

Master's Dissertation/
Trabajo Fin de Máster

INTERCULTURAL COMPETENCE IN THE CLIL CLASS

Student: Perea Navas, Natalia

Supervisor: Dr. Xavier Díaz Pérez

Department: English Philology

July, 2023

ABSTRACT

The Master's Dissertation presented here, reflects the theoretical overview of interculturality in its application in Content and Language Integrated Learning. In it, a review of main theories, research, reflection, pedagogical proposals is the axis, on which the sections are supported.

In the first three sections, we introduce the topic, we provide a conceptualisation of key concepts, the relevance of the implementation of intercultural communicative competence when learning a foreign language, and how the term culture has changed over the last decades; then, we define it.

In the following sections, we introduce the main foundations of Content and Language Integrated Learning justifying its relationship with cultural aspects of the target culture. We delve into some aspects of Content and Language Integrated Learning that should be considered when applying the development of interculturality. On it, authenticity, contextualisation, learners' first culture, and scaffolding are key aspects for its success. After that, we reflect on teachers' requirements for the new role of educators that they should implement. Then, we provide examples of pedagogical practices in which interculturality has been fostered in the Content and Language Integrated Learning context, analysing their assets and possible improvements. Furthermore, we will do our personal proposal for its integration. The development of interculturality in our learners requires its evaluation. Thus, in the next section, we will deal with general aspects of the evaluation in Content and Language Integrated Learning and the specific evaluation that can be proposed for the intercultural aspects, which include assessment techniques and resources among other aspects.

Finally, the masters' dissertation concludes with the last reflections emanating from the learning of this master and the realisation of the theoretical overview provided.

KEYWORDS: CLIL, intercultural communicative competence, authenticity, scaffolding, educators.

RESUMEN

El Trabajo de Fin de Máster aquí presente, refleja brevemente las teorías relacionadas con la interculturalidad y su aplicación en Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE de ahora en adelante). En él, se revisan las principales teorías, investigaciones, reflexiones y propuestas pedagógicas; siendo el eje sobre el que se basan los apartados.

En los tres primeros apartados se introduce el tema y se facilita la conceptualización de los términos claves, la relevancia de la implementación de la competencia comunicativa intercultural para el aprendizaje de la lengua extranjera y cómo el término “cultura” ha cambiado en las últimas décadas, para la cual se aporta una definición.

En apartados consecutivos, se presentan los principales fundamentos de AICLE, justificando su relación con la cultural meta de la lengua extranjera. Se trata en profundidad aspectos que deben ser considerados cuando se aplica en el contexto de AICLE el concepto de interculturalidad. Es por ello, que se trata de la autenticidad, la contextualización, la primera cultura de los alumnos, y el andamiaje, como aspectos claves para su éxito. Tras ello, se reflexiona acerca de lo que es requerido por parte de los profesores dentro de su nuevo rol de educadores. Además, se proporcionan ejemplos de prácticas pedagógicas en las cuales la interculturalidad se fomenta en el contexto de AICLE. Se analizan sus ventajas y posibles mejoras. Por otra parte, se realiza una propuesta personal para su aplicación en el aula. Asimismo, dada la importancia de la evaluación, se añaden técnicas y recursos relacionadas con su implementación.

Finalmente, el Trabajo de Fin de Grado, concluye con la reflexión que emana del aprendizaje del Máster y de la propia realización de esta revisión teórica.

PALABRAS CLAVE: AICLE, Competencia Comunicativa Intercultural, autenticidad, andamiaje, educadores.

INDEX

1. INTRODUCTION	5
2. DEFINITION OF MAIN CONCEPTS	7
3. IMPORTANCE OF INTERCULTURALITY IN THE LEARNING OF A FOREIGN LANGUAGE	8
4. CLIL AND ITS RELATION WITH CULTURE	10
5. CONSIDERATIONS WITH IMPLEMENTING INTERCULTURALITY IN CLIL	12
6. TEACHERS' ROLE AND COMPETENCES	15
7. DEVELOPING ICC IN CLIL	18
8. PERSONAL PROPOSAL FOR IMPLEMENTING ICC IN CLIL	24
8.1. Context	25
8.2. Objectives	25
8.3. Contents	25
8.4. Competences	26
8.5. Methodology	26
8.6. Activities	27
8.7. Evaluation	30
9. EVALUATION	31
10. CONCLUSION	34
BIBLIOGRAPHICAL REFERENCES	37
ANNEXES	46
Annex 1. Voice-o-meter	46
Annex 2. Portfolio	47
Annex 3. Cultural identity Card	48
Annex 4. Checklist for assessing portfolio	49
Annex 5. Feedback sandwich	50
Annex 6. Rubric final presentation	51
Annex 7. Traffic light checklist. Students' self-assessment	54

1. INTRODUCTION

Nowadays, life is approached and lived differently if compared to the way it used to be in the past. There are new parameters, new values, and new concepts that have emerged being regarded as priorities.

The realisation that plurilingualism and multilingualism are growing phenomena have led to the implementation of new principles for foreign language teaching in favour of more comprehensive approaches that better suit the demands of the 21st century. In this light, people claim an education that aims at promoting language learning and a more open-minded perspective to tackle their future life successfully, something that can be carried out in class by implementing interculturality.

The increasingly pluricultural demands in our society and the guidelines established by Council of Europe (2001) in the European Framework of Reference for Languages, are present in the Organic Law 3/2020, of 29th December which modifies the Organic Law 2/2006 of 3rd May of Education. It promotes the development of foreign languages in the Spanish Education System at all levels; as well as the bilingual education in Andalusia is regulated by the Order of 1st of August 2016 which modifies the Order of Jun 28th of 2011.

This legal framework aims the acquisition of key competences. Among which cultural awareness and expression competence, social and civic and linguistic competence are closely related to language learning and development of cultural awareness. A great level of this competence will facilitate a successful interaction with other speakers (Order ECD/65/2015 of January 21st).

Wide-ranging are the reasons to be alleged why learning a language has gained so much importance in the world. Multilingualism has evolved to be considered extremely beneficial. In effect, whether viewed from the cognitive, social aspect, linguistic or affective perspective, the ability to communicate helps individuals in many aspects. Learning a language involves mental exercise. As physiological studies have revealed the brain of bilingual people acquires mental benefits such as better brain functionality that it is challenged to negotiate and recognise meaning. It improves your flexibility, multitasking skills, and cognitive skills. Furthermore, it enhances listening skills and memory. Thus, it fosters children's cognitive development (Bialystok, 2001, & Grosjean, 2010).

Moreover, language learning offers a sense of the past. This means it facilitates the appreciation of cultural diversity and encourages them to respect other people. As Hofstede (1996) mentioned, it fosters an understanding of the interrelation between language and human nature and creates positive attitudes. Also, it foments less prejudice toward people who are different. Thus, it improves our learners' sense of self-worth. Over the years, this interest in mutual understanding has increased in Europe, which has led to the promotion of multiculturalism for the assistance of the understanding among people from different cultures (Council of Europe, 2001).

In this context, Content and Language Integrated Learning has acquired more relevance by being implemented in a wide range of Spanish schools at several levels. In the same way, the development of Intercultural Communicative Competence has acquired relevance since learning a language requires knowing how to communicate with people of different cultural backgrounds (Günes & Mede, 2019). According to Devrim (2006), culture and language cannot be separated from each other. In this sense, we should discover the hidden part of the culture that will guide our behaviour to apply a respectful approach that enhances the communication process (Zelenková, 2012).

Provided the clear relationships between learning in Content and Language Integrated Learning (hereafter named to as CLIL) and the development of intercultural competence, in this document, we are going to make a theoretical study of the main aspects.

In the first parts of the document, we will delve into key concepts related to the topic, and we will provide evidence of the importance of developing interculturality when learning a new language as well as we will establish the relationship of this competence with CLIL context.

Afterwards, we will provide some considerations to take into account when implementing CLIL. Besides, we will deal with the competences required by teachers and examples of possible ways of developing intercultural competence on it.

Finally, we will work on evaluation, and all that should be considered in teaching in general and regarding interculturality in particular. Then, we will provide our conclusions, and we will mention the bibliographical references employed in the theoretical revision.

2. DEFINITION OF MAIN CONCEPTS

Learning languages has acquired more importance due to globalisation, which has implied a new paradigm of learning foreign languages (FL from now onwards). This new way of teaching languages supposes the application of an eclectic methodology in which the Communicative Approach is essential, and the development of communicative competence has particular relevance since it is part of language learning. Within this new context, it is relevant to understand the paramount role that develops culture, interculturality, and intercultural communicative competence. Thus, to start with, we will bring some definitions of them.

“Culture” is a controversial notion that has undergone different kinds of definitions. At the beginning of its introduction in FL teaching, it was considered as the knowledge of the target language. Nevertheless, over the years the term “culture” has been changing. Recently, it has generally been assumed that there are many dimensions of culture, and most of them are hidden and govern our behaviour. In this sense, in Weaver’s (1993, p. 159) cultural iceberg shows that a large proportion of our culturally-shaped knowledge is applied subconsciously in our everyday life. Then, we should think about culture as a compilation of aspects among which we find external and internal (i.e. beliefs, values, thought patterns, knowledge etc.)

The new way of looking at culture leads us to the concept of *intercultural competence*. As Stier (2003) mentioned, it is constituted by two competences: content competences that is the knowledge of doing things, signs, symbols, etc. And processual competence includes sensitivity to context, communicative competence, and people awareness among others. Therefore, it includes: the ability to perceive, accept and appreciate cultural differences. Following this definition, we can consider interculturality as a means of interaction with people from different cultural backgrounds.

Furthermore, we should define the term *Intercultural communicative competence*. It can be considered the competence to obtain effective outcomes in intercultural communicative situations, which require intercultural competence. According to Byram (1997) involves the competence to communicate among several languages and countries with native speakers and where language is used as a lingua franca. It implies the acknowledgment of cultural practices and beliefs that are put to use when communicating with others

Intercultural competence, according to Deardorff (2011), entails engaging in effective and appropriate behaviour and communication in cross-cultural settings that take into account attitudes, knowledge, and comprehension as well as desired internal and external outcomes. It is a continuous process that offers people chances to consider and evaluate their ability. It requires students to understand others' worldviews which requires critical-thinking skills. This means that students must have a thorough understanding of a subject that extends beyond simple familiarity with dishes, greetings, or traditions. 2011 (Deardorff). Thus, the development of intercultural competence requires skills to acquire and evaluate in a constant process of reflection and deeper understanding.

3. IMPORTANCE OF INTERCULTURALITY IN THE LEARNING OF A FOREIGN LANGUAGE

No two cultures are identical. Therefore, when a person encounters a new culture the lack of knowledge of what this culture involves may cause cultural confrontations or cultural shocks. In the same way, two people belonging to different cultures can come across culture shock on their path of communicative exchange (Kim, 2001).

Research about cross-cultural adjustment of international students carried out by (Sandhu & Asrabadi, 1994) summarise that two factors are promoters of inhibitors for effective adjustment: the psychological intrapersonal (e.g. feelings of uncertainty, and homesickness) and social interpersonal, which involves weak language and social skills, etc.)

The term *cultural shock* was coined by Oberg (1960, p. 177) as the intense emotional reactions that people can experience when dealing with cultural differences, such as culture's values, attitudes, behaviour, etc., and can create tensions that are difficult to navigate and contribute to cultural shock. Following Furnham (1997) cultural shock is characterised by physical or psychological rewards which are uncertain and lead to stress answers to situations, for what the person is anxious and confused. Even authors mention this phenomenon, such as a lack of self-confidence or lack of points of reference.

Some of the difficulties found by students with FL are related to cultural shock. To illustrate it, Schumann (1976, p. 136) talked of *social distance*, which is defined as the affective proximity of two cultures that come into contact with an individual and which can cause a violation of cultural norms of appropriateness in interaction with native speakers.

According to Schumann's (1976) theory, learning another language becomes more challenging the more social gap there is between two cultures.

Given what culture means and its impacts on the learning of the language we should introduce them in the FL class as a way to avoid the aforementioned cultural shock. In this regard, the teaching of FL with its cultural component was Schumann (1986) called a process of acculturation in which students learn about the culture, and they develop their abilities to perceive, understand and accept cultural relativity. This means learners need to learn that their way of seeing the world can be different from other people's.

However, when teaching the target culture, we should consider that students have their own culture. This means they have expectations about topics, learning, ... and they may not adequately prepare for consciousness-raising tasks. Thus, we should not forget the importance of L1 culture and how both cultures interrelate. Moreover, when planning tasks, they should consider the level of students. In this sense, we should take into account the cultural experiences of our students, their proficiency, expectations, and their preferences.

As explained in previous paragraphs, culture has shifted, when teaching language should incorporate it. Which means we should provide our students with opportunities for developing their intercultural awareness which is the first step for developing *interculturality*. The promotion of interculturality implies a process of becoming aware of our own culture and other cultures and how they interrelate. This idea is related to the Council of Europe (2001), which is given prominence to awareness and cultural expression.

Intercultural awareness can be seen as the “fifth skill” among the four traditional language skills. Culture cannot be neglected and in this line, Kramersch (1993) mentioned that cultural awareness is a tool that enables language proficiency. Then, it should be our labour to trigger a positive attitude toward the new culture in some of our students. Therefore, it is clear that it is our responsibility to help students develop their intercultural communicative competence so they learn how to react to people that have different thoughts and to help them understand and accept others' right to be different.

Now, we have delved into several ideas related to the importance of culture in the teaching of foreign languages; it is time to think of its relation with the Content and Language Integrated Language context.

4. CLIL AND ITS RELATION WITH CULTURE

When thinking of a CLIL context and its relation with culture and interculturality, we should, first of all, determine the implications of CLIL.

Among the several definitions that we can find about this term, according to Marsh & Langé (2000), it is considered a generic term that describes a dual-focused educational approach in which students acquire an additional language and content. Thus, it implies two objectives: the content and the language. Taking into account that CLIL involves learning a language, among other aspects, and what we have mentioned previously, the idea of engaging students in cultural learning makes sense.

Besides, we should highlight Coyle's (2006, p. 9) *4 C's framework* by which CLIL will pursue effectiveness and will ensure quality in the classroom which involves: content (i.e. subject's matter), Cognition (i.e. thinking processes), Communication (i.e. language learning) and culture (that is intercultural understanding). Given culture is one of the four element keys in the implementation of CLIL, fostering intercultural communicative competence is justified as a way to provide students with exposure to alternative perspectives and understanding, which is essential in CLIL.

Following Coyle et al., (2009), CLIL prepares students for blooming intercultural attitudes, and developing cultural awareness. Besides, as Gómez-Parra (2018) justified, CLIL and intercultural education should be related, and their relationship helps learners to become educated as individuals in community. CLIL has demonstrated positive effects on learners' development of the language and content, as well as, it provides students with a positive attitude toward learning the language (Pérez Cañado, 2018). Moreover, it has been claimed that intercultural awareness and CLIL relationship is challenging as it is open to interpretation, which requires the creation of a good environment. However, CLIL offers considerable opportunities for developing intercultural understanding and developing their intercultural awareness. (Coyle, 2009; Sudhoff, 2010).

Thus, developing intercultural communicative competence in the CLIL context is possible. Following Yang (2021), CLIL classroom provides an authentic and meaningful context in which learners can explore, and build their meaning. In this light, they will have space for developing their awareness of their culture and expanding a tolerance for others' perspectives and ways of interpreting society. The implementation of the cultural dimension in CLIL can

facilitate students to comprehend the view of foreign languages. Therefore, it is a way of fostering students' comprehension of the language and content. Also, it helps to know how we deal with it (Rodríguez & Puyal, 2012). It can provide learners with opportunities to understand both language and content by means of allowing them to employ the language authentically and to see the ability to communicate as the main reason to learn the language.

Furthermore, in the conclusions of the research implemented by Rodríguez & Puyal (2012), it is claimed that CLIL programmes are ideal frameworks for developing intercultural skills since they provide materials with authenticity which are genuine sources for motivation as well as tasks which promote intercultural understanding.

Nevertheless, when considering the positive aspects of any implementation in CLIL, we should consider the possible drawbacks that we can find. According to Gómez-Parra (2020) it becomes contentious to incorporate interculturality in CLIL. Reasons why it becomes in this way are that materials for its promotion are difficult and discussed and intercultural education must accomplish several goals that should be considered. By the same token, the C of culture is the most difficult element of Coyle's model. Coyle (2006) affirmed it requires students to be challenged to understand and think about perspectives.

Despite the necessity of fostering intercultural communication skills for students' development of their language proficiency and its close relationship with CLIL, we find conclusions from some research that indicate that CLIL is not attached to the importance of intercultural competence in Spain (Ortega-Martín et al., 2018). Besides, as Roiha & Sommier (2018) affirm, CLIL students do not receive intercultural training in most CLIL contexts. Thus, the importance of intercultural competence concerning the CLIL context is theoretical and we cannot find a lot of examples of programmes in which it is implemented.

By the same token, Coyle (2007) mentioned that the implementation of culture in CLIL programmes is not drawn out. Albeit, it does not mean it does not have importance. Indeed, you cannot teach a language without looking at the people of the country of this language. Language requires cultural understanding for using it in the way we do it in our daily life.

Research developed by Gómez-Parra (2020) claimed that most students see their intercultural learning as developed in bilingual programs through international exchanges and the native language assistant. This shows the weak implementation of intercultural competence in the CLIL programmes. In the research, it is shown that students enjoy

intercultural exchanges and practise the language with native speakers. This fosters the concept of giving learners with variety of methods for learning a second language in an authentic context and the need of implementing intercultural competence in CLIL programmes.

Provided students' motivation about exchanging and talking to native people, we can use it to develop their intercultural awareness and competence. As Gómez-Parra (2020) mentioned, Spanish CLIL programmes need to accept the paramount of enhancing interculturality in students which ease children inclusion in society and avoid the learning difficulties derived from the social distance and the cultural shock that occurs when not intercultural competence is developed. In this sense, we should devote more effort to developing this education by providing resources and ways of developing it.

Regarding some suggestions for the improvement of learners' Intercultural competence, we should mention not always require didactic planning but it requires to be addressed using different kinds of spaces, affiliating with others, or even planning exchanges and debates (Gómez-Parra, 2020). Finally, we should acknowledge that we are cultural beings that need to communicate and for what our students need to develop their notions of pluricultural and global understanding. In a bid to determine how to successfully implement the intercultural axis within a CLIL programme, we will analyse what the literature said about it in the next section.

5. CONSIDERATIONS WITH IMPLEMENTING INTERCULTURALITY IN CLIL

Culture should not be taught in classrooms by focusing only on the portrayal of the target community's food or folklore. (Kramsh, 1993). Intercultural teaching involves much more. Forasmuch as we should engage learners in a guided self-reflective process.

When thinking of its implementation, maybe we consider it difficult for children. Nevertheless, its implementation can be in early years. That is to say it is important to be implemented at all levels.

When facing the teaching of culture teachers can cope with a situation of uncertainty. However, it is unfeasible to determine a single effective fixed set of principles for its teaching

because they should engage students of all levels. Notwithstanding, some assumptions should be highlighted for its implementation.

First of all, the idea of promoting intercultural competence should not lead us to forget that as Navés (2009) mentioned, effective CLIL programmes must support learners' own culture, allowing them to use them in case it is necessary and special in the early stages. Several authors such as Collier (1995) have shown that the use of L1 skills provides students with academic success in subsequent languages. The improvement of intercultural communication skills in this sense, should not involve the oversight of our students' culture. It should be further and help them understand it at the time they are respecting and learning about others.

Another aspect we should consider is the importance of coordination among teachers. As Lorenzo and Moore (2010) affirmed, all the stakeholders of CLIL should coordinate and collaborate. Methodological and pedagogical coordination will facilitate the highly effective implementation of CLIL (Davison, 2006). Coordination is done in several aspects. However, it is not an easy task. It may cause anxiety and time (Musanti and Pence, 2010). Thus, we should deal with it positively and with a vision of helping each other to achieve a common goal which is the development of our students' skills. Given the importance of coordination, we should consider that in the FL class, they should include and foster intercultural competence. Thus, we can coordinate with the language teacher when dealing with intercultural aspects. They can provide us with information about our student's intercultural competence. Furthermore, we can carry out a shared project in which interculturality is implemented in concordance with what students are learning in the class of second language.

Thirdly, the progress of learners' interculturality skills requires the employment of authentic sources which will engage them in authentic cultural experiences (e.g. films). Students can use them and then discuss cultural aspects such as gestures, eye contact, or physical distance. Thus, teachers should make an appropriate selection of authentic materials which will reflect the rules of language (Byram, 1997). Furthermore, as Mahmoud et al., (2018) mentioned, effective implementation of CLIL requires comprehensible input and authentic materials that engage students and encourage them to participate and develop their awareness to recognise cultural differences.

Nevertheless, when using authentic materials, we should consider our students' language level. Following Krashen's (1985) input hypothesis by which learners should be exposed to

the language just enough to challenge their current level of proficiency. they need to be challenged but understand most of it. Authentic materials usually are higher than what they can cope with. In this sense, the use of scaffolding will be key to allowing them to deal with the topic and the materials.

According to Ardana et al. (2017), scaffolding involves building on students' previous skills, knowledge and interests. It requires adjusting to various learning preferences and promoting critical thinking, as well as challenging students. Children autonomy and higher responsibility is what scaffolding aims to achieve (Van de Pol et al., 2010). Besides, from a macro level (curriculum design) to a micro level (interactional scaffolding), scaffolding techniques are effective. (Ardana et al., 2017). The macro level requires adapting activities and tasks to the level of our students and considering the difficulty of our material which can be authentic. Notwithstanding, interactional scaffolding is the one we should keep in mind while in class, and it is more difficult since it is unpredictable. Thus, now we are going to focus on this kind of scaffolding.

One aspect we should scaffold is the comprehension of the content. The assistance on learners' understanding of new material is crucial. Then, teachers should focus on comprehension content strategies which in the first place, draw on the prior knowledge of students to bring in materials (Walqui, 2006) Besides, the use of prior knowledge of students will help our students to comprehend. We need to provide them with comprehensive input so that learning can occur. According to Tomlinson and Moon (2013) linking prior knowledge to a new one is an important factor in students' learning. As we mentioned, examples of comprehension strategies referring to the prior lesson, the employment of daily life experiences, etc. Even the use of the mother tongue can be a powerful scaffolding strategy (Gallagher & Colohan, 2017)

Additionally, the use of supportive materials such as visual aids realia or graphic organisers will help our students understand. Thus, they will help students understand abstract concepts (Gibbons, 2015). By the same token, as scaffolding strategies, we can allow students to use their own words. We cannot forget that the use of repetition can be useful to give students multiple opportunities for comprehension.

When dealing with the task-solving scaffolding strategies we can mention strategies such as repeating students' answers and elaboration which make students realise how to make an

elaborate answer or modelling. The overabundance of the language is another strategy that can be used. Furthermore, the use of “learn to learn” is a way of supporting students at the time it promotes independence since learners are conscious of their progress while learning (Mahan, 2022).

The study carried out by Mahan (2022) shows the paramount importance of scaffolding students in CLIL classrooms and how the ones that make proper use of scaffolding are who get better results and meaningful learning with their students. Also related to scaffolding is the idea of contextualization. Language should be for a purpose and not for the sake of language. In this light, everything should be contextualised which will make the language more practical and will facilitate other culture learning (Coyle, 2007). Successful implementation of CLIL requires the contextualization of all the aspects that are included in the lesson which will lead to meaningful learning.

In general terms, we can say that all the aspects mentioned above are the main ones that should be considered when implementing CLIL and including the intercultural component of the language. As can be assumed, children should be the centre of the learning, and from them, we will provide them with the support, context, and materials that cover their needs and interests. It is important to remember that the methodological aspects are also crucial though. In this light, we are following the CLIL approach, and we consider that the use of an eclectic methodology in which we incorporate communicative and learner-centred approaches among others, is taken for granted for the success of our teaching.

6. TEACHERS' ROLE AND COMPETENCES

Intercultural learning gives the teacher a new role as an educator. This is a role in which some teachers can feel uncomfortable. However, we are not responsible for transmitting students with any kind of ideology. we should think in our role as a way of helping them become aware of the world around them.

As educators, we are in charge of promoting reflective environments in which thinking of cultural diversity is enhanced, and we should be able to do proposals in which activities are meaningful and focus on communicative contexts.

Therefore, it is clear teachers should be prepared for doing it in a CLIL context which in itself requires other kinds of roles and competences from teachers. Indeed, several authors

such as Pérez Cañado (2012) or Mehisto et al., (2008) have identified teachers' competence in the CLIL context as an issue. It is one of the biggest problems related to methodology, theoretical assumptions, and the roles of teachers.

Banegas (2012) points out that the change of roles of teachers and their self-perception is having a huge impact on the uncertainty developed around CLIL. In this sense, success comes from the proper training in methodology and practice and the good attitude and coordination among the teachers involved.

CLIL teachers need to maintain a balance between content and a smooth run through the target language. Consequently, in addition to the essential competences needed for a teacher, such as lesson planning, supporting students, etc., we should consider the specific ones that are derived from the implementation of CLIL (Pavón et al., 2019). As Pavón (2014) mentioned, teachers must be knowledgeable in the subject matter they are instructing, proficient in the language being used, and skilled in the use of practical pedagogy. Besides, other aspects that CLIL teachers should develop are the ability to ensure active participation in the learning process, the promotion of interaction among students, and skills regarding materials and resources use and adaptation.

Furthermore, CLIL teachers need to collaborate and cooperate with teachers of different fields, they should reflect on their experience, and they should understand their role and not see themselves just as content or language teachers (Pavón et al., 2019). Moreover, following Barteux et al. (2010) grid, among the competences that CLIL teachers should include are the knowledge of CLIL and its policy, such as how to adapt CLIL to the CLIL context and how to integrate it into the curriculum. Following Barteux et al. (2010), teachers should acknowledge Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), partnership in supporting students learning which means cooperation to encourage students' learning. Besides, Barteux et al. (2010) mention that this competence requires knowledge of learning assessment and evaluation in CLIL and lifelong learning, which will allow students to be prepared for any challenge that emerges in their lives.

Additionally to the general skills of teachers and the specific ones related to the implementation of CLIL, we have to add the ones that are connected with the development of intercultural competence in students. As previously mentioned, with this aim, we should apply the role of educators. This implies we need to know what is considered by culture and

what kind of activities we should implement for its development. In this light, Pérez Cañado (2016) conducted research about the need for teachers' competences in terms of linguistic and intercultural competences. It was concluded that intercultural competence drops on several factors such as nationality, type of educator, level of proficiency, and experience to study or work abroad. It seems that teachers with abroad experience have higher competence in linguistic and intercultural competence (Pérez Cañado, 2016).

According to Barteux et al. (2010), one of the areas of competence that are required from CLIL teachers is interculturality. Competence refers to the promotion of cultural awareness and interculturality. Among the indicators of competence, we can highlight the selection and adaptation of authentic materials from different regions, the guide of students in developing cultural awareness and acting in the “right way” in concrete contexts, the rise of learners' curiosity about culture, the help of students in overcoming cultural stereotypes and the support of exchanges with students from other regions. These indicators denote most of the responsibilities that teachers as educators should develop, which will help our students develop their intercultural competence. Indeed, as you can see, some of them are closely related to the suitability employment of FL in each context, which will lead our students to develop an accurate language communicative competence.

Keeping in mind the competences required from teachers, we should consider whether these teachers are prepared or not for it. Garrote & Fernández (2016) have developed research about the Intercultural profile of teachers to determine their profile and in which dimension they are more skilled. When looking at the results, we discover that the intercultural profile, of teachers in Europe is intermediate. Concerning dimensions of intercultural profile they have high punctuation in knowledge but not in adaptability (Garrote & Fernández, 2016). According to the study's findings, more training is needed for teachers since their profile, is intermediate, and this training should include awareness and attitude aspects which are the ones neglected as they only present knowledge of cultures.

All in all, we can mention that the educator is a crucial pillar for succeeding in CLIL application and intercultural competence in particular. They must be prepared in several aspects and not only in terms of knowledge but also in terms of attitude and predisposition. Thus, we can affirm that teachers' training is essential as well as their experiences abroad will influence the way they approach interculturality. Teaching in a CLIL context and taking an appropriate consideration to the intercultural role of the class require effort and time on the

part of teachers who need to invest time in themselves and also in the activities and resources that will give form to the intercultural teaching they will provide to their students.

7. DEVELOPING ICC IN CLIL

The acquisition of Intercultural Communicative Competence is a lifelong activity. For its development, it is clear, the need to ensure a supportive learning atmosphere in the classroom in which we go through different cultures and backgrounds (Güneş & Mede, 2019).

As we have mentioned previously, the use of students' prior knowledge facilitates their learning and understanding. In this sense, keeping in mind the importance of different backgrounds, we can propose our learners' activities in which they have to go deep into their backgrounds. An interesting possibility can be to implement an interview with their grandfathers and grandmothers and then analyse and compare them with their classmates trying to find correlations. We may have in our classes students with different cultural backgrounds whose families come from different countries. In this case, we should take advantage of the opportunities they provide to enrich our environment and learners' learning.

Following Deardorff (2011), the promotion of intercultural competence can be done in curricular activities or through extracurricular activities (i.e. bringing students to educational experiences). Despite the two possibilities, we cannot limit our younger citizens' intercultural competence to the learning of other cultures in their life since it is something that requires long-term work. Notwithstanding, we cannot forget that the development of intercultural communicative competence requires being involved in experiences (Deardorff, 2011). In this way, we can use service learning or education abroad which will ensure students are engaged in meaningful experiences.

The nature of service learning allows children to be engaged in human differences of race, age, gender, etc. In these exchanges, students learn about their identities. As Deardorff (2011) mentions, learners can identify stereotypes and develop a critical reflection toward those who differ from their views or identities. Service learning is a way of providing our students with opportunities to help their neighbourhood and discover that in their surroundings they can find people with different views and even cultures.

Another way of promoting intercultural competence is the use of education abroad. It can prepare students for being able to learn about other cultures. It will help our students

understand different aspects related to culture, such as vocabulary or concepts which can be applied to their experience (Deardorff, 2011). According to Bok (2006), the best way to develop intercultural competence is during everyday life activities such as mealtime conversations and room discussions. Following Deardorff (2011), we should learn to see the world from different perspectives, so we raise awareness of others' perspectives. In this sense, as foreign films do, we should provide our students with meaningful input (Deardorff, 2011).

Intending to challenge the monocultural view of students and avoid parrot students that imitate native speakers and avoid cultural stereotypes, which are seen as an obstacle to intercultural understanding, Karatsu (2016) developed a case study in which students explore other cultures through films. At the end of each film, students have to submit an essay on the film analysing it and mentioning key cultural differences.

There is evidence that films can be used as a learning tool; as Tomlinson and Masura (2004) mentioned, intercultural knowledge can be reached by visiting countries or discovering foreign music, films, or literature. Thus, it is suggested that implementing films in the class promote intercultural growth. Following Bredella (2003) films provide as a platform for introspection and creative involvement; then, it promotes intercultural competence and can help students to build interest in the issues that are being dealt with.

The case study was developed in a CLIL context by Karatsu (2016). Students were required to watch a film and read newspapers. The articles included reviews or academic articles, all of them were original materials that facilitated their learners to learn new cultural beliefs and were aimed enabling children to communicate in English. The idea of the lesson was to get students ready for being involved in lively and informed discussions in which cultural differences were the core of the discussion. On it, the teacher was a facilitator who made a 10-minute presentation and then asked three questions that learners should answer before starting the discussion. During the class, the teacher challenged students to share ideas and maximised interactions, which lead to divergence of opinions and a critical thinking. Finally, they concluded by evaluating their students through a questionnaire (Karatsu, 2016).

The final reflection of Karatsu's (2016) study was that students' motivation and learning are impacted favourably by the inclusion of films in CLIL lessons. Students feel good with this way of learning and it provides them with great opportunities for discussion. Karatsu (2016) claims that the use of visual media is a way to aid in the growth of intercultural awareness and

promote acceptance of other points of view as well as CLIL a good context for its implementation.

By the same token, we have previously mentioned that the use of authentic materials facilitates the integration of interculturality in our classroom. The application of films as a didactic resource as an authentic material has the same potential. The case study developed by Karatsu (2016) shows the use of a great model that can be applied in schools. They implement discussions and debates for the development of critical thinking and discovering new perspectives and views. However, the use of films makes the activity easy for students as they can get new perspectives and aspects from different cultures by seeing it from their eyes. Moreover, we can also use films to compare the way of behaving with our way in the same kind of situations. Thus, we should say it is a great resource that motivates our students and engages them in a better understanding of other cultures. Nevertheless, we should also keep in mind that we should use film or series as a didactic resource and in this light, its selection should be carefully tailored to our objectives and our students' language levels and interests.

Related to the previous case of study we can implement in our classes the movies-induced tourism. As García et al., (2021) mentioned it is a new trend that can be defined as tourism that goes where a film or a series has been filmed. Following Busby & Klug (2001) this kind of series or film is part of the mainstream, occurring at locations where people will go. The promotion of these locations as tourist destination is thus related to the fan phenomenon. An example of this kind of event is what happened with the *Game of Thrones* series whose locations of filming have increased their tourist visits,

Given movie-induced tourism is up-to-date and has a visual power, it can be a good didactic tool capable of providing students with past and future relationships (García et al., 2021). They keep learners active, and engaged as well as motivated since it is something close to their hobbies and from their interests.

On the subject of movie-induced tourism, García et al., (2021) have proposed being implemented in secondary schools to promote cultural and awareness competence by using *The Lord of the Rings*, a movie based on the J.R.R. In their proposals, students are in charge of developing marketing activities for the company to attract people to visit the places in which the film was developed. In this light, students have to work in teams, apply communicative techniques, and analyse the culture and interests of the public of different

kinds of cultures as potential tourists of the area. For their proposal, they use new technologies therein lies to foster digital competence in learners. Still further their proposal includes gamification activities that engage even more students, which include rewards, ranking, and badges throughout the project.

In this case, the project gives us a different kind of film in which it is the film which allows learners to develop their skills and discover cultural aspects through investigation by using new technologies. Now, films are the ones that motivate the project and students' work but there is just one step in the creation of our students. Besides, the project takes into consideration the new trend of tourists through films that provide students with up-to-date situations that they can easily experience in their lives.

New technologies bring teachers multiple opportunities to create new environments and learning situations. Digital environments in this case are a great option for the promotion of intercultural competence. We can use them in a huge variety of ways such as visiting a place using their digital place or doing video calls or calling people from other countries.

More and more museums and cultural spaces include on their web pages the option to visit the place online as if you were in the place. According to Sánchez et al., (2018), it is a way of working the cultural awareness at the time to preserve history and heritage. It allows students to “travel” to cultural places from the target community, discover them and learn from them. Moreover, we can enhance the experience by promoting students' research about aspects that are more interesting for them. In this sense, we are fostering learners to be immersed in a cultural awareness experience.

Several studies have been carried out to determine the effectiveness of the use of digital environments for learning. By the same token, Dunn (2019) has implemented an investigation into the usefulness of digital environments to foster cultural awareness. In the study, technology is used to connect students from different countries in which they share learning sessions. The study's outcomes indicate that learners' intercultural communicative situations exposure in a digital environment was beneficial for students' perspectives and intercultural development. Besides, following Yang's (2021) study, interacting with individuals from various cultures is enjoyable for pupils. and this capacity makes students learning the language meaningful and useful as they have experienced how it can be employed.

Furthermore, through new technologies we can have access to programmes like ETwinning and Erasmus +, which provides a safe digital environment in which students can exchange ideas and learn with people from different countries. By joining ETwinning the school became part of a community of European schools with multiple benefits. They can collaborate, share with pairs, upskill, promote (eTwinning, 2023). All through micro groups that allow you to take part in video-conferencing sessions. In this light, our students can interact with children of the same age and see differences in ways of living. Besides, it is an opportunity for them to improve their digital competences and their communication will be enhanced in a daily life.

Literary works are a further tool for fostering a global consciousness. They can encourage cultural diversity introspection, home culture comprehension, and the development of tolerant attitudes towards other cultures (Rodríguez & Puyal, 2012). Literature contains real information about civilizations, viewpoints, and beliefs. According to Van (2009), literature entails advantages such as meaningful context, vocabulary learning, and cultural awareness. Therefore, the use of literature avoids superficial ways of presenting cultural content since they can be more representative of multilingual diversity (Rodríguez & Puyal, 2012). Besides, as Pulverness (2004) mentioned, it allows teachers to provide ideas of more than one English-speaking country, so we do not focus only on British or American culture.

In the study of Rodríguez & Puyal (2012), different stories presented their students with a topic on which they work. They worked with the stories in groups by doing essays. In defiance of the efficacy of literary text to enhance students' intercultural awareness at the time we are promoting the love for reading, we make a careful selection of the text according to learners' age and language level. Along with an appropriate design of the activities and tasks that are going to be used. Thereafter, we may need to consider Maley's (1989) suggestion to integrate children's literature into a three-stage procedure. In the first stage, we should prepare learners to cope with the text by eliciting ideas or brainstorming, so we can connect with students' prior knowledge. Then, it is time to engage learners in understanding the text (i.e., extracting key phrases). Finally, we engage them in activities of extension and expression of opinions (e.g. a role-play). Additionally, working with stories can be done by implementing storytelling which is an engaging activity that facilitates students' understanding and involves learners in the story.

Another resource that can be used is songs. As Read (2007) affirmed, children love music, and using songs contributes to learners' overall social, linguistic, cognitive, and emotional development. They provide students with enjoyable input from which our learners can discover different meanings and points of view. In this light, we have traditional and special occasion songs that usually have an interesting story with cultural aspects, they repeat periodically and are easy to follow. By using them we can get an insight into the target culture. However, we should be careful when selecting them since we should consider the age of students, and linguistic difficulty and exploit the song from a pedagogical perspective.

According to Kramsch (1993), we need a dialogic approach in which we obtain information about the new culture. The first dialogue is between the student and the text in which learners become aware of their feelings and experiences. The second dialogue implies social interaction about the text to exchange reactions (Byram, 1997). When we say text we refer to any other resource that can provide students with any kind of input about the target culture (i.e. films, pictures, music, books...)

Experts believe the inclusion of ICC in CLIL enhances students learning and is beneficial. However, it is necessary to see how its actual implementation in the classroom has been done. As we have mentioned previously, there is plenty of theory in favour of it. Besides, we can also find authors that mention how to introduce it through films, music, and literature... Nevertheless, few are the documentation about examples in which it is applied in a content subject of primary or secondary school.

To begin with, we can point out the example shared by Agut (2019) who introduced in a CLIL didactic unit about the subject of Physical Education the aspects of culture for a class 3rd of Secondary education. Particularly, the subject's content on which it is focused is "Physical condition and health", and the objectives devoted to the cultural aspects are: To know the benefit of a healthy lifestyle and of doing good warming and to know the social acceptance of the warming and cool down. These objectives are worked through the different activities in which students are asked to reflect on and discuss these topics and how they can be different in different cultures. All in all, this pedagogical practise exemplified one of the ways previously mentioned of the introduction of culture in this case in Physical Education in which students are working on language content and culture.

Another example can be seen in the didactic proposal of Bambó (2020). This unit is focused on CLIL class of 4th-grade students of primary education in which the content subject is Music. Among the objectives that are given to the cultural aspect, we can highlight learning aspects of musical language, understanding their own culture and others, and being aware of the messages send in songs. Indeed, the cultural aspect is present in the different sessions. For instance, in one of them, students have to fill a worksheet with information about musical genres and after it, learners are asked to have critical thinking and respect other cultures that are introduced to students through songs. Besides, in another session, learners are encouraged to analyse the lyric of the song and the message that it sends, which lead them to work on how this message can be understood differently by others with different cultures.

Thirdly, there is an example of a clear implementation of culture in a CLIL context. This is the case of the didactic unit elaborated by Ayala (2016) for a group of students of 2nd grade of primary education. It has been developed in the subject of Natural Sciences with the topic of the solar system. On it, the inclusion of cultural aspects is justified as a component of the 4C's mentioned by Coyle (2007). The contents proposed in this aspect are recycling, constellations, the horoscope, and traditional games. In the case of working the horoscope, they will read in groups about it and then they will contrast the information of their horoscope in groups finding differences. After it, they will have the opportunity of reflecting how the information from the horoscope can be considered differently from the point of view of a different culture.

In short, they are three different examples of cultural application in a CLIL context, which show us that no matter the age of students or the kind of content subject, we can introduce the cultural aspect and promote the development of Intercultural Communicative Competence in our learners. The common aspect in the three of them is the key role that performs reflection for its development. Despite activities are different, reflection is always present and enhanced in students. Furthermore, in two of them, they use resources that we have mentioned previously as potential materials for its implementation which are the use of songs and the use of stories. Thus, it corroborates that they can be good options to be used in the CLIL class and which will help us to introduce the cultural component.

8. PERSONAL PROPOSAL FOR IMPLEMENTING ICC IN CLIL

Along these pages, we will delve into a personal proposal that includes the target culture while teaching content and language in a CLIL subject. The proposal shows a way of

implementing interculturality. On it, all the theoretical framework and the practical ideas proposed previously will take place to give answers to a particular group of students.

8.1. Context

The present proposal is directed to a public school located in the coastal district near the city centre. We are thinking of a group of fourth graders from a school in which families have a low-medium sociocultural level. The class is formed by 20 students. Children at this age are characterised by enjoying games and group work. They are a very cooperative group and the concept of responsibility acquires relevance.

The proposal is planned to be developed in the subject of Social Sciences particularly within the thematic unit called “Atmosphere and climate” in which they work on aspects related to the Earth's atmosphere, greenhouse effect, weather, and climate. Nevertheless, we are going to have a special emphasis on the aspects related to the weather as it will be the content in which we will introduce cultural aspects.

8.2. Objectives

- To identify behaviours related to the weather of a country.
- To identify patterns of activities developed depending on the culture and the weather.
- To compare Spanish culture and Irish culture regarding the weather.
- To identify information referred to cultural aspects such as food, dance, music, and games.
- To accept others' way of dealing with daily life situations.

8.3. Contents

- Identification of behaviours related to weather of country.
- Identification of patterns of activities developed depending on the culture and the weather.
- Comparison between Spanish culture and Irish culture regarding weather.

- Identification of information referred to cultural aspects such as food, dance, music, and games.
- Acceptation of others' ways of dealing with daily life situations.

8.4. Competences

Following the Order ECD/65/2015 of January 21st, the main competences that are worked are the Linguistic Communication Competence, since learners are required to use the language, the Learn to Learn Competence due to the students' participation in their evaluation, and last but not least, the Social and Civic Competence is present, as pupils should be aware of cultural differences.

8.5. Methodology

When implementing CLIL the main aim is the development of communicative competence, which requires an eclectic methodology; therefore, we will follow CLIL as well as the communicative approach and the learner-centred approach.

Personal factors acquire importance within the classroom, so we encourage positive interactions and values. In this light, we bring opportunities for cooperation through grouping and cooperative techniques which will foment interaction and participation (Krashen, 1985). Concerning positive interactions, we will create a comfortable climate in which behaviour expectations will be modelled in every activity and we will use the voice-o-meter (see annex 1) to foster students' self-regulation in each situation. According to Dornyei (2001), a positive classroom environment will enhance students' motivation.

The implementation of the learner-centred approach will help us to promote lifelong learning. Students will be active participants in their learning knowing their objectives and participating in their self-assessment. Moreover, we will attend to diversity by considering different learning styles and students' needs. In this regard, we will provide students with different means to acquire the learning and with meaningful scaffolding that facilitates comprehension.

As we want our class to run smoothly, we will plan carefully the transition between different stages of the class, for what we will agree with students' signals to call our (e.g. 1, 2,

3 all eyes on me). Furthermore, Information and Communication Technologies (ICT from now onwards) will help us to deal with inclusion and prepare students for their life. Indeed, it will allow us to provide a variety of resources and to include culture in a variety of ways as we have mentioned in previous pages.

8.6. Activities

It takes time to cultivate intercultural competence in CLIL classes. When planning it we can devote the first trimester to increasing students' awareness of their own culture. They can research their families and real examples, and they can question all the aspects related to culture. Afterward, we can bring them aspects of target cultures by allowing them to explore and compare them with one of their own cultures. In this case, we have the focus on comparing and identifying others' culture aspects (see figure 1).

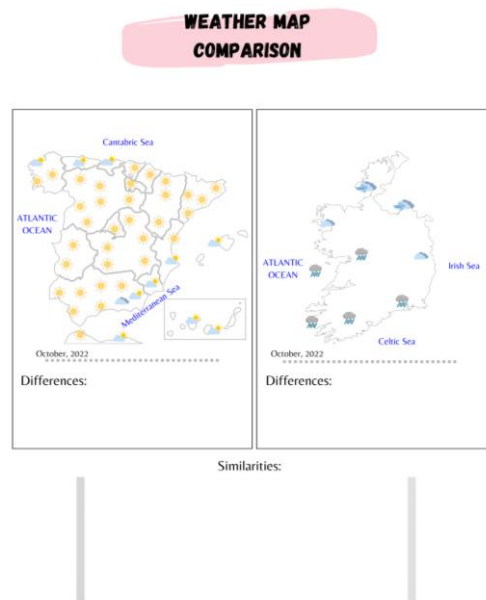


Figure 1. Weather map comparison

As we have mentioned in the previous pages, culture refers to different aspects, and more of them are hidden from our eyes. Therefore, when including the cultural aspect, we are going to deal with behaviours and attitudes, etc. The weather is one of the factors that determine the culture of a society. In this sense, one of the topics of our proposal is to work on content related to weather and climate; thus, we will work on culture related to it at the time we are dealing with content and language.

In the following lines, we are going to explain in general terms the activities that we will implement for the inclusion of cultural learning. They will be part of a bigger didactic unit and they are going to form the last part of the didactic unit. Thereby, students have already work the language and content of this topic. For the inclusion of the cultural aspect, we are going to divide activities into phases which will finish with the final task.

In the first phase, we will activate students' prior knowledge related to the culture and the current topic of weather. With this aim, in the activity "Welcome sunny day!", we will introduce students to weather maps and the concept of meteorology, through a poster of a Spanish one which we will analyse writing down the main ideas. Then, we will encourage them to think about how this weather map can be different in Ireland (shape, weather, etc.). In groups, they are going to make their hypothesis of the Irish weather most common and the kind of games and attitudes that children of this country can have regarding it. They will write it on the first page of their portfolio.

Secondly, students are going to research in different ways to check if their hypothesis is correct. In this light, we will provide them with several resources from which they can gather information: Learners will be taught to use the weather app, in which they can choose a location and they will have the opportunity of gathering information about Irish and Spanish weather. Besides, through social media, we will show them how there are accounts that provide weather information. Furthermore, we will introduce them to news programmes' weather section, which they will try to analyse. Therefore, they will have the possibility of using these resources to collect information about the weather.

Regarding the kind of games, activities, and attitudes determined by the weather, they will search it on the Internet, as well as they can ask family and friends to write it on a table inside the portfolio in which they will compare Spain with Ireland. All the information will be collected in the portfolio (see annex 2) in which they will draw the current weather, and write observations about the future weather or warnings. Also, they will have space for mentioning activities that can be done and conclusions. Moreover, they can select how they feel every day since it will influence how they work and we want to promote a comfortable learning environment. Besides, on some occasions, the weather can influence their feelings and the way they approach the day, which can be also influenced by cultural aspects.

Additionally, we will implement the activity “cultural identity card” (see annex 3) in which students will collect information about different cultural aspects they have discovered. It will help them synthesize information and show an understanding of it. This phase will end with a debate. Each member of the group will change groups for sharing their ideas. In these new groups, they will ask questions and doubts. Afterward, each student will come back to their basic group and the whole class will do a debate about the information gathered.

Finally, the last phase will be the final task “Weather forecasting” in which they will prepare their weather maps of Spain and Ireland (see figure 2 and 3) and they will present them to their class. They will be provided with a sheet with the maps so they will have to draw the weather and they will have a checklist with the aspects that will be assessed so they can be prepared for it. Moreover, the information to say in the presentation will be taken from the portfolio and the country ID.



Figure 2. Spanish weather map



Figure 3. Irish weather map

8.7. Evaluation

It is important to determine whether the objective proposed has been achieved and how can improve our teaching and students' learning experience. As we will explain in detail later, CLIL requires considering content and language. Besides, regarding the integration of interculturality, we acquire another aspect to take into account.

In this proposal we have put the focus on interculturality; thus, we are going to delve into the evaluation that will be related to it. As previously mentioned, students will write a portfolio that will be used as a formative and summative assessment. It will help us to gather information about their learning and their intercultural competence but also about language and content aspects. For its assessment, we will use a checklist (see annex 4). Furthermore, we will provide feedback to our students with the aim of facilitating the improvement of their work and learn better. In this light, we will use the technique feedback sandwich (see annex 5). Thereby, the direct and indirect observation will acquire special relevance.

Regarding the final task, we will assess content language and cultural competence by using a rubric (see annex 6). Moreover, they will do a self-assessment by completing a traffic light checklist (see annex 7). This traffic checklist will be provided to students previously to the

final evaluation so it will be part of the assessment for learning which will allow them to prepare the presentation accordingly to what is expected. Assessment will be explicit so they will know what to improve before the oral presentation, and items will be correlated with the rubric that will assess it.

Finally, the intercultural aspects will be assessed with content and language, considering students' processes, skills, and knowledge and using a variety of tools, which as OANPEE (2012) affirmed can be considered as a global evaluation. Notwithstanding, in the following pages we are going to delve into the theory that supports this evaluation and how we should deal with it when including interculturality in our teaching.

9. EVALUATION

The implementation in the class requires its subsequent evaluation. It is important to determine whether the objectives proposed have been achieved and how we can improve our teaching and students' learning experience.

Valeirón (2004) affirmed that evaluation refers to the process of searching for evidence to make a reflection of the learning acquired which allows to determine weak and strong points. We should notice that evaluation differs from the assessment, which is the set of procedures that aim to gather information about students' competence (Pérez-Paredes & Rubio, 2005). As Llull et al. (2016) refer, there are different models of assessment: initial, formative, and summative. Diagnostic assessment is developed aiming the knowledge of students' mastery (Torres, 2013). Formative assessment is characterised by a process that aims to improve learning quality (Areiza, 2013). Finally, summative assessments aim to obtain a calcification and determine students' achievement of the objectives proposed (Torres, 2013).

The importance of evaluation comes from its usefulness to foster an improvement of the quality of learning; thus, we consider there is a direct relationship between evaluation and quality of the learning process (Black and William, 1998). The evaluation considered as a process will provide students with more benefits since it will facilitate the comprehension of the process, determining if it is meaningful or not (Bazarrá and Casanova, 2018). A key aspect is to promote students' participation in the evaluation which will facilitate them to understand their learning process and which are their weaknesses and strengths. Then, the use of different kinds of assessments, such as self or peer assessment will be enriching (Torres, 2013).

Additionally, we should consider techniques, tools, and procedures of evaluation. The first one refers to the strategies employed to collect learners' information such as direct observation, recordings... The second one is the tools that would be used to reflect in an organised way the information gathered such as checklists or rubrics. Finally, the last one, refers to students' productions that show what they have learned and they can be written, oral, and practised such as portfolio (Hamodi, López, & López, 2015).

Particularly, the CLIL contexts require assimilation of content and language which implies we should assess both content and language to improve the teaching and learning process. Besides, when implementing CLIL we usually have a textbook that has to be evaluated. According to López-Medina (2021), the use of checklists to evaluate textbooks is a good option. Following Abdel Wahab, (2013) the checklist to be comprehensive should be made up of a not-too-extensive number of items for the user to complete. Besides, the 4 Cs in CLIL should be considered within the criteria. In this sense, we can follow the checklist provided by López-Medina (2021). On it, we can see that the criteria are divided into seven groups. The general group in which it is assessed is the structure, the materials, and the physical features. After we have the content, cognition, communication, and language groups in which they consider other aspects. Finally, we have the group of cultures in which we find criteria such as the guide of students in developing cultural awareness or the consideration of cultural sensitivities. The analysis of the checklist and the criteria that should be considered with the implementation of CLIL reinforced the idea of including cultural aspects in the teaching and learning process (López-Medina, 2021).

For assessing content, we need to find a match between objectives and content. The assessment should reflect what is taught and students will be successful in familiar questions for them (Bachman, 1990). On the other hand, language assessment in CLIL is also important. Language is not an end in itself, it is a vehicle for learning. Thus, we cannot use standard techniques or tools used in foreign language learning. Besides, not all assessments have to be done in English. However, if some content has been taught in English it should be assessed in this language. Thus, language should be assessed for instance through a speaking task or oral discussion in groups (McKay, 2006).

Following Massler (2011), content and language can be addressed in one task. Nevertheless, it requires different criteria for each area. Furthermore, we will consider BICS and CALP. Following McKay (2006) CALP skills facilitate students' development for their

future. Besides, BICS language skills help students with their balanced linguistic development which will be effective for social communication. According to Massler (2011), using techniques such as self-evaluation and student journals, journals, monitory, and systematic observation suit well to assess in CLIL several aspects such as attitudes or behaviours.

Additionally, it is important to develop a formative assessment while providing feedback to foster learning. In this way, learners will discover how to improve their learning process. Besides, the use of portfolios is considered a good assessment practice (Ioannou-Georgiou and Pavlou, 2003) They encourage reflection and collaborative assessment (Massler 2011).

According to Huang (2012), a unique assessment type that is labelled as "alternative" comes forth as a result of combining formative and summative assessment aspects. This is the portfolio that is product-oriented. It considers the different works that learners are including and then includes the ongoing assessment. Following Huang (2012) the use of a portfolio requires qualitative reports and assessments of students. Thus the portfolio is a good way of evaluation. It can be developed online or through paper. If we deduce to take paper there are several applications such as Seesaw, Wix or Google Sites (Renwick, 2017).

Considering the intercultural component of the language is going to be part of teaching, it should also be part of the evaluation. Following Deardorff (2006), when assessing intercultural aspects, we should remember that it should be an ongoing, intentional, and integrated evaluation. Moreover, we should include quantitative and qualitative methods.

According to Dervin (2010), the assessment of interculturality requires combining formative and summative assessment through different methods and contexts. Both results will give students an idea of which point they are at, and from it they can reflect and be guided by the teacher to keep improving their competence.

Several assessment methods teachers have applied to assess interculturality. One of them is the standard cultural test which contains simple-to-correct multiple-choice questions (Hashem, 1995). They only test factual knowledge, which can be stereotypical and then do not provide information on intercultural competence. On the other hand, we can use portfolios or diaries to try to assess or observe our students. However, these methods may lack validity and reliability.

Other ways that can be employed are the use of self-, peer- and group assessments. In this way, students can assess their identity which is related to their awareness about themselves and their culture. Also, it has to do with otherization which refers to the understanding of prejudices and the representation which seek a deeper understanding of the representation of others' culture (Dervin, 2010). Thus, we will assess three key components of interculturality from students' feelings.

Finally, it can be said that the assessment in CLIL content requires to consider a wide variety of aspects which will be turned into different criteria. Notwithstanding, we cannot forget to assess what we teach so evaluation acquires reliability and validity, as well as we cannot avoid the assessment of the intercultural aspects of the language.

10. CONCLUSION

Upon exploring the situation of culture from multiple perspectives, the controversial term culture has changed over the years to include aspects of life that are not visible to our eyes. It implies it has a great impact on the use and the behaviour when using the language. Thus, it has been clarified that the way one speaks of the language suggests the application of cultural attitudes and expertise. These knowledge and attitudes are present too when learning a foreign language which can cause cultural shock. Therefore, we cannot doubt the importance of diminishing the positivity of this phenomenon with our students by increasing their acceptance of cultural relativity and tolerance.

We require them to guide our students in the development of interculturality without forgetting they have their L1 culture and personal experiences with other cultures which will determine how they see new cultures. As we have mentioned we are in front of the “fifth” skill that will enable students' language proficiency.

Nowadays, students are surrounded by FL in several ways and its learning is not limited to the FL class. Then, we should expand the promotion of interculturality to their context such as the CLIL context. As it is well known it is a dual approach that includes language and content, and as basic aspects we have the 4cs mentioned by Coyle (2007) in which culture is one of the C that cannot be avoided.

In a CLIL context, students have the opportunity of developing cultural awareness and improving their skills in society. It provides them with an authentic and meaningful context in

which they have a blank cheque to explore other cultures and build their own meaning. By the same token, they have the opportunity of seeing the language in action and see the real purpose of learning it, which is communication.

Despite the fact that there is not much evidence of the real application of interculturality in a CLIL context, as we have checked the theory points out its importance for students' language development and its clear relation to the CLIL context, which favours its development and provides great assets to our students.

Due to the possible complexity that the implementation of interculturality in the class can suppose, we should consider that it cannot be reduced to folklore and requires a self-reflexive process. Besides, we should take advantage of all the resources we have. In this sense, providing students with authentic materials seems to be an opportunity for creating new experiences. However, we should always consider our studies level and ways of learning. Thus, the implementation of an eclectic methodology will be crucial as well as the adaptation of the input to learners' level and the use of scaffolding in which students' prior knowledge is taken into advantage as other kinds of resources such as visual aids, realia, and graphics.

In general terms, it requires a new role for teachers who have to be educators for the promotion of thoughtful environments. Then, how they see themselves is crucial as students should be active members in their learning. Moreover, collaboration and cooperation with other teachers will facilitate reaching their goals. As we have mentioned, participation in similar projects will enhance students' learning and will provide context to the learning. In all cases, teachers should keep a balance between content and language and should guide their students in the development of interculturality and tolerance attitudes towards others through different kinds of activities.

Intercultural communicative competence is a lifelong learning that requires experiences and the acquisition of knowledge but also skills and attitudes. Then, the activities proposed should be varied and consider the little progress of students. In this light, as authors have supported, the use of students' environment provides them with meaningfulness and motivation. For that reason, the engagement of students in investigations with their families is a good opportunity. Besides, interculturality can be developed in extracurricular activities for which the use of programs such as Etwinning or Erasmus Plus is essential. Nevertheless, we cannot lay our learners' learning in this kind of environment and we should push their learning

by including reflections and comparisons of cultures by employing other resources such as films, musicals, literature, or projects. All of them amongst others will bring them real, meaningful, and holistic experiences that will enrich them.

The evaluation is an aspect that should be present. In this sense, as we have mentioned we cannot forget the different kinds of evolutions that can be applied in class. The use of a great variety of tools such as checklists, portfolios, or rubrics will enhance the information gathered and will allow us to have more ideas for further improvement of our teaching. Besides, we cannot fortify the active role that our students have and then we should involve them in the evaluation through self-assessment, group assessment, or peer assessment. Furthermore, it allows them to develop their critical skills which are essential for the development of interculturality. Since as we have mentioned, intercultural self-reflection will have a special role in the development of students' intercultural attitudes, skills, and behaviours.

In a nutshell, the importance of interculturality in learning a new language cannot be overstated, and the CLIL context favours it and enhances learners' possibilities to develop attitudes in favour of tolerance and successful intercultural communication. Given the learning of languages' objectives is to communicate with others, intercultural skills in students are considered as important as learning the language since it will favour the negotiation of meaning and mutual understanding between the interlocutors.

Authors have corroborated its relevance and relation with CLIL however, we still need to apply the different theoretical concepts about it so we obtain more practical research that gives clues for its implementation. As we have mentioned it requires lots of aspects to be considered and a critical and active role by the side of students. In this light, teachers should be motivated and work together to achieve their objectives.

From what has been presented, one might conclude that CLIL context enhances language learning at the time content is acquired and provides students with good opportunities for meaningful and contextualised learning and development of intercultural communicative competence.

BIBLIOGRAPHICAL REFERENCES

- AbdelWahab, M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education*, 1, 55–70. DOI: <https://doi.org/10.19030/cier.v4i6.4383>
- Agut, P. (2019). *Aprendizaje Integrado de Contenidos y Lenguas (AICLE): Propuesta de Unidad Didáctica en el área de Educación Física*. (Master's Dissertation, Jaume University). <http://hdl.handle.net/10234/178270>
- Ardana, M. Wisna, P., & Gede, D. (2017). Measuring the Effectiveness of BLCS Model (Bruner, Local Culture, Scaffolding) in Mathematics Teaching by using Expert System-Based CSE-UCLA. *Education and Management Engineering*, 4, 1-12.
- Areiza, H. (2013). Role of Systematic Formative Assessment on Students' Views of Their Learning. *PROFILE*, 15 (2), 165-183.
- Ayala, O. (2016). *Metodología CLIL: Planificación de una Unidad Didáctica Intercurricular*. (Master's Dissertation, University of Valladolid). <http://uvadoc.uva.es/handle/10324/17479>
- Bachman, L. (1990). *Fundamental Considerations in Language Testing*. (2nd ed.). Oxford University Press.
- Bambó, I. (2020). *A Teaching Unit of English and Music with CLIL Methodology*. (Master's Dissertation, University of Zaragoza.) <https://zaguan.unizar.es/record/97806/files/TAZ-TFG-2020-3898.pdf>
- Banegas, D. (2012). CLIL Teacher Development: Challenges and experiences. *Latin American Journal of Content and Language Integrated Learning*, 5 (1), 46–56.
- Bazarra, L., & Casanova, O. (2018). *La Escuela ya no es un Lugar: la Revolución Metodológica está Creando el Futuro*. (4a ed.). Arcixformación.
- Bertaux, P., Coonan, C., Frigols-Martin, M. & Mehisto, P. (2010). The CLIL Teacher's Competences grid. CLIL Cascade Network. http://tplusm.net/CLIL_Competences_Grid_31.12.09.pdf
- Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy, and Cognition*. (1st ed.). Cambridge University Press.

- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5 (1), 7-68.
<https://www.gla.ac.uk/t4/learningandteaching/files/PGCTHE/BlackandWiliam1998.pdf>
 f
- Bok, D. (2006). *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*. (1st ed.) Princeton University Press.
- Bredella, L. (2003). Afterword: what does it mean to be intercultural. In G. Alred, M. Byram & M. Fleming (Eds.), *Intercultural Experience and Education*, 1st ed., 225-239. Multilingual Matters.
- Busby, G., & Klug, J. (2001). Movie-induced tourism: The challenge of measurement and other issues. *J. Vacat. Mark*, 7, 316–332.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. (1st ed.). Multilingual Matters.
- Collier, V. (1995). Acquiring a second language for school. Directions in language and education. *National Clearinghouse for Bilingual Education*, 1 (4), 1–12.
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching and Assessment*. (1st ed.). Cambridge University Press.
- Coyle, D. (2006). Content and Language integrated learning: Motivating learners and teachers. *Scottish Languages Review*, 13 (5), 1-18.
- Coyle, D. (2007). Content and Language Integrated Learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism* 10 (5), 543-562.
- Coyle, D. (2009). Promoting cultural diversity through intercultural understanding: A case study of CLIL teacher professional development at in-service and pre-service levels. In M. Carrió-Pastor (Ed.), *Content and language integrated learning: Cultural diversity*, 2nd ed., 105–124. Peter Lang.
- Coyle, D., Holmes, B. & King, L. (2009). *Towards an Integrated Curriculum: CLIL National Statement and Guidelines*. (1st. ed.). The Languages Company.

- Davison, C. (2006). Collaboration between ESL and content teachers: how do we know we are doing it right? *International Journal of Bilingual Education and Bilingualism*, 9 (4). 454-475.
- Deardorff, D. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10, 241–266.
- Deardorff, D. (2011). Assessing Intercultural Competence. *New directions for Institutional Research*, 149, 65-79. DOI: <https://doi.org/10.1002/ir.381>
- Dervin, F. (2010). *Assessing intercultural competence in Language Learning and Teaching: a critical review of current efforts*. University of Helsinki.
- Devrim, D. (2006). *Students' opinions of the role of 'culture' in learning English as a foreign language* (Master's Dissertation, Bogazici University).
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. (1st ed.). Cambridge University Press.
- Dunn, J. (2019). Critical cultural awareness and learning through digital environments. In F. Meunier, J. Van de Viber, L. Bradley & S. Thouësny (Eds), *CALL and Complexity, Short Papers from EUROCALL*, 2nd Ed., 130-136. Research-publishing.net. <https://doi.org/10.14705/rpnet.2019.38.998>
- ETwinning. (2023). *European School Education Platform: eTwinning*. <https://school-education.ec.europa>.
- Furnham, A. (1997). The experience of being an overseas student. In D. MacNamara & R. Harris (eds.), *Overseas Students in Higher Education: Issues in Teaching and Learning*, 2nd Ed., 14-29. Routledge.
- Gallagher, F., & Colohan, G. (2017). T(w)o and fro: using the L1 as a language teaching tool in the CLIL classroom. *The Language Learning Journal*, 45 (4), 485–498. DOI: <https://doi.org/10.1080/09571736.2014.947382>
- García, A., Sacaluga, I., & Moreno, A. (2021). The Development of the Competency of “Cultural Awareness and Expressions” Using Movie-Induced Tourism as a Didactic Resource. *Education Sciences*, 11 (315), 2-9. DOI: <https://doi.org/10.3390/educsci11070315>

- Garrote, M., & Fernández, M. (2016). Intercultural Competence in Teaching: Defining the Intercultural Profile of Student Teachers. *Bellaterra Journal of Teaching & Learning Language & Literature*, 9 (4), 41-58.
- Gibbons, P. (2015). *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom*. (1st ed.). Heinemann.
- Gómez-Parra, M. (2018). Bilingual and intercultural education (BIE): Meeting 21st century educational demands. *Theoria et Historia Scientiarum*, 15, 85–99. DOI: <https://doi.org/10.12775/ths.2018.006>
- Gómez-Parra, M. (2020). Measuring Intercultural learning through CLIL. *Journal of new Approaches in Educational Research*, 9 (1), 43-56.
- Grosjean, F. (2010). *Bilingual: Life and Reality*. (1st ed.). Harvard University Press.
- Güneş, G., & Mede, M. (2019). Integration of Intercultural Communicative Competence (ICC) in an EFL Course: Perceptions of Students and Teachers. *Inonu University Journal of the Faculty of Education*, 20 (2), 352-363. doi: 10.17679/inuefd.445793
- Güneş, G., & Mede, M. (2019). Integration of Intercultural Communicative Competence (ICC) in an EFL Course: Perceptions of Students and Teachers. *Inonu University Journal of the Faculty of Education*, 20 (2), 352-363. DOI: <https://doi.org/10.17679/inuefd.445793>
- Hamodi, C., López, V., & López, A. (2015). Medios, técnicas e instrumentos de evaluación formativa y compartida del aprendizaje en educación superior. *Perfiles Educativos*, 37 (147), 146-161.
- Hashem, M. (1995). *Assessing student learning outcome in teaching intercultural communication*. Speech communication association convention. http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/000000b/80/26/04/92.pdf
- Hofstede, G. (1996). *Cultures and Organizations; Software of the Mind. Intercultural Cooperation and its Importance for Survival*. (1st ed.). McGraw-Hill.
- Huang, J. (2012). The Implementation of Portfolio Assessment in Integrated English Course. *English Language and Literature Studies*, 2 (4), 15-21. DOI: <https://doi.org/10.5539/ells.v2n4p15>

- Ioannou-Georgiou, S., & Pavlou, P. (2003). *Assessing Young Learners*. (1st ed.). Oxford University Press.
- Karatsu, R. (2016). *Fostering Critical Intercultural Competence in CLIL Classes Through Films: A Case Study at a Japanese University*. University of Nagasaki.
- Kim, Y. (2001). *An Integrative Theory of Communication and Cross-Cultural Adaptation*. (1st ed.). Sage.
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. (2nd ed.). Oxford University Press.
- Krashen, S. (1985). *The Input Hypothesis*. (1st ed.). Longman.
- Llull, J., Fernández, M., Johnson M., & Peñafiel, E. (2016). *Planning for CLIL. Designing Effective Lessons for the Bilingual Classroom*. (2nd ed.). Editorial CCS.
- López-Medina, B. (2021). On the Development of a CLIL Textbook Evaluation Checklist: A Focus Group Study. *The Electronic Journal for English as a Second Language*, 25 (1), 1-17. [Microsoft Word - a17.docx \(tesl-ej.org\)](#)
- Lorenzo, F., & Moore, P. (2010). On the natural emergence of language structures in CLIL: towards a theory of European educational bilingualism. In C. Dalton-Puffer, T. Nikula, and U. Smit (eds.), *Language Use and Language Learning in CLIL Classrooms*, 1st Ed., 23-38. John Benjamins.
- Mahan, K. (2022) The comprehending teacher: scaffolding in content and language integrated learning (CLIL). *The Language Learning Journal*, 50 (1), 74-88. DOI: <https://doi.org/10.1080/09571736.2019.1705879>
- Mahmoud, A., Muhamad, E., & Abdel, M. (2018). *The Effectiveness of Using Content and Language Integrated Learning (CLIL): Approach to Enhance EFL Student Teachers' Cultural Awareness*. (2nd ed.). Benha University.
- Maley, A. (1989). *Down from the Pedestal: Literature as Resource*. (1st ed.). Modern English Publications.
- Marsh D., & Langé, G. (2000). *Using Languages to Learn and Learning to Use Language*. (1st ed.). University of Jyväskylä.

- Massler, U. (2011). Assessment in CLIL Learning. In S. Ioannou-Georgiou & P. Pavlou (Eds.), *Guidelines for CLIL Implementation in Primary and Pre-primary Education*, 1st ed., 114- 136. PROCLIL.
- McKay, P. (2006). *Assessing Young Language Learners*. (1st ed.). Cambridge University Press.
- Mehisto, P., Marsh, D., & Frigols, M. (2008). *Uncovering CLIL*. Macmillan.
- Musanti, S., & Pence, L. (2010). Collaboration and Teacher Development: Unpacking Resistance, Constructing Knowledge and Navigating Identities. *Teacher Education Quarterly*, 37 (1), 73-89.
- Navés, T. (2009). Effective Content and Language Integrated Learning (CLIL) Programmes. In Y. Ruiz de Zarobe and R. Jiménez (Eds.), *Content and Language Integrated Learning Evidence from Research in Europe*, 1st ed., 22-40. Multilingual Matters.
- OAPEE. (2012). *Guía para el diseño y puesta en marcha de un Proyecto Lingüístico de Centro*. López & Trujillo (Coords.). University of Granada.
- Oberg, K. (1960). Culture Shock: Adjustment to New Cultural Environments. *Practical Anthropology* 7, 177-182.
- Order 1st of August of 2016, which modifies the Order 28th June of 2011 which regulates bilingual education in the Autonomous Community in Andalusia.
- Order ECD/65/2015 of January 21st, which describes the relationship between the competences, contents and criteria of evaluation in primary, secondary education and baccalaureate.
- Organic Law 2/2006, of May 3, on Education, in its new amended the Organic Law 3/2020, of 29th December, which modifies the Organic Law 2/2006 of 3rd of May (LOE-LOMLOE)
- Ortega-Martín, J., Hughes, S. & Madrid, D. (2018). *Influencia de la Política Educativa de Centro en la Enseñanza Bilingüe en España*. (1st ed.). Ministerio de Educación, Cultura y Deporte.
- Pavón, V. (2014). Enhancing the quality of CLIL: making the best of the collaboration between language teachers and content teachers. *Encuentro*, 23, 115–27.

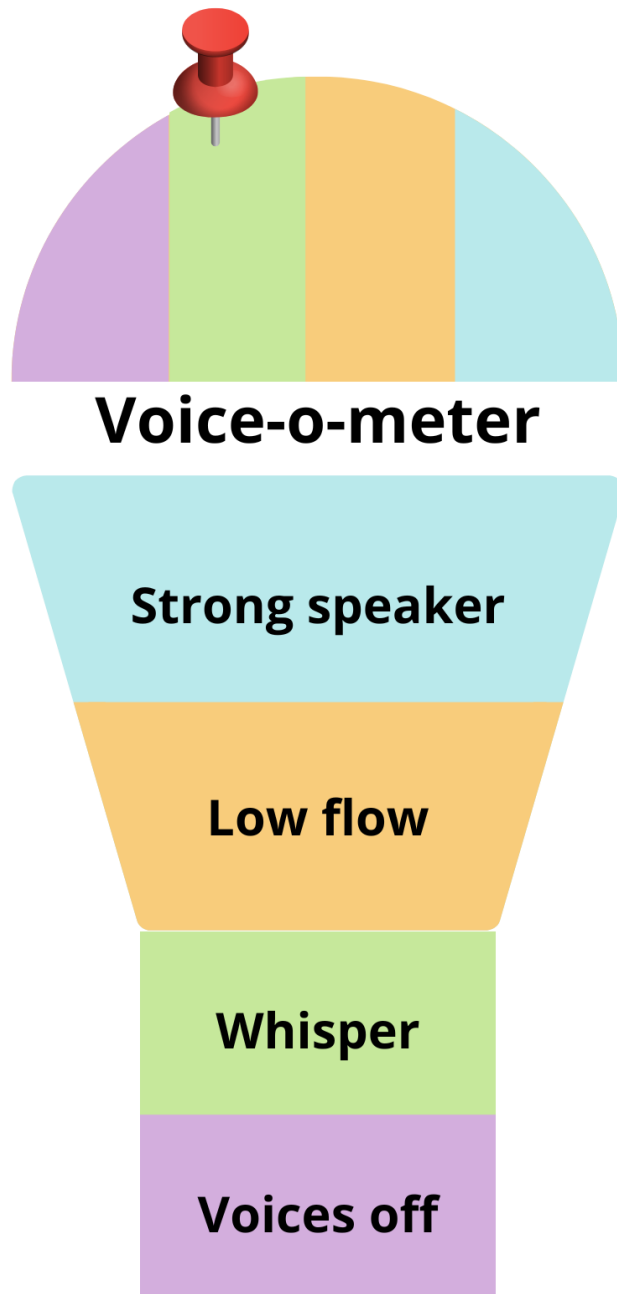
- Pavón, V., Lancaster, N., & Bretones, C. (2019). Key issues in developing teachers' competences for CLIL in Andalusia: training, mobility and coordination. *The Language Learning Journal*, 48 (1), 81-98. DOI: <https://doi.org/10.1080/09571736.2019.1642940>
- Pérez Cañado, M. L. (2012). CLIL research in Europe: past, present, and future. *International Journal of Bilingual Education and Bilingualism*, 15 (3), 315– 341. DOI: <https://doi.org/10.1080/13670050.2011.630064>
- Pérez Cañado, M. L. (2016). Teacher training needs for bilingual education: In-service teacher perceptions. *International Journal of Bilingual Education and Bilingualism*, 19 (3), 266-295. DOI: <https://doi.org/10.1080/13670050.2014.980778>
- Pérez Cañado, M. L. (2018). CLIL and educational level: A longitudinal study on the impact of CLIL on language outcomes. *Porta Linguarum: Revista Internacional de Didáctica de las Lenguas Extranjeras*, 29, 51–70.
- Pérez, P., & Rubio, F. (2005). Testing and assessment. In N. McLaren, D. Madrid & A. Bueno (eds.) *TEFL in Secondary Education*. 1st Ed. 606-639. Editorial Universidad de Granada
- Pulverness, A. (2004). *Here and There: Issues in Materials Development for Intercultural Learning*. Paper given at the Culture ELT Seminar.
- Read, C. (2007). *500 Activities for the Primary Classroom*. (1st ed.). Macmillan.
- Renwick, M. (2017). *Digital Portfolios in the Classroom: Showcasing and Assessing Student Work*. (1st ed.). ASCD.
- Rodríguez, L., & Puyal, M. (2012). Promoting intercultural competence through literature in CLIL contexts. *Atlantis*, 34 (2), 105–124.
- Roiha, A., & Sommier, M. (2018). Viewing CLIL through the eyes of former pupils: insights into foreign language and intercultural attitudes. *Language and Intercultural Communication*, 18 (6), 631-647. DOI: <https://doi.org/10.1080/14708477.2018.1465069>
- Sánchez, M., Gómez, L., & Gutiérrez-Pérez, R. (2018). La Competencia Conciencia y Expresión Cultural para poner en valor la herencia literaria medieval hispano-árabe en un contexto educativo Intercultural. *Tercio Creciente*, 13, 57–78.

- Sandhu, D., & Asrabadi, B. (1994). Development of an accumulative stress scale for international students: Preliminary findings. *Psychological Reports* 75, 435- 443.
- Schumann, J. (1976). Social distance as a factor in second language acquisition. *Language Learning*, 26 (1), 135-143.
- Schumann, J. (1986). Research on the acculturation model for second language acquisition. *Journal of Multilingual and Multicultural Development*, 7 (5), 379-392.
- Stier, J. (2003). Internationalisation, Ethnic Diversity and the Acquisition of Intercultural Competencies. *Intercultural Education*, 14 (1), 77-91.
- Sudhoff, J. (2010). CLIL and intercultural communicative competence: Foundations and approaches towards a fusion. *International CLIL Research Journal*, 1 (3), 30–37.
- Tomlinson, B., & Masuhara, H. (2004). Developing cultural awareness. *Modern English Teacher*, 13(1), 5–11.
- Tomlinson, C., & Moon, T. (2013). Differentiation and Classroom Assessment. In J. McMillan (ed.), *SAGE Handbook of Research on Classroom Assessment*, 2nd Ed., 415-530. Sage.
- Torres, R. (2013). *La evaluación formativa*. Ministerio de educación pública.
- Valeirón, L. (2004). La evaluación de los aprendizajes. *Cuadernos de Pedagogía Universitaria*, 1 (2), 8-12.
<https://cuaderno.pucmm.edu.do/index.php/cuadernodepedagogia/issue/view/2/9>
- Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher-student interaction: a decade of research. *Educational Psychology Review* 2 (3), 271–296.
 DOI: <https://doi.org/10.1007/s10648-010-9127-6>
- Van, T. (2009). The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom. *English Teaching Forum*, 47 (3), 2-9.
- Walqui, A. (2006). Scaffolding instruction for English language learners: a conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9 (2), 159–180.

- Weaver, G. (1993). Understanding and coping with cross-cultural adjustment stress. In M. Paige (ed.), *Education for the Intercultural Experience*, 2nd Ed., 137-167. Intercultural Press.
- Yang, W. (2021). Designing a CLIL-Based cultural training course to enhance learners' cultural quotient (CQ) by introducing internationalisation at home (IAH). *Taiwan Journal of TESOL*, 18 (2), 99-131.
- Zelenková, L. (2012). Developing Intercultural Communicative Competence in Learners of English. (Master's Dissertation, Masaryk University).
https://is.muni.cz/th/199420/pedf_m/Diplomova_prace_-_Bc_Lenka_Zelenkova.pdf

ANNEXES

Annex 1. Voice-o-meter



Portfolio

The weather today is:

Observations:

Activities to do:


- 1 _____
- 2 _____
- 3 _____

Conclusion:

Today, I feel...

😊 😐 😞 😡


Annex 3. Cultural identity Card



Cultural Identity Card

Name: _____

Flag



Typical/Traditional

Food:


Dances:

Music:

Games:

Greetings:

Corporal distance:

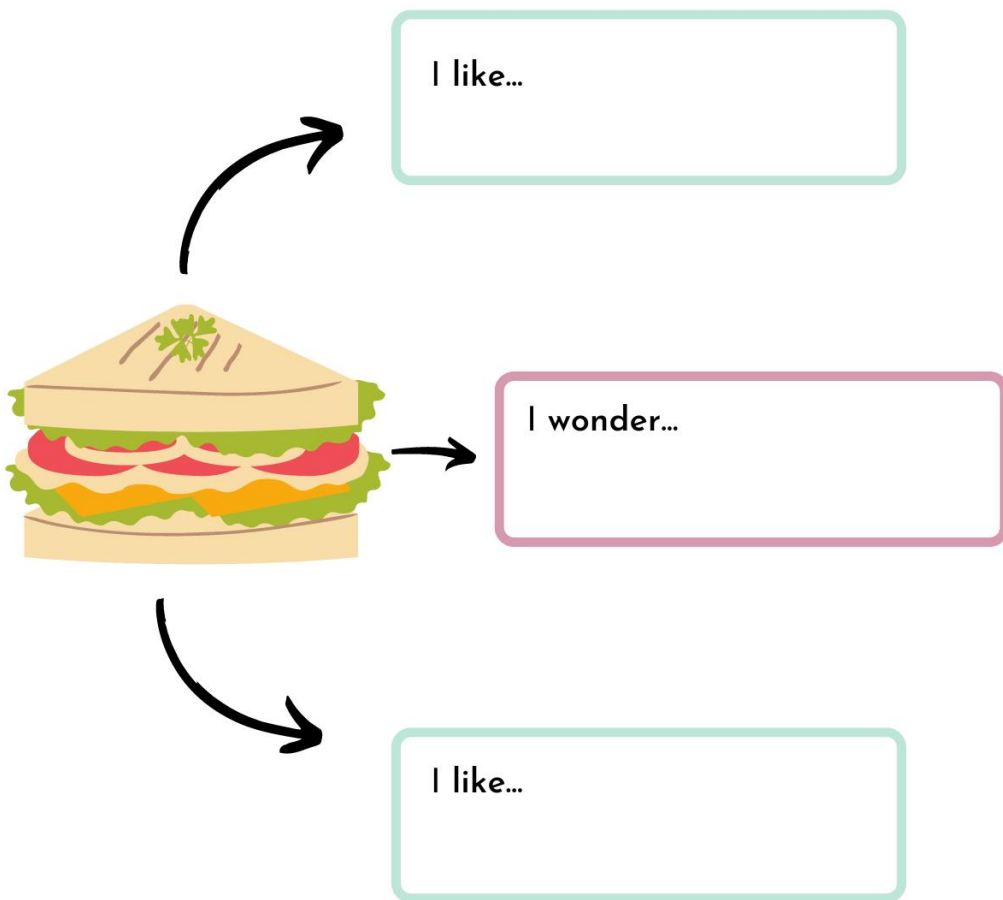


Annex 4. Checklist for assessing portfolio

	Yes	No
Completes all aspects asked		
Contrast information learned with observation of the country		
Uses specific vocabulary		
Write sentences with good order		
Show understanding of the content in the conclusion		

Annex 5. Feedback sandwich

Feedback sandwich



Annex 6. Rubric final presentation

	Excellent	Satisfactory	Developing	Unsatisfactory
Visual contact	Consistently displays eye contact	Makes eye contact the majority of the time.	Show visual contact in few occasions	Does not show visual contact
Body language	Uses gestures in a natural way that facilitates comprehension	Use a proper posture and gestures most of the time	Uses some gestures and posture not appropriated for the situation	Does not use posture or gestures that facilitates comprehension
Volume and tone of voice	The volume is adequate all the time and tone awake interest in the listeners	The volume is okay and the tone get attention of listeners most of the time	It is difficult to listen to the speaker	It is not possible to listen to the speaker and the tone is not adequate
Language	Express him/herself with clarity and identify questions to answer	Express him/herself with clarity most of the time and identify questions and answer them most of the time	Shows difficulties for expressing his/her ideas and does not identify all questions	Cannot express the ideas and does not identify questions to be answered
Spelling and Vocabulary	The poster contains appropriate	The poster contains good spelling and	The poster contains small spelling	The poster contains big spelling

	spelling and specific vocabulary.	specific vocabulary with some mistakes.	mistakes and lack of specific vocabulary.	mistakes and does not include vocabulary.
Poster	It contains information and drawing visually attractive, summarise the main aspects and contain extra information.	It contains information and drawing visually attractive and summarise main aspects.	It contains information and some drawings visually attractive and does not summarise main aspects.	It contains poor information and it does not include drawings.
Content	Shows plenty of understanding of the content and they procedures made.	Demonstrates a thorough comprehension of the methods and subject.	Shows lack of some understanding of the content and procedures developed.	Does not show understanding of content and procedures.
Target culture	Identifies great varieties of activities related to weather and culture. Compares them with Spanish ones and identifies variety of cultural aspects.	Identifies activities related to weather and culture. Compares them with few Spanish ones and identify variety of cultural aspects.	Identifies activities related to weather and culture with difficulties some activities, does not compare with Spanish ones and include some	Does not identifies activities related to weather and does not make comparison with their own culture.

			other cultural aspects.	
Group work	Shows respect to others work and toleration to others opinions.	Shows most of the time respect and toleration to others works and opinions.	Shows sometimes respect and toleration to others work and opinions.	Does not show respect and toleration to others opinions.

Annex 7. Traffic light checklist. Students' self-assessment



No
Yes, some.
Yes, completely

The poster summarises the information	
The poster contains extra information	
The posters is visually attractive and contain drawings or pictures	
The poster includes good vocabulary and spelling	
I understood the content	
I expressed with clarity and using visual contact	
I use body language and appropriate volume and tone of voice	
I express activities to be done related to culture and weather	
I compare my culture and the target culture	
I identify questions and answer to them	