successful flipped classroom are explained. The teacher must provide:

- An opportunity for students to have exposure to content before class: recorded lectures, tutorials, videos, reading materials, pictures...
- An incentive for students to prepare for class: completing a task related to what they have prepared, to activate knowledge (quizzes, worksheets, short writings, etc.).
- A mechanism to assess student comprehension.
- In-class activities that focus on higher level cognitive skills: it is in class that a teacher can actually help students, not at home when doing homework; consequently, the most complicated tasks, the ones that require competence and skill, are left to be done during class time.

### 3.2. CLIL Models

Many authors have tried to identify and define the different models of bilingual education and to situate CLIL within them. These are the main models established by the Professor Marsh:

- **Immersion programs** are based on offering content instruction in the target language to a single learning group for all (total immersion) or part (partial immersion) of the school day. In this program, teachers adapt their teaching to make the material more accessible to the learners.

- In **submersion programs** students who have acquired the language naturally and those learning the same language are put in the same learning environment and required to learn as much as they possibly can. There is no additional support for language learning. Teachers do not speak or understand the non-native speakers' L1, so that the latter are very much left to their own devices to compete with their native peers, around whom subject instruction is organized.
- **Sheltered subject-matter teaching** is carried out in the target language by a content area specialist to L2 learners who have been separated from native speakers. It is considerably content-driven and the subject matter is not watered down.
- **Adjunct language instruction** is the practice of a teaching English where the teaching materials are taken from the learners, content subject, and the English and the content classes are run concurrently. In this type of CLIL, effective language use can be in a multidisciplinary manner and is useful when interdisciplinary learning is emphasized.
- And finally, **theme-based courses** build the language curriculum around selected topics or themes. They exploit both language and content, but have explicit language aims, which are typically more important than the content learning objectives.

### 3.3. CLIL Implementation in Spain

Coyle (2010:viii) contends that "Spain is rapidly becoming one of the European leaders in CLIL practice and research". The expansion of CLIL is often attributed to the deficient language proficiency levels generally attained in the country.

In Spain, the unsuccessful foreign language learning experiences have been documented by a notable number of scholars. "Despite many having spent quite a few years trying to learn the language, dissatisfaction is the common denominator when the proficiency in English of Spanish students is examined" (Lasagabaster & Sierra, 2009: 7).

CLIL has been progressively implemented in Spanish education regulations. At present, all regional education authorities are supporting multilingual policies. The CLIL's most outstanding official initiatives include:

- **The Spanish Ministry and British Council Project:** It began in 1996-1997 with a view to providing children from ages 3 to 16 with bilingual and bicultural education. Aragón, Asturias, the Balearic Islands, Cantabria, Castilla y León, Castilla-La Mancha, Ceuta, Extremadura, Madrid, Melilla, Murcia, and Navarra are all involved in this initiative.
- **Language Immersion Program** supported by the Spanish Ministry of Education and Science. It offers summer courses for students in the last cycle of Primary Education and the first grade of Compulsory Secondary Education.
- **PALE (*Programa de Apoyo a la Enseñanza y el Aprendizaje de Lenguas Extranjeras*)**. It has involved 13 autonomous communities and is geared at aiding CLIL teachers to improve their FL competence via 200 hours of training and a two-week study visit abroad.
- **Aulas Europeas**. These classrooms are language and culture immersion programs in France and the UK aimed at Infant, Primary, and Secondary teachers of any subject.
- **PILC (*Proyectos de Innovación Lingüística en Centros*)** started in La Rioja in 2004 and target non university teachers of any subject willing to implement CLIL in their classrooms.
- **ETC (*English Through Content*)**. It emerged in Navarre in 2001. It involves the application of a CLIL approach organized around a series of topics through 43 lessons units adapted to the aforementioned educational levels.
- **Proyecto Bilingüe**. It was established in Madrid in 2003. In this model, CLIL can be applied to any subject except Spanish and Mathematic and is taught through English, French or German.
- **Plan de Fomento del Plurilingüismo**. It is the ambitious CLIL plan which has been set in motion in Andalusia since 2005.

As can be observed, the foreign language teaching situation in Spain is currently under change and CLIL is sparking increased interest and attention in our educational panorama.

### **3.4. CLIL in Andalusia**

In Andalusia there are several programs and projects based on Content Integrated Language Learning. Currently, the Bilingual Programme MECD/British Council and the Andalusian Plan for the Promotion of Plurilingualism (APPP) are the most relevant in our country and the autonomous community.

#### ***3.4.1. Bilingual Programme MECD/British Council***

Bilingual Programme MECD/British Council was born on 1996 when, within the framework of the Cultural Convention between the Government of Spain, the United Kingdom and Northern Ireland, a Collaboration Agreement was signed between the Ministry of Education and Science and the British Council, which was renewed on 2013 (Ruiz Gómez, 2015).

This bilingual programme is aimed to provide children from the age of three to sixteen with a bilingual, bi-cultural education through an integrated Spanish-English curriculum based on the Spanish National Curriculum and aspects of the National Curriculum for England and Wales.

The implementation of this curriculum requires a very different classroom approach from the traditional EFL classroom where the focus is on learning English as a foreign language as opposed to studying areas of the primary curriculum through English.

The main objectives of the programme are:

- To promote the acquisition and learning of both languages through an integrated content-based curriculum.
- To encourage awareness of the diversity of both cultures.
- To facilitate the exchange of teachers and children.
- To encourage the use of modern technologies in learning other languages.

- To promote the certification of studies under both educational systems.

Furthermore, following the website of the British Council, the bilingual programme has the following characteristics:

- The integrated curriculum establishes the English content which must be learned and the levels that students must achieve at the end of the school.
- This curriculum also includes some guidelines about methodology, resources or coordination.
- It emphasizes the teacher training. The programme relies on expert teachers and training on teaching subjects in a foreign language.
- In Primary Education there are some subjects that can be taught in the second language: English, Natural Science, Social Science and Art.
- At the end of the stage, the programme establishes an assessment system in order to check the achieved levels of the students.

#### ***3.4.2. Andalusia Board's Bilingual Section***

Andalusia is a monolingual region whose official language is Spanish. It is an important region with approximately eight and half million inhabitants.

Andalusia is the compilation of a rich cultural resource representing the confluence of a multiplicity of peoples and civilisations thereby providing a fine example of social interrelations through the centuries. The interculturalism of practices, habits and ways of life provides us with the profile of an Andalusian character based on non-exclusive universal values (Andalusian Parliament: Autonomous Statutes of Andalusia, 2006:1).

Even though there have been pilot CLIL programmes from the late 1990s, CLIL programmes were not established until 2005, after publication of the Andalusian Plan for the Promotion of Plurilingualism (APPP). This document, approved on March 22<sup>nd</sup>, 2005, has been the gateway to provide a solid top-down push to bilingual education in our autonomous community and deserves to be commended for the ambitious steps it takes to establish bilingual education in a region conspicuous for its lack of FL tradition.

This plan has the following goals:

- Developing and improving the communicative competence of students.
- Increasing the students' level by at least a foreign language according to CEFR.
- Improving the teaching-learning methodology applied by teachers.
- Increasing the amount of people accredited in language competence C1.
- Expanding teachers training.
- Optimizing the use of R+D+I (research + development + innovation).
- Using foreign languages out of the classrooms.
- Promoting the interculturalism between students.

Besides these goals, 61 further actions are also set forth, primarily associated to the five pillars or subprograms into which the Plan is articulated and which thus become its cornerstones:

- The *Official Language Schools (OLS) Program* subsumes 12 actions, related to the reconfiguration and expansion of OLSs, the training of OLS teachers, course design and distance learning, and the development of research and innovation plans within OLSs.
- *Teachers and Plurilingualism Program* includes 11 actions, basically pertaining to teacher training initiatives, the sharing of good practices through the creation of a catalogue, the establishment of study licenses and exchanges, and the review of recruitment and employment issues, especially for non-linguistic area teachers.
- The *Plurilingualism and Society Program* involves an increase in FL learning for parents and adults, collaboration in Andalusian public radio, TV and other media, and the promotion of extra-curricular activities in public schools.
- Finally, the *Plurilingualism and Cross-curricular Program* contains six actions, concerning attention to cross-cultural diversity, FL training for teachers who work with immigrant students, being responsive to the needs of immigrant children by establishing linguistic adaptation initiatives or

incorporating their most widely spoken languages as first FLs, and piloting a program for mixed schooling.

Throughout the APPP, Andalusia participates in “eTwinning”. It is the Europe’s school community. It consists in a programme, which offers a platform to the educational staff in order to communicate with the rest of the participative centres. In addition to this, they can collaborate and develop plans that promote the scholar participation in Europe using ICT.

Andalusia holds a notable place within Spain in the development of this program. For example, between 2010 and 2015, in Andalusia there were 2.002 teachers enrolled in the platform. In 2015, this number came to 5.007.

The Order of July 24<sup>th</sup>, 2006 sets forth the basic organizational principles which guide all curricular aspects of the Bilingual School Program. It establishes that bilingual schools are those Infant, Primary, Secondary and vocational training schools that teach from 30% to 50% of the curriculum of two to four content subjects through CLIL in the first foreign language. CLIL teaching takes place 1 to 2 hour per week. Depending on the available teachers’ profile, each school will be able to determine the subjects taught through the first FL, although at least one must belong to the area of Natural and Social Sciences. The most common ones being implemented via CLIL include Science, Art, and Physical Education at Primary level.

In order to become a bilingual school, a project needs to be drafted and presented in a consultancy phase, which, if granted, gives way to a so-called “year zero”, where preparation for CLIL teaching takes place. A bilingual section coordinator is appointed and participating teachers engage in intensive linguistic and pedagogical training through courses.

In a bilingual project there are four types of teaching figures: bilingual project coordinators, language teachers, non-linguistic area teachers (NLAs), and teaching assistants (TAs).



According to the Order of July 24<sup>th</sup>, 2006, on the one hand, language teachers must prioritize communicative teaching, work cooperatively with other language colleagues, and participate in the development of the integrated language curriculum, following the recommendations of the CEFR and using the ELP. On the other hand, NLA teachers also have a two-hour rebate, and primarily need to take part in the elaboration and adaptation of the integrated language curriculum and to design appropriate CLIL materials. In turn, Teaching assistants complement and support CLIL teachers for 12 hours a week. They foster oral conversation practice, provide correct pronunciation and grammatical models, collaborate in materials designs and constitute a gateway into their home country's culture.

These diverse types of teachers need to adapt to a learner-centered, communicative methodology, underpinned by constructivist theories of learning. They should emphasize task-based teaching, reflection on the mother tongue and the connection between languages. Materials should also reflect these principles, presenting didactic innovation, reflecting CEFR principles, and catering for diversity (Order of March 7<sup>th</sup>, 2008).

At present, Andalusia has more bilingual schools than any other monolingual community in Spain. Bilingual English centres are the most of bilingual Andalusian centres. The increase of these schools has been very important since the implementation of the APPP. On 2006/2007, there were 101 centres that initiated at the bilingual programme. Nowadays, there are 1083 bilingual centres that teach some subjects in a foreign language.

**Table 1**

*Andalusian Bilingual School*

TYPE OF SCHOOL	
English bilingual	1044
English/French Multilingual	7
English/German Multilingual	1
French/English Multilingual	31

Total bilingual and plurilingual schools in Andalusia in 2019 (Consejería de Educación, Junta de Andalucía)

### **3.5. Curricular Elements (3<sup>rd</sup> year)**

In addition to analyse the current programs and projects in Andalusia, it is important to know what is the curriculum in which the curriculum has to be based on. In this way, my didactic proposal presented in the next section will be based on the area of Natural Science so it is important to analyse the curricular elements of this subject and English as a foreign language.

#### **3.5.1. Area of English as a Foreign Language**

To know one or more languages prepares to students in order to get on in the real knowledge society. The area of English as a foreign language aims at developing people who are able to understand, talk, read and write using this language. So the main goal of this area in the curriculum is the learning of the four skills to achieve an effective communicative competence.

At primary stage, the learning of the foreign language is based on a basic level. As a result, it is essential using familiar and close situations to the students.

The curriculum of this area consists of four blocks of contents related to the four basic skills: reading, writing, listening and speaking.

The *block 1: Comprehension of oral texts* is aimed at students acquire the main skills in order to identify the essential information in short and brief conversations. The methodology is focused on improving the social relations throughout the dialogue and oral discourses. In this block, the teaching style must be interactive. It can be based on dramatizations, dialogues, games and researches.

The *block 2: Production of oral texts* consists on developing skills in order to produce brief oral texts in a close context. The interaction and the listening are

essential in these contents. It will deal with the ability to express messages clearly. Furthermore, students should be able to interact by using verbal and non-verbal language techniques.

The *third block: Comprehension of written texts* develops basic and appropriate strategies to understand the written lexicon relating to the students' experiences, needs and interests. In the same way, it will be trained the comprehension of the global meaning of a text and the ability to identify the principle ideas.

And finally, the contents of the *block 4: production of written texts* are based on the construction of brief and simple texts using the basic spelling rules and correct grammatical structures.

The methodology of the area of English must be focused on the learning needs of students and the core idea is constituted by the procedures aimed at achieving an effective oral and written communicative competence in communicative social contexts.

This area has the following stage objectives (Order of March 17<sup>th</sup>, 2015):

1. To listen and understand messages in verbal interactions.
2. To express yourself and interact in common situations, using verbal and non-verbal procedures and taking into account the rules of the communicative exchange autonomously.
3. To write texts for a variety of purposes on topics previously learned in classrooms.
4. To read comprehensibly several texts related to their experiences and their interests.
5. To learn how to use the means at their disposal, including new technologies in order to obtain information in the foreign language.
6. To use the knowledge, experiences and communication strategies for further acquisition of the foreign language.
7. To value the languages as a means of communication between people.
8. To have a receptive attitude in the ability to learn and use the foreign language.
9. To identify phonetic and lexical aspects in the foreign language.

### **3.5.2. Area of Natural Science**

According to the Order of March 17<sup>th</sup>, 2015, the Area of Natural Science is based on being the basis to become the students to the world around them, to understand it and to implicate them in its conservation and its care. In this subject, pupils start at the developing of the main strategies of the scientific methodology, such as asking questions, identifying the problem, formulating hypotheses, doing activities and organizing the information to draw conclusions.

#### *3.5.2.1. Key Competences*

This area contributes to the development several competences of the curriculum:

- Mathematic competence and competences based on science and technology because throughout the subjects, students can know and understand their world and they can construct their own reality with their experiences.
- Competence in linguistic communication. The area of Natural Science contributes this competence because of the information appears as a principal element to learn the contents of this subject. This information is presented in different codes so several procedures are needed in order to understand it.
- Learn to learn. Natural Science contributes to this area because students can develop some strategies to learn, memorize and organise information like summaries, outlines and mind maps that can be useful to study the contents of this subject.
- Digital competence. The area explicitly includes content that leads to digital literacy. The ICT constitutes a quick and simple access to the information about the world, moreover, it is a very attractive tool for students.
- Sense of initiative and entrepreneurial spirit. This area includes contents related to the personal development because students can learn to make decisions from the knowledge of oneself.

- Cultural awareness and expression. This area contributes to this competence because it teaches the required contents in order to learn the different manifestations of cultural heritage.

#### 3.5.2.2. *Curricular Objectives*

The Area of Natural Science aims at to achieve the following objectives collected in Order of March 17<sup>th</sup>, 2015:

1. To use the scientific method to plan and make projects, simple devices, throughout the observation and practical research in order to make conclusions.
2. To analyse and select information about the principal characteristics of some materials and objects.
3. To recognise and understand basic aspects of the human body functions.
4. To recognise the main components of ecosystems, especially our autonomous community.
5. To distinguish and appreciate Andalusia's heritage and contribute to its improvement and conservation.
6. To participate in working groups in order to develop the responsibility and the cooperation.
7. To understand the importance of scientific progress in order to appreciate it in their everyday lives.
8. To use the information and communication technology to obtain information and analyse information.

#### 3.5.2.3. *Contents*

The contents of Natural Science are divided into five blocks:

##### *Block 1. Initiation into Scientific Activity.*

Due to the transversal character of this block, it must be developed in an integrated way. It is proposed that students initiate the knowledge and use of some of the usual strategies and techniques in scientific activities, such as: observation, identification and analysis data collection, organization and processing, hypothesis issuance, the design and development of experimentation, the search for solutions and the use of sources of information.

It will also develop strategies to work individually and as a team, showing skills for peaceful conflict resolution. Students must know and respect the rules of use and safety instruments and work materials.

*Block 2. Human Beings and Health.*

This block integrates knowledge and skills to prevent reckless behaviour and to take initiatives to develop healthy lifestyles.

*Block 3. The Living Beings.*

It is oriented to the knowledge of the multiple ways of life of the environment and the study and assessment of the main ecosystems in order to promote the acquisition of behaviours in everyday life of defence and recovery of ecological balance, developing values of responsibility and respect for the environment.

*Block 4. Matter and Energy.*

This block integrates content related to physical phenomena, substances and chemical changes that will lay the foundations for subsequent learning and rational use of resources.

*Block 5. Technology, Objects and Machines.*

It includes as a novelty the content that refers to literacy in information and information technologies communication, as well as others related to the construction of appliances for a previously established purpose, based on knowledge of the essential characteristic components.

#### *3.5.2.4. Evaluation criteria*

In the Order of March 17<sup>th</sup>, 2015, the evaluation criterion of this area appears divided into the three stages of Primary Education. These are the evaluation criteria of this subject in Primary Education:

### *FIRST STAGE:*

- 1.1. To obtain and draw conclusions about the natural elements and facts and to conduct some experiments working in groups.
- 1.2. To identify the main parts of the body relating them with vital functions.
- 1.3. To classify the living beings of the environment in animals and plants, to understand their structure and to appreciate the importance of the water for them.
- 1.4. To observe the different living beings of their close environment.
- 1.5. To identify and classify materials according to their physical characteristics.
- 1.6. To understand the main characteristics of magnetism and the laws of the change of state of matter.
- 1.7. To perform individual and group experiences of reuse and recycling of materials.
- 1.8. To know different machines and devices.
- 1.9. To assemble and disassemble simple objects and appliances.

### *SECOND STAGE:*

- 2.1. To obtain and contrast information from different sources.
- 2.2. To understand the functioning of organs and systems involved in the vital functions of the human body.
- 2.3. To use simple classification guidelines that identify the biotic and abiotic components of an ecosystem.
- 2.4. To identify and analyse the actions that human beings perform in their daily lives.
- 2.5. To know and apply some criteria to study and classify some natural and artificial materials by their characteristics.
- 2.6. To know the basic laws governing certain physical phenomena such as decomposition and light properties, electromagnetism, buoyancy and separation of components from a mixture.
- 2.7. To appreciate the importance of making responsible use of the planet's energy sources.
- 2.8. To know and explain the parts of a machine.
- 2.9. To analyse the main parts of machines, the functions of each machine and the energy sources with which they operate.
- 2.10. To know the advances and scientific contributions to assess their relationship to human progress.

### *THIRD STAGE:*

- 3.1. To obtain information, make predictions and draw conclusions about natural facts and phenomena.
- 3.2. To know the location, shape, structure and functions of some cells of the main organs and systems, which are involved in the vital functions.
- 3.3. To classify the components of an ecosystem according to its characteristics and recognizing the shapes, structures and functions of cells, organs and systems.
- 3.4. To illustrate with examples of human behaviour in daily life that positively or negatively influence the environment.
- 3.5. To know the main laws governing some chemical reactions.
- 3.6. To conduct experiments to study sound perception, nature and characteristics.
- 3.7. To identify the different energy sources, procedures, machinery and facilities necessary to obtain and distribute them from their origin.
- 3.8. To design the construction of simple objects and appliances using energy sources.
- 3.9. To recognize and value the advances and contributions of scientists.

## **4. DIDACTIC PROPOSAL**

### **4.1. Justification**

This didactic proposal is included in my teaching planning for the current academic year. The present didactic proposal is intended for the third grade of Primary Education.

Primary Education is the first stage of compulsory education. It comprises six academic years organised from the age of six to twelve. Students generally incorporate to the first course of this educative stage in the natural year in which they turn six years old. Specifically, in third grade, students are 7 or 8 years old.



My didactic proposal will try to respond the demands of a society that seeks in the educative system solutions to face up to challenges of a changing and unpredictable future.

It is based on the area of Natural Science. As this subject as the English as a Foreign Language are important parts of the curriculum at this stage. According to the legal regulations, the main goal of foreign language learning is to achieve students' communicative competence, which will allow them to handle different situations in the foreign language, by means of producing appropriate messages in the different communicative situations. Moreover, from these areas children can achieve many other aims of Primary Education such as the development of their personality, their communicative skills and socio-linguistic strategies, the improvement of their ability to feel empathy, the diversification of their sources of information and the establishment of social and cultural relationships with tolerance in a world where international communications has an increasing relevance. All these aims will contribute to the educational development of the students from a global perspective.

Me, as a CLIL teacher, must collaborate with the Foreign Language teacher in order to work cooperatively and to achieve the aim of contemplating all the necessary aspects for a correct approach to the teaching-learning process, understanding it as an open structure that during the school year may go through adaptations due to new physical or personal situations.

From a legislative point of view, this didactic proposal is based on the following legal regulations:

- The Organic Law on Education 2/2006, passed on the 3<sup>rd</sup> of May.
- Organic Law 8/2013, of 9<sup>th</sup> of December, for the Improvement of Quality on Education.
- The Royal Decree 126/2014, of 28<sup>th</sup> of February, which establishes the Minima Teaching requirements and the Key Competences for Primary Education nationwide.
- Decree 97/2015 of 3<sup>rd</sup> of March, which sets the curriculum for all the areas in Primary Education in the Community of Andalusia.

- And finally, the Order of March 17<sup>th</sup>, 2015, which develops the curriculum in Andalusia.

#### **4.2. Contextualization**

The school in which this didactic proposal is going to be applied is located in an urban environment in a middle class neighbourhood in the North of Andalusia. Generally, the families have a medium-high socio-cultural level. About a 10% of the population comes from other countries, mainly from South America and Eastern Europe. In most cases, they have been living in the community for a long time so they are well integrated in it. This neighbourhood has some surrounding facilities such as parks and a science museum.

This school includes Infant and Primary Education. It consists of two buildings. In the main ones there are the spaces dedicated to common uses such as library, psychomotricity room, head teacher's and secretary's offices, reception, dining hall, kitchen, teachers' room, music classroom and 6 classrooms for Primary students. And in the second ones there are three classrooms for Infant students, each of which has its own toilet.

All the Primary classrooms have a good equipment and they provide some facilities for the learning of a foreign language such as a digital board and different corners that I will take advantage of in many ways: a book corner, an ICT corner as well as having displays on many topics on the walls and supplementary shelves.

Concretely, in my class of third year, the students are aged between 7 and 8 years old. I will teach them Natural Science 2 hour a week and the English teacher comes to the classroom three hours a week. This group consists of 21 students, 11 girls and 10 boys. There is some ethnic diversity at the class because there are two boys from South America and a girl from Romania. They are well integrated within the group. There is also a boy with Attention Deficit Hyperactivity Disorder who will be described into the Attention to Diversity Section.

Finally, my didactic proposal is based on the animal topic. It will be taught some aspects about animals, such as the place where they live and their own classification according to their food, reproduction and locomotor system.

The lesson plan is divided into two parts. The first part is based on the learning related to the recognising of the Living Beings, their vital functions and their classification. And the second one is focused on the human's use of animals as a resource.

### **4.3. Basis**

#### **4.3.1. Stage Basis**

According to the Royal Decree 126/2014, of 28<sup>th</sup> of February, which establishes the Minima Teaching requirements and the Key Competences for Primary Education nationwide, the Primary Education is aimed to achieve the following stage basis:

- a) To know and appreciate the values and coexistence rules.
- b) To develop individual and team work, effort and responsibility habits.
- c) To acquire skills for prevention and peaceful conflict resolution.
- d) To understand and respect different cultures and the differences between people.
- e) To use the mother tongue appropriately.
- f) To acquire, in at least one foreign language, the basis communicative competence that allows students to express and understand simple messages.
- g) To develop basic math skills and get started in problem solving.
- h) To know the most important aspects of Nature Sciences, Social Sciences, Geography, History and Culture.
- i) To initiate in the use of ICT.
- j) To use different representations and artistic expressions.
- k) To value the hygiene and health.
- l) To know and value the closest animals to humans.
- m) To develop their affective abilities in their personality and their social relationships.

- n) To encourage the road-safety education and respect attitudes.

#### **4.3.2. Specific Basis**

The area basis of Natural Science has been described in the section number 3.5.2.2. "Curricular objectives". In this section I am going to describe the specific aims of my didactic proposal.

Throughout this lesson plan I want to aim at the following specific basis:

1. To obtain and contrast information from different sources.
2. To use strategies to work individually and in groups.
3. To understand the differences between living things and non-living things.
4. To classify the animals according to several criterions.
5. To know the functioning of animals' systems and organs.
6. To understand the vital functions of the animals.
7. To be aware of the use of the animals as a resource for the humans.
8. To understand the vocabulary of the unit in the Foreign Language.
9. To be able to use simple expressions in English.

#### **4.4. Contents**

The contents of the lesson plan included language contents and Natural Science contents because, as I said previously, this didactic proposal is aim at being worked by language teacher and the content teacher, so due to this it is very important that they work in a cooperative way.

##### **4.4.1. Language Contents**

These are the language contents of the lesson plan:

- The name of the animals.
- Farm and wild animals.
- Expressions such as: "Where do they live?", "What do they eat?", "What's is your favourite animal?"
- Grammar structures: Has it got? Yes, it has/ No, it hasn't.
- Descriptions of the animals: big/small, furry, dangerous, lively, wild...

- Parts of the animals' body: head, eyes, ears, tail, whiskers, mouth, nose, claw, leg...

#### **4.4.2. Natural Science Contents**

These are the Natural Science contents of the lesson plan:

- Classification of the Living Beings between animals and plants.
- Animals' vital functions.
- The main characteristics of the animals.
- The environment of the different animals.
- Classification of the animals according to their food, reproduction and locomotor system.
- Vertebrate and invertebrate animals.
- The human use of the animals.

#### **4.5. Methodology for the Didactic Proposal**

##### **4.5.1. Methodology to be applied**

The characteristics of the methodology are common to all the lessons:

- *Student-centered methodology.* The main focus is placed on what the student is able to do, what outcomes learners are able to achieve, what processes they are able to master, how they are able to critically make decisions about outcomes or results and how to evaluate their own progress.
- The *role of the teacher* changes from being the only provider of input or content in the classroom, the only responsible for decision making and evaluation, to that facilitator, mainly providing guidance and support.
- My *CLIL class setting* will be based on a communicative approach in which the language is considered not the aim of the lesson in itself, but a means for the communication and learning. Students are going to learn the target language as they use it. For this reason, learners have to put in a learning situation in which they will need the command of language (in the form of reading, writing, listening, speaking and interaction) to able to solve the task at hand.

- Learners are going to work throughout *cooperative work*. It is a successful teaching technique in which the group of people work together in smaller groups to which a task has been assigned. 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.
- We are going to use *technologies* in the classroom because for the teachers' point of view, having a reasonably well developed digital competence can only be considered one of the most valuable assets in a teacher's tool kit nowadays. It completely changes the face of teaching and encourages a much wider range of possible teacher responses to any particular teaching situation they may encounter. And for the learners' point of view, when ICT is established in their classrooms we really need to be critical about what and how we intend to use technologies. It is not a case of using a new app, tool or platform, just because it has become fashionable or just because it is fun. Not all apps or tools are appropriate in a given situation or learning environment, just the same as not all methodological approaches may be convenient in all circumstances. The ability of teachers to discriminate between what is appropriate to bring into a class will be the determining factor for the strategy to succeed or not. These are the main purposes I want to achieve by using ICTs in my class:
  - 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.
- This is the layout of my classroom:

**Figure 2**

*The layout of my CLIL classroom*



#### **4.5.2. Timing: lessons´ organization**

##### Lesson 1: LIVING BEINGS

- \* Temporalization: 45 minutes.
- \* Lesson´s objectives:
  - To know and understand the differences between living and non-living things and between the different living things: animals, plants and bacteria.
  - To use strategies to work individually and in groups.
- \* Firstly, I am going to ask some questions the students about the topic of this lesson in order to check their previous knowledge. Then, we are going to watch the video and finally they have to talk with their group the doubts to ask me. Finally, I am going to explain the differences between animals, plants and bacteria with several examples and when all the groups understand the contents, they have to do the exercises individually.

**ACTIVITY 1:** Watch the introductory video:

<https://ceipvaldespartera2.blogspot.com/2016/10/3-primaria-natural-science-unit-1.html?m=0>





The Earth is populated by a multiple of living things. We can find them in the seas, lakes, forests or cities.

They are of different types:

- **Plants**, such as trees, flowers...
- **Animals**, such as people, dogs, fishes...
- **Fungus, bacteria and microbes.**



**ACTIVITY 2:** Look at the picture and put the living organisms into the correct categories:



ANIMALS	PLANTS	NEITHER
		Bacteria

**ACTIVITY 3:** Match the words to their definitions:

- |                              |   |
|------------------------------|---|
| 1. Algae, fungi and microbes | a) Life forms such as trees.                  |
| 2. Animals                   | b) Life forms that are not plants or animals. |
| 3. Plants                    | c) Life forms such as elephants.              |

## Lesson 2: HOW CAN WE RECOGNISE A LIVING THING? HOW ARE ANIMALS?

- \* Temporalization: 45 minutes.
- \* Lesson's objectives:
  - To recognise the vital functions and the main characteristics of the animals.
  - To use strategies to work individually and cooperatively.
- \* First, students have to read the theory individually and when they finish, we are going to comment the text in order to check the reading comprehension. Then, they have to do the activities in groups.

### RECOGNISING A LIVING ORGANISM

All living organism have got three things in common: nutrition, interaction and reproduction.

These three things are called vital functions:

- **Nutrition.** Living organisms need food, water and air to live and grow. For example, rabbits eat grass, drink water and breathe air.
- **Interaction.** Living organisms feel what happens to them and the world around them and react. For example, a rabbit sees danger coming and runs away.
- **Reproduction.** Living organisms can produce offspring. For example, rabbits can have baby rabbits.

### VITAL FUNCTIONS



NUTRITION



INTERACTION



REPRODUCTION



### ANIMALS CHARACTERISTICS

Animal have got many different characteristics:

- They don't make their own food.
- They breathe oxygen.
- They have got sense organs that let them see, hear, smell, taste and touch.
- They feel sensations.
- They move from one place to another.

**ACTIVITY 1:** Write four examples of living organisms:

**ACTIVITY 2:** Find and correct the mistakes in the sentences:

- \* Animals make their own food.
- \* Animals don't need oxygen.
- \* They haven't got sense organs.
- \* They don't feel sensations.
- \* They can't move.

**ACTIVITY 3:** Match the following expression with the correct vital functions:

NUTRITION

INTERACTION

REPRODUCTION

A change in the environment can cause a reaction

This vital functions allows living things to make new living things

Food and drink provide vital nutrients for survival

### Lesson 3: ANIMAL CLASSIFICATION ACCORDING TO THEIR FOOD

- \* Temporalization: 45 minutes.
- \* Lesson's objectives:
  - o To classify the animals according to their food.
  - o To obtain and contrast information from different sources.
  - o To be able to use simple expressions in English.
- \* Previously, students have to search some information about this topic. At the beginning of the lesson they have to share their information with the others groups. Then, they have to read the texts and do the exercises individually.

#### WHAT DO ANIMALS EAT?

Animals are living things, so they need to eat food. We classify animals into three groups: herbivores, carnivores and omnivores.

- \* **Herbivores:** they eat plants. They eat different parts of plants such as leaves, roots and fruit. Herbivores have special teeth to help them cut and chew plants. Examples: deer, cow, rabbit.
- \* **Carnivores:** they eat other animals. They hunt and eat meat. They have sharp teeth and excellent eyesight. Examples: wolves, lions and foxes.
- \* **Omnivores:** they eat plants and other animals. For example, bears and chimpanzees.



**ACTIVITY 1:** Look at the picture and answer the questions:



1. What do you think the animals eat?
2. Which are two herbivores?
3. Which are two carnivores?
4. Which are two omnivores?

**ACTIVITY 2:** Complete the sentences:

**HERVIBORE  
CARNIVORE  
OMNIVORE**

**MEAT  
FISH  
PLANTS**

**RHINO  
TIGER  
GORILLA  
SEAL**

1. A fox eats \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.  
It is a/an \_\_\_\_\_.



2. A \_\_\_\_\_ eats \_\_\_\_\_.  
It is a/an \_\_\_\_\_.



3. A \_\_\_\_\_ eats \_\_\_\_\_.  
It is a/an \_\_\_\_\_.



4. A \_\_\_\_\_ eats \_\_\_\_\_.  
It is a/an \_\_\_\_\_.



5. A \_\_\_\_\_ eats \_\_\_\_\_.  
It is a/an \_\_\_\_\_.



## Lesson 4: ANIMAL CLASSIFICATION ACCORDING TO THEIR REPRODUCTION

- \* Temporalization: 45 minutes
- \* Lesson's objectives:
  - o To classify the animals according to their reproduction.
  - o To understand the oviparous and viviparous concepts.
  - o To be able to use simple expressions in English.
- \* Firstly, in groups they are going to read the text about the topic and then they have to do the exercise cooperatively.

### HOW DO ANIMALS REPRODUCE?

Animals reproduce in different ways. This process is called reproduction. Some animals give birth to their offspring, while others lay eggs.

Birds, fish, reptiles and amphibians are **oviparous** animals. They lay eggs. The eggs hatch into new offspring.



Most mammals, like cats and horses are **viviparous**. The babies develop inside their mother's womb. Live offspring are born. They drink their mother's milk.



**Ovoviviparous** animals, like some reptiles and amphibians, and some sharks, do not lay eggs. The eggs develop inside the mother's body and hatch inside. The mother gives birth to live offspring.



**ACTIVITY 1:** Draw two animals of each type:

OVIPAROUS	VIVIPAROUS	OVOVIVIPAROUS

*Lesson 5: ANIMAL CLASSIFICATION ACCORDING TO THEIR LOCOMOTOR SYSTEM*

- \* Temporalization: 45 minutes.
- \* Lesson's objectives:
  - o To classify the animals according to their locomotor system.
  - o To use strategies to work individually and in groups.
- \* At the beginning, each group has to choose an animal's group and they have to elaborate a poster similar of the photos of the activity 1. Then, we are going to talk about the differences between vertebrate and invertebrate animals. And, finally, they have to do the exercises in their notebooks.

**VERTEBRATE AND INVERTEBRATE ANIMALS**

VERTEBRATES have got a locomotor system with an internal skeleton and a backbone

INVERTEBRATES haven't got an internal skeleton or a backbone



**ACTIVITY 1:** Look at the following pictures about vertebrate animals and complete the text:



**MAMMALS:**

Mammals are animals that have \_\_\_\_\_, are warm \_\_\_\_\_ and drink \_\_\_\_\_ when they are babies.

**AMPHIBIANS:**

Amphibians spend part of their lives in \_\_\_\_\_ and part on \_\_\_\_\_. They are \_\_\_\_\_ - blooded.

**BIRDS:**

They are \_\_\_\_\_ - blooded. They have got \_\_\_\_\_, \_\_\_\_\_ and a beak. Their babies hatch from \_\_\_\_\_.










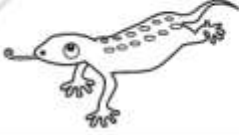


**REPTILES:**

They have got \_\_\_\_\_. They breathe air. They are cold- \_\_\_\_\_ and usually they lay \_\_\_\_\_ on land.

**FISH:**

They live in \_\_\_\_\_. They have got \_\_\_\_\_ to breathe, scales and fins on their bodies. They are cold- \_\_\_\_\_.

**ACTIVITY 2:** Circle the correct animal name above the picture:

Mammals	Reptiles	Bird's	Fish
whale/ sheep/ hen 	tortoise/ crocodile/ fox 	rabbit/ duck/ fish 	whale/ hen/ shark 
monkey/ tiger/ cow 	giraffe/ duck/ snake 	hen/ snail/ bear 	clown-fish/ tiger-fish 
bear/ pig/ horse 	cat/ horse/ lizard 	snake/ owl/ tortoise 	<b>Amphibians</b> bird/ owl/ frog 

### Lesson 6: THE USE OF THE ANIMALS

- \* Temporalization: 45 minutes.
- \* Lesson's objectives:
  - o To be aware of the use of the animals as a resource for the humans.
  - o To obtain and contrast information from different sources.
  - o To use strategies to work individually and in pairs.
- \* Firstly, students have to read the texts and when they finish, we are going to talk about the use of the animals in our daily life. Then, they have to do the exercises in pairs.

The animals bring us some benefits such as:

**FOOD MATERIALS WORK COMPANY**

### ANIMAL FOOD

The most important animal foods are: milk, eggs, meat and honey.

### ANIMAL MATERIALS

These are the main animal materials:

- \* Leathers: we use them in order to produce clothes, shoes...
- \* Fibres, like silk and wool.
- \* Bones and shells.
- \* Feathers for example to fill cushions.

### WORK

People use some animal characteristics in order to work. For example, the strength of horses to carry loads.

### COMPANY

There are some animals which we share our home. They are our pets.

**ACTIVITY 1:** Write two animals from which we get each of these objects or foods:

- Meat: \_\_\_\_\_ and \_\_\_\_\_.
- Milk: \_\_\_\_\_ and \_\_\_\_\_.
- Eggs: \_\_\_\_\_ and \_\_\_\_\_.
- Leathers: \_\_\_\_\_ and \_\_\_\_\_.
- Wool: \_\_\_\_\_ and \_\_\_\_\_.
- Feathers: \_\_\_\_\_ and \_\_\_\_\_.

**ACTIVITY 2:** What are the characteristics of the dogs we can use to work? Talk with your partners about it.

Lesson 7: CHECK MY PROGRESS

- \* Temporalization: 45 minutes.
- \* Lesson's objectives:
  - o To understand the vocabulary of the unit in the Foreign Language.
  - o To check the students' progress.
- \* In order to check the students' progress, I am going to use a very useful tool so that they evaluate themselves before the real evaluation. It is an interactive and self-assessable sheet in the website called: <https://es.liveworksheets.com/>

The first one is about living and non-living things:

The worksheet features a title box with a cartoon boy icon and the instruction: "Drag and drop the pictures living and non-living things". Below this is a large rectangular area divided into two columns by a vertical line. The left column is labeled "LIVING THINGS" and the right column is labeled "NON-LIVING THINGS". At the bottom of the page, there are ten small boxes, each containing a picture and a label: a tree (tree), a fish (fish), a pie (cake), a book (book), a snowman (snowman), a red backpack (bag), a green frog (frog), a boy (boy), a soccer ball (ball), and a potted plant (plant).

The second one is focused on the vital functions:

Drag the pictures and definitions to the correct place

**NUTRITION**

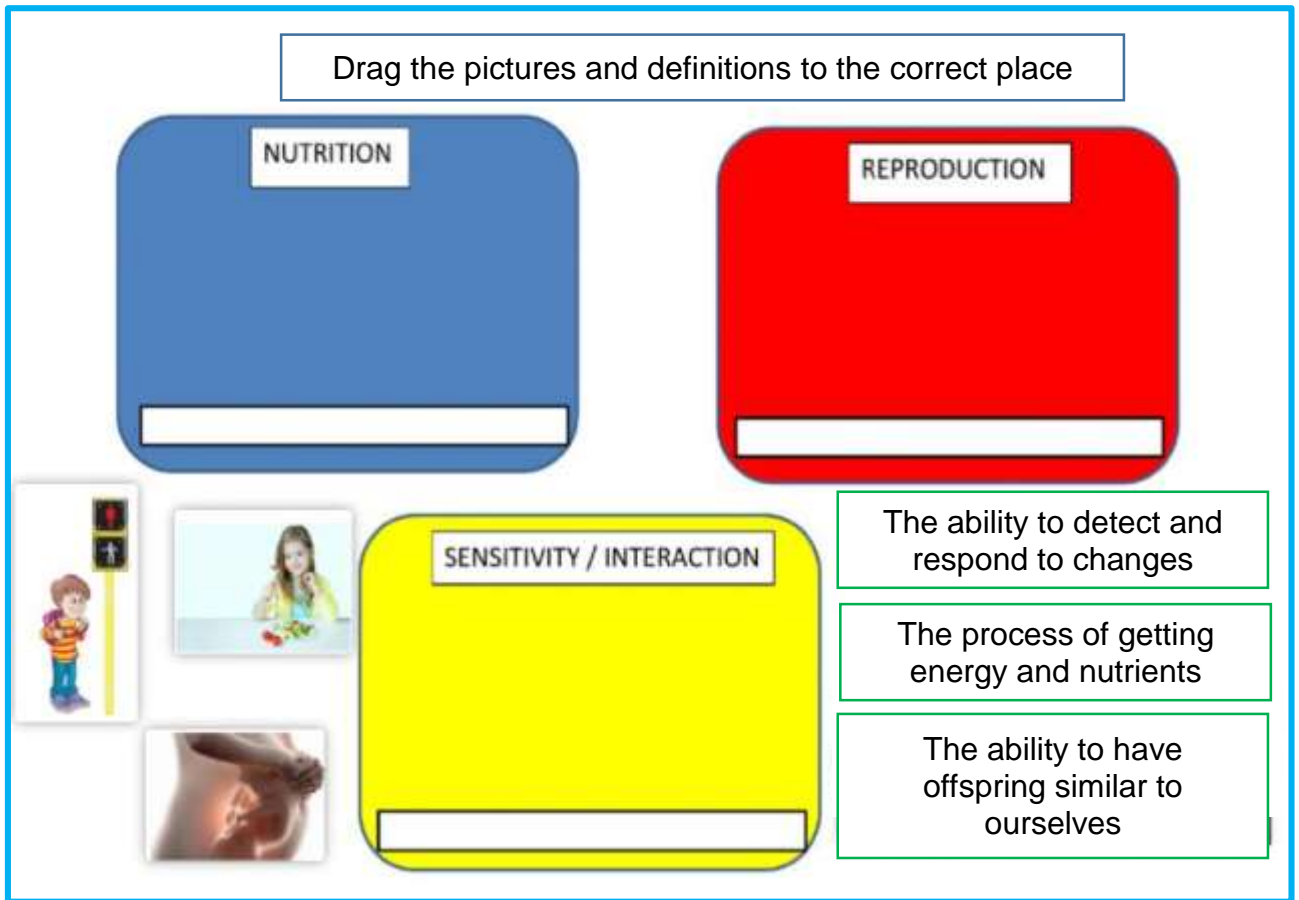
**REPRODUCTION**

**SENSITIVITY / INTERACTION**

The ability to detect and respond to changes

The process of getting energy and nutrients

The ability to have offspring similar to ourselves



And finally, the next sheets are related to the animal classification:











Some animals have a backbone while others haven't got. Sort the animals into groups based on if they have or not have backbone.



**INVERTEBRATES**



**VERTEBRATES**

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

LIVEWORKSHEETS



Read each sentence, select the correct answer and write it in the space

1. A \_\_\_\_\_ has fur and produces milk to feed its babies.

- (a) insect (b) bird (c) mammal (d) reptile

2. An \_\_\_\_\_ has three body parts and a pair of antennas.

- (a) insect (b) bird (c) mammal (d) reptile

3. A \_\_\_\_\_ has feathers and lays eggs.

- (a) insect (b) bird (c) mammal (d) fish

4. A \_\_\_\_\_ is a cold blooded animal that has scales.

- (a) insect (b) bird (c) mammal (d) reptile

5. A \_\_\_\_\_ lives underwater and has fins.

- (a) insect (b) fish (c) mammal (d) amphibian

6. An \_\_\_\_\_ has webbed feet.

- (a) insect (b) fish (c) amphibian (d) mammal



Choose the correct group for each animal



clownfish



parrot



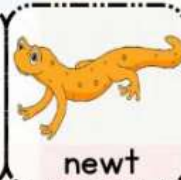
elephant



chameleon



bee



newt

▼

mammal

fish

reptile

▼

▼

▼

▼

▼

## *Lesson 8: ORAL AND WRITTEN EVALUATION*

- \* Temporalization: 45 minutes.
- \* The last lesson consists in evaluating the students' learning. For the final evaluation of the unit I am going to prepare an oral test with some questions about the topic and a kahoot in order to do the written evaluation. Kahoot is a game-based learning platform, used as educational technology. Its learning games, "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app. It motivates students because we break from traditional written tests.

### **4.6. Material and resources**

There is a huge quantity of resources on hand teachers create attractive and personalised lessons. The resources used in my lesson plan are divided into personal and material resources:

- PERSONAL RESOURCES:

In this section I will provide an overview of who are the main protagonists of the teaching-learning process. For this reason, I will analyse briefly some considerations about the teacher, the student, the families and other human resources.

Firstly, I will consider the **teacher**, who must have some competences for teaching such as role of mediator and educator. According to the Organic Law of Education, these are the main functions of the teacher:

- The planning and teaching in their stages, subjects and modalities. At the same time, they will coordinate, organise and manage those activities entrusted to them as members of the teaching staff.
- The assessment and evaluation of the students' learning process, keeping periodical contact with the families in order to inform them about it, providing them with professional guidance to obtain their cooperation and collaboration in the attainment of the educational goals proposed.
- The self-evaluation of their own teaching practice as a source of information in order to detect problems and perform improvement suggestions.



- Contribute and participate in the activities within the school promoting and organising complementary activities, contributing to ensure they take place in a climate of respect, tolerance, participation and freedom in order to foster in students the values of democratic citizenship.
- Teachers must be a motivator, making pupils experience the learning as something enjoyable, never boring or repetitive.

Teachers will carry out the duties expressed in the above items under the principles of collaboration and teamwork.

Secondly, the **student** is the main protagonist of the teaching-learning process. They are going to work in groups because it has a lot of advantages such as the development of the regulation of learning, socialization and the promotion of an emotional balance. In order to achieve an effective learning process, teachers have to design learner-centered activities.

Now I will deal with some **other human resources** who can be very useful for the development of some lessons and also for helping some students with difficulties. I will try to take advantage of other human resources such as specialist in therapeutic pedagogy, hearing and language, English language and language assistant.

Finally, I will have in mind the special characteristics of the contexts and the **families**. Moreover, I will ask for help of them in order to do some activities.

- MATERIAL RESOURCES:

Materials facilitate the relationship among the teacher, the students and the contents. On the one hand, regarding the teacher, materials foster the teaching process in the following terms:

- ✓ Motivation, interests and curiosity are increased.
- ✓ Presentation of contents is more interesting.
- ✓ Comprehension and assimilation of contents is helped with materials.

On the other hand, related to students, materials promote the learning process.

In my lesson plan, I will use several types of materials, for example:

- Printed materials. They are very useful to carry out my teaching process.
- Another type of material resources is audio-visual materials such as, videos, listening tracks and TV cartoons to show the real contexts in which English is used.
- Internet constitutes a source of infinite resources. It is a potential source of information and communication. Authentic materials provided by webs as interactive games, stories, songs and rhymes will be commonly used as helpful supporters of the learning process throughout the whole year.

#### **4.7. Attention to diversity**

Attention to diversity refers to the different learning capacities, strategies, interests and motivations and to the integration of social, cultural and ethnic minorities to which we must provide an appropriate educational response.

As established by LOMCE 8/2013, the educational system must offer the same instructional possibilities and basic educative experiences to each student, regardless his social and economic background and personal features. Consequently, it works as a compensating device for the socioeconomic differences, and as an agent providing for equal educational opportunities. It is an essential principle of teaching to provide an educational response appropriate to this reality. This principle guarantees equity, fosters flexibility and respect for the diversity in all its range:

- The equity that guarantees an equality of opportunities of quality, for the full development of personality through education.
- The flexibility to adequate its structure and organisation to the charges, needs and demands of the society and to the diverse aptitudes, interests, expectations and personality of students.
- The respect for the diversity of opinions, beliefs and social cultural and artistic manifestations.

Students with specific educational needs are those who present more learning difficulties than those students of their own age and that require to compensate these difficulties of curricular adaptations in one or more areas. These

adaptations can be both meaningful and non-meaningful. We understand as meaningful adaptations those which involve the change of objectives, contents or evaluation criteria; whereas, non-meaningful adaptations do not affect the basic curricular elements.

Regarding my class, as I mentioned in the context section, there is a boy with Attention Deficit Hyperactivity Disorder (ADHD). This is one of the most common neurobehavioral disorders (which have to do with the way the brain affects emotion, behaviour and learning) of childhood. This student has troubles paying attention, controlling impulsive behaviour and in some cases, are overly active. In the classroom I am going to help him by creating a routine, keeping the classroom tidy and organised reminding him the classroom rules frequently, praising his accomplishments. It will increase his self-esteem and improve his social skills. He will have a leading role in the class, so that he can channel his high levels of energy: he will be asked to write the date on the blackboard, give out materials, among other tasks.

Moreover, there is a Romanian girl who has recently incorporated to the Spanish Educational System and whose English level is very low. In order to help her, I will adapt the activities of the main group to her competence level.

Furthermore, there will be students that go one step further and will finish before, while others will go slower. In consequence, in order to cater for diversity, and adapt the teaching to the individual needs of the students, I will prepare some remedial activities such as:

- Reinforcement activities: these are used to fix structures of vocabulary that were not properly assimilated by some students.
- Extension activities: these activities are useful to deepen on those contents worked through the didactic unit.

## **4.8. Assessment**

### ***4.8.1. Students' assessment***

The standing legislation gives to evaluation a leading and fundamental role: on the one hand, it allows both students and teachers to check whether the objectives have been achieved and the contents acquired. On the other hand, it is essential in order to regulate the teaching-learning process.

Evaluation must be a continuous process so it is carried out permanently along the whole learning process. Then, one of the main advantages of the evaluation as a continuous process is not only checking the final results but also it favours a personalised educational system, enabling us to detect the difficulties and successes of students. To carry out an effective evaluation we have to make decisions regarding the situations, strategies and instruments of evaluation. These evaluation procedures should have some characteristics such as:

- To be varied, in order to evaluate different abilities and curricular contents.
- To use different codes (verbal, numeric, audio-visual, graphic...).
- To allow to evaluate the learning's functionality.
- To evaluate the transference of the learning to different contexts.
- To give concrete information.

#### ***4.8.1.1. Stages of assessment***

The evaluation of my lesson plan is going to be continuous, global and systematic. It is going to be carried out in three stages:

1<sup>st</sup>) Initial evaluation: It allows us to know the previous knowledge our students have in order to develop didactic units with the best results. This previous knowledge is what students already know. We will check some aspects in order to adjust the curriculum to meet each student's needs to make them capable to relate the new information with the one they already have and consequently achieve meaningful learning.

2<sup>nd</sup>) Formative and continuous evaluation: this second stage of evaluation is understood as a measure of progress since every activity includes a moment to

reflect, comment or contrast, their achievements and learning problems. Obviously, this continuous movement will call for different changes and adaptations for those students who show a slower rhythm of contents acquisition. Formative evaluation is an integral part of instruction that informs and guide us as we make instructional decisions.

3<sup>rd</sup>) Summative or final evaluation: this last stage is only used at the end of the teaching process to determine what has been learnt over a period of time and summarise our students' progress. The activities designed to evaluate, follow the same patterns of the activities done throughout the whole unit. This make possible that the teacher judges his/her work according to the same criteria established to achieve the objectives proposed in the development of the unit.

#### *4.8.1.2. Assessment indicators*

The evaluation criteria of the different areas with their respective achievement indicators will be the main guide for assessing the degree of acquisition of key competences and achieving the stage objectives.

On the one hand, according to the Order of March 17<sup>th</sup>, 2015, these are the general assessment indicator of the area of Natural Science:

2.1.1. The student obtains and contrasts information from different sources.

2.1.2. The student uses the observation ways appropriately.

2.1.3. The student uses strategies to work individually and in groups.

2.2.1. The student knows the functioning of organs and systems.

2.2.2. The student illustrates with examples situations related to the hygiene and health.

2.2.3. The student shows attitudes to prevent illnesses.

2.2.4. She/he knows and respects the individual differences.

2.3.1. The student understands the living being's classification (animals and plants).

2.3.2. He/she knows the functioning of the organs and systems of these living beings.

2.3.3. He/she shows respect and responsibility to the environment.

2.4.1. The student shows appropriate behaviours in the conservation and respect to the living beings.

2.4.2. She/he analyse critically the human activities in the environment.

2.4.3. He/she respects the coexistence rules.

2.5.1. The student identifies and explains some differences between natural and artificial materials.

2.5.2. He/she compares and classifies different objects and materials according to their physical characteristics.

2.5.3. She/he uses the correct objects to measure the mass and the volume.

2.5.4. She/he establishes relationships between the concepts of mass and volume.

2.6.1. The student plans simple experiences in order to know and study some forces.

2.6.2. He/she plans and realise simple experiences to study the light's reflection, refraction and decomposition.

2.7.1. The student identifies and explains the correct uses of the energy sources.

2.7.2. He/she prepares a behavioural plan of energetic savings.

2.8.1. The student identifies different types of machines.

2.8.2. She/he knows and describes the mechanic operators.

2.8.3. He/she identifies some of the machines applications.

2.9.1. The student analyses the main parts of the machines and their functions.

2.9.2. He/she makes a simple structure.

2.10.1. The student knows and explains some of the main humanity discoveries.

2.10.2. He/she constructs simple machines following instructions.

On the other hand, the specific assessment indicators of my didactic proposal are very related to the specific basis of my lesson plan. These are the main indicator in which I have to take into account to evaluate the students' progress:

1. The student is able to obtain and contrast information from different sources.
2. The student uses strategies to work individually and in groups.
3. He/she classifies the animals according to several criterions.
4. She/he knows the functioning of animals' systems and organs.
5. The student understands the vital functions of the animals.
6. He/she is aware of the use of the animals as a resource for the humans.
7. The pupil understands the vocabulary of the unit in the Foreign Language.
8. She/he is able to use simple expressions in English.

#### *4.8.3. Assessment instruments*

For the evaluation of this didactic proposal, I am going to use several instruments such as:

- Formal instruments: there are a wide variety of instruments that allows us to carry out a formal evaluation. In my case, I will use:
  - Student's diary: my students will have a personal diary where they will write about their successes and problems every week.
  - Non-verbal assessment: I am going to encourage my students to express academic concepts through physical demonstration in tasks like role-plays or dialogues.
  - Specific tests: they contain oral and written activities similar to the ones made in class during the lessons.
  - Anecdarium: they pick up the most attractive aspects of what happens in the school activity as well as simple records of behaviour.
  - Observation checklist: these are rating scales that I will use during class time when students are actively engaged in learning activities.
- Informal instruments: the most popular one is the direct observation which allows us to get information every day on every moment when our students

are performing any task. In order to be effective, we should be trained to do observation and it should be carried out periodically and systematically.

#### ***4.8.2. Teacher's assessment***

In any evaluation it is essential to assess the teacher's own performance, in this case, my own action regard to the teaching-learning process. To do this, I will analyse and check the following aspects:

- My role as a learning mediator.
- Effectiveness of methodological strategies used.
- Information and coordination with teachers and families.
- Motivating and appropriating activities to the proposed basis.
- The relevance or irrelevance of the used materials.
- Personalised attention to the students.

Finally, I will evaluate the character of my own didactic proposal in order to guarantee the same opportunities to each student so that they develop the objectives and acquire the contents.

## **5. CONCLUSIONS**

### ***5.1. Degree of achievements of the objectives***

In general, the realisation of this project has been very gratifying because I have achieved the proposed objectives at the beginning of the project.

First of all, I have understood what CLIL is and I have researched the origins of CLIL, mainly in Europe and Spain. Secondly, I know how CLIL works in Andalusia and I read a lot of legal documents about it. Furthermore, I have analysed the curricular aspects of the subjects involved in my project, such as English as a foreign language and Natural Science. Finally, I have discovered many resources to use in my CLIL classes and I find out the methodology to use in CLIL.

### ***5.2. Personal conclusions and reflections***

From my point of view this Master has been very useful in my life as a teacher. I have learnt a lot of contents about CLIL, but the most important aspect is the methodology which I have to use in order to create a real CLIL environment. At



present, there are a lot of bilingual schools in Andalusia but most of them have a lot of lack of formation in this field.

In my opinion CLIL is a very useful method to teach language contents. It has a lot of advantages but also some disadvantages. For example, one of the benefits of CLIL involves the increased presence of the FL in the curriculum, with its corollary rise in the amount of relevant input and exposure to the language. In this sense, it provides more sufficient, authentic, and unrestricted input than traditional language teaching. In terms of content knowledge, CLIL provides opportunities to study content through different perspectives, accessing subject-specific terminology in the target language. In addition to this, CLIL creates the conditions for naturalistic, implicit, or incidental language learning, as it is based on acquisition rather than enforced learning. This connects directly with the cognitive dimension, CLIL advances learners' cognitive development, broadening their conceptual mapping resources and develops a wider range of skills. However, at the same time, CLIL implies some pitfalls such as the lack of linguistic competence in English of students, lack of materials in classrooms and the most important one is that not all pupils feel motivated to learn a Foreign Language. Moreover, not all workmates and parents see a need to foster CLIL methodology and it is very necessary for teachers training more focused on CLIL.

One of the most important points we have to take into account is the collaboration between the foreign language teacher and the content teacher, traditionally the most frequently adopted kind of collaboration, generates positive results as it contributes to encouraging the utilisation of linguistic skills associated with the manipulation of academic content (CALP), promotes fluency and attention to meaning in the use of the language, fosters the micro and macro linguistic strategies required for the transmission of content, allows the language teachers to advise content teachers on the strategies and techniques needed to develop the different linguistic skills, and provides the possibility of agreeing on the decisions and on the activities that would put a correct evaluation of content and language into practice. With regards to the collaboration between content teachers, the most salient result deriving from connecting the different subjects through the work with similar thematic areas is that this will inevitably produce

ease in the assimilation of content. Finally, the collaboration between the language teachers has also something to offer. Thus, selecting common linguistic objectives and contents, designing activities that require similar use of the language, and in general working with linguistic elements and communication strategies, may benefit the comprehension and verbalisation of content and, consequently, may strengthen the processing and consolidation of the academic material in the content subjects.

As perceived by teachers (Morilla & Pavón, 2018), teaching their subjects through the CLIL language does motivate, stimulate and keep them updated; more importantly, it provides teachers with a sense of achievement. In this regard, coordination proves to be paramount. Content teachers need the support and expertise of foreign language teachers to make the most of their subjects. Foreign language teachers incorporate a new dimension into their lessons, which are enriched by the necessity to link the language programme with the language and notions of the contents areas they need to support. Finally, the collaboration between teachers of the mother tongue and foreign language is beneficial in their constant search for courses of action to improve students' language competences.

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